

Sadie Levy

Culture LAP 6: Dominican culture from Afriany Ventura

4/5/19

1. Content: Describe **what** it is you will teach. What is the content?
 - a. In this lesson, we will have Afriany Ventura, my friend and roommate who is Dominican, come in to teach us how to make empanadas de queso. In morning meeting, we will think of questions we might have for her (as practice for our peer interview questions) and hear about her culture more deeply to make connections to what we have been researching.

2. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
 - a. SWBAT ask questions related to culture.
 - i. SWBAT form questions that make sense in relation to our content and from their research of their own culture.
 - b. SWBAT follow cooking instructions and ask for help by raising their hand if they need it.
 - c. SWBAT show respect for a guest by following normal classroom rules of listening to the speaker, not talking over one another, and raising their hand.
 - d. Students will see how human and personal culture is, and that everyone has their own thoughts about their culture.

3. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
 - a. While researching our cultures has been very exciting for my students, I also want them to meet people to share personally about their culture with the class. Sometimes reading factual information like that I think can get lost in young minds, and doesn't have a lot of connection to the "real world." Hearing Afriany talk about her family, the food, answering whatever questions they students have for her, will bring some of those words to life. While I can teach my students how to make empanadas, there's something very special about learning from someone *besides* your teacher, and also I am not from a culture that eats empanadas.

4. Assessment: Describe **how** you and your students will know they have reached your learning goals.
 - a. This lesson will be informally assessed based on student's active participation in creating questions for Afriany, as well as participating and engaging during her visit. Students who are engaged will...
 - i. create a question during morning meeting or when she visits that is related to culture.

- ii. listen attentively - have their body and eyes facing the speaker.
- iii. follow classroom rules set about being in the kitchen and learning to cook.

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 imagine this lesson will be very accessible to all of my students! Since it is Friday afternoon, I imagine energy levels will be high, however my plan is to use that energy into something that will engage everyone (cooking and meeting someone new!) instead of trying to harness it into a sit-down lesson. For students whom this might be especially over-stimulating (George, Chino, Prince, Keziah and Naliya are all possibilities), I will remind them of the consequences if their behavior gets too out of control and also try my best to keep their excitement on task, so they can see the purpose of staying focuses on the task at hand.

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
<i>morning meeting part 1</i>		
10 min	Students will create questions for Afriany after I introduce who's coming. The questions should be about culture. They can be her experience with her culture, her opinion on it, etc., etc. Students will write the questions down on scrap paper I hand out which they can refer back to later.	SWBAT follow classroom norms while seated on the rug. SWBAT generate culture-related questions on their own. SWBAT use their background knowledge of their own culture based on their family and the research they've done to create a list of questions that reflects what they've learned about culture.
<i>afternoon</i>		
3 min	We will review expectations in the teacher kitchen: <ul style="list-style-type: none"> - Listen to the teacher. - We're not yelling over each 	SWBAT understand the classroom expectations and consequences.

	<p>other.</p> <ul style="list-style-type: none"> - The only way we can cook is if we listen to Afriany's instruction - Use your body safely. - Raise your hand if you need help - If you cannot follow these expectations, you will be watching someone make them. 	
15 min	<p>Go downstairs to meet with Afriany. She introduces herself. We set up the food and start creating the empanadas based on her instruction.</p>	<p>SWBAT follow classroom expectations and listen with attention to Afriany. SWBAT raise their hands if they are stuck or need help.</p>
25 min	<p>While they're baking, we ask her questions.</p>	<p>SWBAT raise their hand and ask questions as they're appropriate and called on. SWBAT ask Afriany questions related to culture and Afriany's experience with her culture. SWBAT make connections with their own culture using the connection symbol, or raising their hand to share. SWBAT ask questions beyond just the food (even though that's what we're making), and ask Afriany questions regarding other parts of her culture, as well as her opinion on her culture.</p>
	<p>If we run out of questions and there's still time:</p> <ul style="list-style-type: none"> - turn and talk with your neighbor about a way your cultures are similar to Dominican culture - one question you really liked or thought to that you can ask your interview partner 	<p>SWBAT follow turn and talk protocol: making eye contact and looking at your partner; letting your partner talk; building off of their idea; making eye contact.</p>
20 min	<p>When they're done, we take them out and eat them! And enjoy them with Passion Fruit juice.</p>	<p>SWBAT eat and drink calmly so there is not a mess.</p>

- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?
 - i. Although I think almost all of my students will thoroughly enjoy this lesson, I am worried about two people in particular: Christian and Mario.
 - ii. christian has no spacial or historical context in his brain yet

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 b 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. gaining the floor in respectful ways, 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.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- d. 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?

This lesson was very fun! In the morning, my students were very excited and eager to write questions for Afriany. Below I show some of this work. At first, students were tempted to ask questions primarily about Afriany's personal life, not related to the culture she comes from as much, but after some more focused prompting, students came up with great questions.

I was surprised that Christian wrote a question that made sense in the context! He has had a really hard time in this unit understanding much of what I'm talking about because anything in the abstract is very hard for him to understand. When I ask him about where his grandparents might be from, or anything related to space and time, he immediately gets very defensive and says, "No, no! We moved here! We live on Main Street now!" Any attempts to explain the spatial organization of cities vs. states vs. countries is not understood by him. He is on an IEP and generally needs more guidance with starting assignments and the confidence to write things down, know what the next step in an instruction is, but then with some things he is so spot on, so it can be challenging to anticipate what he'll understand and what he won't. However, for his question, he asked Afriany, "What kind of food do you eat in your culture?" Although he might not understand what culture totally entails, he understands enough that different cultures eat different foods.

Although it was somewhat chaotic teaching the kids all at once in the kitchen on a Friday afternoon with a guest teacher and another class coming in and out, everyone created 2 very edible empanadas and enjoyed their time! And that is what I care most about. Were I to do something like this again, there are a few things I would change. Firstly, I would ask if there is a kitchen sign up and make sure the room was reserved. It didn't end up being a huge issue for us, however, it could have cut a little bit of the chaos if the two classes weren't sharing the space. Secondly, I would check to see how many pans can fit in the oven at a time. I did not realize the oven would be too small to put in all the empanadas at once, so we ended up having

to do the food in two batches which would have been very hard with only one teacher. I was grateful to have all 3 adults (including Afriany) on deck for the success of this lesson. Next time, I'll make sure to check the oven size first.

For the question and answer portion of the lesson, I was happy about the questions asked from the students, especially Ashley! The times I've seen her most involved and excited are with our guest speakers for social studies - Jenny, William, and Afriany (not so much for my dad's lesson in engineering). She constantly had her hand raised and asked questions that were relevant about food, dances, and Afriany's opinion on the culture. There was a range of topics touched on by the students - a lot of questions about food, but a couple about dancing, a couple on Afriany's opinion of culture, some about the weather and the DR itself, and, of course, the occasional question unrelated to culture. A few students made connections with their own cultures and asked if Afriany also ate or did those certain things (Angelyn asked about empanadillas, which are the same as empanadas; Naliya asked about pupusas; Prince was really connecting about the rice and beans and music). Surprisingly to me, there were a lot of questions related to sugar. At least 3 questions asked explicitly (none of them written prior to Afriany coming) asking "Do you like sugary things?" I was happy to see my students are aware of where they consume sugar, and maybe they made the connection in this context because we were talking about food.

Below are some student's questions for Afriany. They wrote these in the morning based on only a couple pieces of information I'd given them about Afriany: She is going to teach us how to make a Dominican snack and she grew up in NYC. I asked students to write questions and encouraged them to ask not only about what she does as part of her culture, but also her opinions about her culture.

Nathaniel's questions show his understanding that Afriany could have a choice about where she lives, and asking this question may have deepened his understanding of culture, although he didn't end up asking it to her. His questions about pupusas shows how he is pulling from student's in his class to form a deeper understanding of Afriany's culture, and also an understanding that not every culture eats the same food.

Are we making pupusas?

Are we making pupusas?

Do want

Do you want to live here or in the DR?

here or in the DR?

live here or in the DR?

I am right, it is not there.

I am right

it is not there. It is hot? there.

CHORUS

Is there any special dances or music?

is there any special dances or music?

Tariyah's questions are very interesting. Besides for the first one, they are incredibly telling of her understanding of culture. What is most intriguing to me is that for about 5 minutes she sat there and was complaining verbally about how she couldn't think of any questions, that she didn't wonder anything about her, that she didn't understand what culture was. I sat with her and tried to probe her to think of questions for her in the context of her own culture, and where curiosity might be spurred for that, or maybe if she was interested in my own culture. Her responses to me were either "I'm not interested in my culture," or "We don't eat special food in my culture," or something along those lines. It is responses like this that I often don't know what to do. Unfortunately with her, she oftentimes is motivated by grades. Eventually I told her this is what I would be grading and that she could either write them now or on her own time at recess. It was then that she took a moment and started writing. And she has great questions! They went beyond what we had talked about in class (the question about school and visiting the country, and eating with her hands). I wasn't surprised that Tariyah also told me pointing to the question about being mean, totally innocently, "You were busy, so I just wrote it down anyway." I asked, "Why are you asking that?" She said, "Because I want to know!"

She didn't end up asking in person. I wonder if that question is related to culture for Tariyah, or if it is a question of being liked by Afriany.

questions

are you mean?

Do you eat with your hands? Do you like your culture?

What food do you eat? Does school

^{exist} exist there? Do

you know a store there? Do you like

your culture?

Have you been there before? Is

it boring there?

Tariyah

Chorus
Where we come from

Chorus
Tell me something
about you.

how old are you?

more

Another student's work that interests me is Christian. As I said above, I was pleasantly surprised with the relevance of his question for Afriany. Looking at his question sheet, however, that was after some confusion. The first question on his paper is related to something we are doing in writing: "What is your opinion writing like?" He must have been confused about what we were writing questions for, but somehow that got cleared up.

christian

What does your
opinion writing look
like?

What food do you eat?

(What food are you bringing?)

→ (At the Q/A he asked, "what
food does your culture eat?")

what das
your a pinxin
riteing look
like?

what food
do you
eat?
what food
are you bring?

What
Nally

What

of

