

Sadie Levy
LAP 2: Beginning research
3/22/19

1. Content: Describe **what** it is you will teach. What is the content?
 - a. In this lesson, students will be introduced to the next part of this unit which will be getting to know our own cultures, and then learning about others through interviews. This lesson will have each student set up on their own iPad researching their own culture based on websites and questions I have pre-planned.

2. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
 - a. Students will have a more refined understanding of what culture is.
 - b. Students will understand that their culture is unique and special.
 - c. Students will be able to navigate a webpage fluently enough to complete the guiding questions/worksheet.
 - d. Students will be able to read and independently to discover more about their cultural background.

3. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
 - a. It is clear that my students are interested in learning more about their own culture, and interested in each other's cultures, so I figured it makes sense to center their curiosity in this unit. Additionally, I think reading outside of a "literacy" context is very important and instrumental in increasing their interest and ability to read, which is why I made this lesson a reading-heavy exercise. Really this lesson is much better suited for my higher level, more independent workers, but I think it's important to have those lessons now and then that are a stretch for many students where I can be a bigger support, and my independent students are thriving more.
 - b. In the context of my CUP, this lesson is important as we discover more what "culture" means, as well as is a stepping stone toward doing our interviews. I want to reinforce with my students the importance of researching and being an expert in their culture when they get interviewed by another student.

4. Assessment: Describe **how** you and your students will know they have reached your learning goals.
 - a. This lesson will be assessed both informally and formally. For my students who are higher level readers, I will be expecting them to be able to navigate the website and complete relevant answers for the questions I ask of them. I will

push them to use their context clues to find out information and write in complete sentences.

- b. For my students who this will be a challenge for, I expect them to show perseverance, search for the information, and ask for guidance when they are stuck, instead of sitting their confused.
5. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?
- a. I know this lesson will be asking for a few of my students (Angelyn, Christian, maybe Angelo, Mario, and Khloe) because of the heavy reading aspect of it. That being said, I think this challenging research work will be best received in the context of learning about culture, since they already have a strong interest in learning about culture. That being said, I think my ELLs and students with IEPs will need an especially lot of a support. I am actually not sure how this will unfold. Since the people aforementioned do not share them same cultural background, I don't want to have them working together, per se, but I will have them all work at the same table at least, so I can at least address their questions in one place. I also am curious to see how it will be if I can pair up students who have similar cultural backgrounds to do this together. Tariyah and Christian, for example, are both African American, but have really different academic capabilities and working styles, not to mention Tariyah can get a little closed off in group settings. However, if it seems like that could work, I may pair them together.
 - b. I think a huge part of students making sure they feel like they can take on this larger assignment is showing my excitement and belief that they can be the expert of their own cultural background! If I can make it exciting and clear that during our interviews, they need to take charge and know about their culture, maybe they'll be more drive to read a lot.
 - c. As for vocabulary, of which there will be a lot on the websites, I will address it as it comes up for students. It was very hard/impossible for me to find every student's country on the same website, so they all have different formats, different vocabulary choices, and different ways they are categorized... which makes teaching how to navigate a website very difficult. For the purpose of this assignment, I think it makes sense for myself and my ELLs if I just address vocabulary as it comes up.
6. Activity description and agenda
- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

| time | activity | learning goals |
|------------|--|--|
| 10 minutes | Introduction: we're going to research our own origins and the cultures of our generations a long time ago; then after we learn about our own culture, we're going to interview anyone else in the class to learn more about their own culture | Students will understand what generation means (I will draw a family tree kind of diagram to explain it). |
| 5 min | <p>Explain ways to look at a website in order to get the information you need (don't look at every single word, look at the headings). RESEARCH SKILLS</p> <ul style="list-style-type: none"> - economy means money; what do the people do that for work - cultural stuff will mean dance and music - the land might mean food | SWBAT navigate their website based on the headings to find the information they're looking for. |
| 25 minutes | Give worksheets and iPads to students with their specific region of family origin (we're asking students where their <i>grandparents</i> are from). | SWBAT work independently doing research on their provided webpage. SWBAT skim their websites by looking at the headings to find the information they're looking for. |
| | <p>The links: japan: https://www.readworks.org/article/Japan-Country-and-Culture/dcd0f4f7-b481-4316-a2fc-4514463c5e2e#!articleTab:content/contentSection:107dd0bf-2835-4e24-bfec-66a0da021f98/</p> <ul style="list-style-type: none"> - 6 mini articles on japanese culture (cranes, haiku, mount fuji, <p>breakfast from around the world https://www.readworks.org/article/Breakfasts-From-Around-the-World/7f9cbb86-6a62-4272-9043-1bf29f5f9431#!articleTab:content/contentSection:107dd0bf-2835-4e24-bfec-66a0da021f98/</p> | <p>Panamanian culture https://kids.nationalgeographic.com/explore/countries/panama/#panama-canal.jpg</p> <p>Ghanaian culture https://kids.nationalgeographic.com/explore/countries/ghana/#Ghana-Map.jpg</p> <p>Albanian culture https://www.coolkidfacts.com/albania/</p> |

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|--|---|---|
| | <p>on:2997bf9d-6a33-46a5-8d62-c4cb9000dec3/</p> <p>African American culture https://kids.kiddle.co/African-American_people#Culture</p> <p>El Salvadoran culture https://kids.nationalgeographic.com/explore/countries/el-salvador/#el-salvador-oxen.jpg</p> <p>Puerto Rican culture https://www.coolkidfacts.com/puerto-rico-facts/</p> <p>Dominican culture this one: https://kids.kiddle.co/Dominican_Public</p> <ul style="list-style-type: none"> - go down the titles that make sense for this question | <p>Peruvian https://kids.nationalgeographic.com/explore/countries/peru/#peru-machu-picchu.jpg</p> |
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- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?
- i. I imagine that, overall, this lesson will be pretty challenging for my students. I'm asking them to do a lot that we don't normally do. I understand it is a risk but I'd rather take the risk and see where I can improve rather than not take it at all. Specific aspects that might be challenging for most or all students: looking at a web page and finding the specific information being asked of them. Even though I'm going to explain how to look for information based on the headings of a webpage, it still may be a challenge, or at least overwhelming for some (Christian, Angelyn, Mario, especially).
 - ii. Another challenge for specific students would be researching and understanding and feeling excited by African American culture. Without the prior historical knowledge and context of our country, I can imagine learning about African American culture might feel kind of weird for some students because, in comparison to the other students who are studying

cultures from different countries that are pretty starkly different from what is considered “mainstream culture” in the US. Additionally, there were very few kid-friendly web pages or videos on African American culture, so the formatting of the website I found just isn’t as fun looking as the others. I am having Christian, Taryiah, and Isaiah study this area of culture because they haven’t led me to believe there were any grandparents who recently moved. That being said, I will write a note home to their parents to verify and see what the parents think would be appropriate to delve into.

- iii. Depending on the country and students who identify with that country, I may pair them off so they can work together and help each other in the assignment.

7. List the Massachusetts Learning Standards this lesson addresses.

- a. 3.11 Identify what individuals and families bring with them (e.g. memories, cultural traits, goods, ideas, and languages or ways of speaking) when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society (e.g. language, literature arts, religion, traditions, customs); explain how the community is enriched by contributions from all people who form it today.
 - i. *Clarification statement: Students should be able to give examples of traditions or customs from other countries practiced in the US today, with a focus on the cultures represented in the class and what those cultures have contributed to US society: describe traditional foods, customs, games, and music of the place they, their family, or their ancestors came from.*
- b. SL. 1 Participate in collaborative discussion with peers and adults in small and larger groups on history/social science topics.
 - i. Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time, staying on topic)
 - ii. Build on one another’s talk in conversations by responding to comments through multiple exchanges.
 - iii. Ask questions to clear up confusion about the topics and texts under discussion.
- c. SL.4 Describe people, places and things related to history/social studies; speak clearly at an understandable pace and use appropriate vocabulary.

8. Reflection

- a. In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?

- b. What did you learn from the experience of this lesson that will inform your next LAP?

The most defining factors of this lesson were: Friday Afternoon high-energy and my lack preparation. This lesson was a huge learning experience! Even though in terms of some types of lessons, my planning has really improved, this was the first of this type of lesson I've done and I learned from it, to say the least. My vision for having every student research their own cultural background had an issue before I even started teaching because at lunch before the lesson I wanted to see if the links were working, and I realized some of them were not on the school wifi for some reason, so I spent quite a bit of time trying to find new ones, and then spaced on the fact that I'd have to get those links to every student. My original plan was to have them all on Clever so students could all access them by going on their account, but I didn't set that up in time.

Luckily, student were still very excited to be researching their country and cultural background, however some students were confused on how to get started, so there was some element of chaos to handing out the iPads one at a time as I pulled up the link, and then students would immediately have questions, and I was still setting up the rest of them. That being said, once all was said and done, many students had filled out the worksheet I gave them relatively completely, or at least in ways that made sense to their country, with little to no help from me!

There were a few students for him this assignment was really an issue because they did not know where their grandparents were from (my anchor for identifying what cultural background I should focus on), and did not specify in the survey home I'd sent. For those students, Mary set them up with a general video on culture, or they read to self. the other students who had a hard time understanding were black students who made it seem like their

family had been here for a long time (they didn't have a grandparent from a different country they mentioned), so I had them researching African American culture. Not only was this information harder to find in kid-appropriate ways, but was also just harder for them to understand the historical context because their understanding of time is so unformed.

As soon as this lesson was in motion I knew that the handing out individual iPads wasn't going to work in the future, there was more of an urgency to figure out how to use Google Classroom, and maybe I could do some mini-lessons on use of technology and google searching. So, before the next lesson, I got Google Classroom set up with Annie, put in some links, and I love it! I am so excited to use it across disciplines - to gauge understanding, have students independently working, and improve their technological fluidity.

The following work shows some of the student responses I got after the first day of research.

Firstly we have Christian. He, as expected, felt pretty overwhelmed, excited to be on the iPad, and very little ability to work independently. And, unfortunately, Tariyah really did not want to work with him. He asked me probably 3 times how to spell English and I told him many time (all of which when I was in the midst of helping someone or doing something else), that I didn't care about spelling and he should try his best and he's got this! That being said, he got really hung up on it and all he got down was "ingliish."

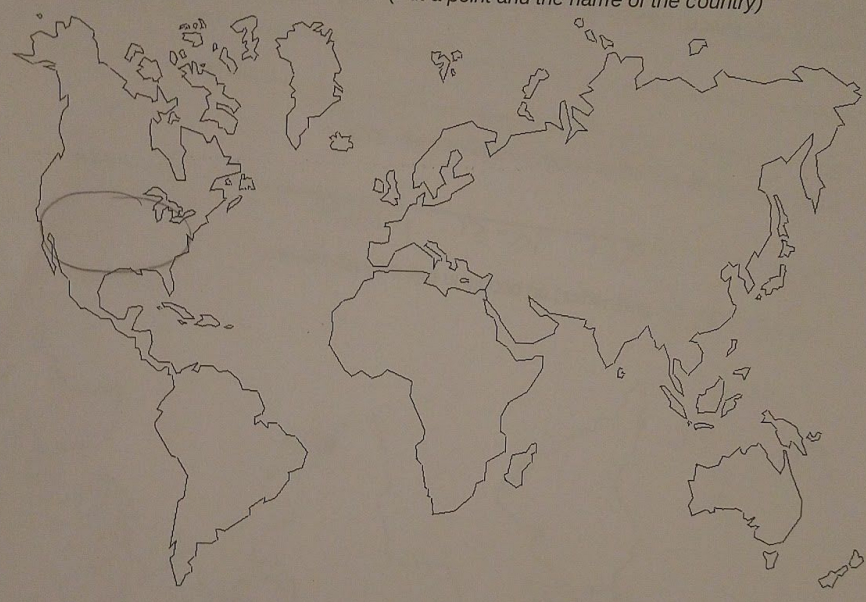
Secondly is Isaiah's work. Despite sometimes having a hard time focusing and not wanting to do work (in a very quiet Isaiah-like way), he worked surprisingly hard on this tricky assignment! And, not only that, all of his answers made sense! (Except for the last one where he originally had put "Washington DC" as an important person to his culture, which he changed once I told him that's not a person). Overall, despite the challenges he may have faced doing this, it did not show in his work!

Prince, who sometimes has a hard time focusing, was very excited about this assignment! Him and Nathaniel worked very well together (and even filled out the map correctly which no other students did!) Clearly excitement played a huge role in their commitment to this work and learning more about the world.

Name: Christian

GET TO KNOW YOUR CULTURE!

Where on the map is your culture from? (Put a point and the name of the country)



What language (or languages) do people in this country speak?

inglish

What kind of food do people of that country usually eat?

Are there any special dances or music to your culture?

Name: Leah

GET TO KNOW YOUR CULTURE!

Where on the map is your culture from? (Put a point and the name of the country)



What language (or languages) do people in this country speak?

English

What kind of food do people of that country usually eat?

crispy chicken with macaroni and cheese
collard green and cornbread

Are there any special dances or music to your culture?

hiphop

Name: Prince

GET TO KNOW YOUR CULTURE!

Where on the map is your culture from? (Put a point and the name of the country)



What language (or languages) do people in this country speak?

Twi English Akan Moshi

What kind of food do people of that country usually eat?

Ewe Dagomba Ga
Kakua Kenke Jollof fufu

Are there any special dances or music to your culture?

natawale know my lelele
take my money