

1. Content: Describe **what** it is you will teach. What is the content?
  - a. In this final lesson students will show me how much they've learned about culture through interviews with each other which they will video on Flipgrid so I can view their responses. This lesson will split over the course of 3 lessons in reality. In the first mini-lesson they'll learn about Flipgrid individually and create a practice video so they are used to the technology. Secondly, students will have an entire block for preparations to create their agenda for the interview. They will receive their partners, do any final research they need to do, adjust their questions, and come up with similarities between the two cultures (or with one of our guest speakers). The final part of this lesson will be the actual recording of the videos.
  
2. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
  - a. Teamwork goals
    - i. SWBAT work together with their partner to create an order of their interview.
    - ii. SWBAT listen to their partner and build off of what they say.
    - iii. SWBAT stay on task with their partner.
  - b. Culture content goals
    - i. SWBAT memorize the necessary facts about their country's culture in order to answer their partner's interview questions.
    - ii. SWBAT ask questions about culture that make sense to what we've studied (e.g. food, dancing, important people, celebrations, location, history, etc.)
  - c. Language goals
    - i. SWBAT phrase their sentences in ways that show their understanding of culture (e.g. Asking "What kind of dances are special in your culture?" vs. "Do you dance in your country?" The first question is related to culture, the second implies there is not an understanding of the difference between culture and country).
  
3. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
  - a. After the first 7 lessons, students have learned about their own culture through researching web pages on line and watching videos as well as other people's cultures who have come in to share with us (namely William from Puerto Rico and Afriany with a Dominican background), as well as learned about other cultures that are not in our classroom through Cinderella stories from other

cultures. It is now time for them to show me what they've learned through this unit of study as well as what they can apply of their teamwork skills learned mostly through engineering. It is my intention that through doing an oral assessment, all students will be able to tell me something they've learned about culture. This unit was far more reading heavy than writing heavy, and my other units have generally culminated in writing, however, when assessing what students have learned about culture, it's so personal for many of them, and I think it's important that writing not be a barrier to them. Their language skills and vocabulary usage will still be valued and used, but with more ease of sharing their stories and new information.

4. Assessment: Describe **how** you and your students will know they have reached your learning goals.
  - a. Students will be assessed both on their planning and their execution of their plans. I am most concerned with the dialogue students are having while they're creating the video than the video itself. I expect the video to show what they've learned about culture, but I also anticipate there will be great dialogue while they are creating the video - what connections they'll make on their own, how they'll discover and come to understand how they can do their interview in Flipgrid. I'm curious to see what skills they apply to this process and excited to hear what they say about culture!
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 will make intentional pairings so students can help each other and also so I can strategically plan out the classroom. For this assignment, I want to students truly be able to share with they know which I think will be most possible if I pair students of similar participation and excitement levels from this whole unit. That means that students who have been feeling a little lost or confused (mostly Mario and Christian), I can help them together as a pair at the same time, instead of spreading myself thin. For Mario and Christian, or other students who are feeling lost, I may end up synthesizing some of the information for them. If we look at the web pages together, I can show them exactly which sentence or two answers the question they may have about their culture. This way they are still actively involved in reading the information, but the abstract thinking required to read through the headings of a page is eliminated, and I can help them with that!
  - b. Since Mario is still unsure of his cultural background after many different questions were asked and a note sent home, I may end up calling his mom's phone number on file so he can feel like he has more of a stake in this project.
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	Rationale
<b>part 1: learning the technology</b>	<p>Flipgrid practice: Teach students how to access FlipGrid from Google Classroom and show them the introductory video so they can practice using the application.</p> <p>Remind students that in the afternoon when we use Flipgrid you'll be using it in a pair because you both have to be in the frame for the interview.</p>	<p>Before we started using Google Classroom as a class, it was so helpful just to have some practice time on the new technological tool, and I think the same will be necessary for Flipgrid before I give students the go-ahead to do their interview.</p>
<b>part 2: making the plan, doing the interview</b>	<p>10 minutes</p> <p>On the rug: <i>Review and give instructional outline for what the lesson will look like</i> Review what we've learned so far:</p> <p>We started learning about culture because we looked at a map of Worcester.</p> <p>Then we started researching our own cultures on the iPads and in Google Classroom.</p> <p>William Polanco came in to teach us about the Puerto Rican flags.</p>	<p>Since this unit has flown by, I want to take a minute to review the different ways we've learned about culture so far.</p> <p>This way we can all be on the same page and do an informal review before we close the unit.</p>

	<p>We noticed that all these flags have things in common! The colors of them tell us that culture is also shaped by history and the land.</p> <p>Afriany came in to teach us how to make empanadas.</p> <p>Today we're going to be starting our classroom interview projects because you are the expert on your culture!</p> <p>Later on this week we're also going to be reading some books about a classic fairytale that takes place in different cultures.</p>	
<p>10-20 minutes</p>	<p>Instructions/overview: I want you to get with your partner and go over the questions (5-6 each I'd suspect)</p> <p>My only question for you is: <i>Worcester is filled with lots of cultures just like our classroom! How does that make Worcester a special place?</i></p> <p>I will intentionally pair students together who are not yet done with the researching portion so I can help them get that done with quickly.</p>	<p>I want students to be very clear on how they will answer the questions before they record the video.</p> <p>For students who decided to change their culture part way through because of a conversation I had with a parent, they will certainly need time to finish researching their culture. I do, however, want to put a hard cap on this time because I want to make sure there's enough time for the video-making</p>
<p>10 minutes</p>	<p>In your partner pair, create a plan for how you will video your interview. Give them my rubric as needed (for certain pairs).</p>	<p>As I get to know my students better and better, I can see how valuable having a plan is before jumping into something, but the structure around creating that plan can look different depending on the pair.</p> <p>For some pairs, they may need the rubric which gives very clear scaffolding, and for others they may be able to come up with a plan for who's talking when and in what order without a scaffolded rubric.</p>

15-20 minutes	Please create a video with your partner on Flipgrid answering your questions and following your plan!	I imagine it will take some trial and error to create a video that both people are happy with and ready to turn in. Doing this video in pairs shows me how my students have learned (or not learned) to work in a team work setting, and also allows for more rich conversation about culture among my students.
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**the pairs**

Nathaniel (Ghana) - Naliya (El Salvador)

Mario (**unkown**) -

George (Puerto Rico) - Angelo (Albania)

Ashley (Mexico) - Kyara (Dominican Republic)

Tariyah (Jamaica **not done**)- Isaiah (Ghana **hasn't started research**)

Elijah (Puerto Rico) - Prince (Ghana)

Sara (Albania) - Khloe (Puerto Rico)

Christian (**unkown ish** started AA) - Chino (Puerto Rico **needs to do more**)

Keziah (Ghana) - Serena (Puerto Rico)

Angelyn (Puerto Rico) - Astrid (Panamá)

- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?

While I think using Flipgrid will be very exciting and a great medium for this purpose, I do worry that some students will not use it appropriately (i.e. be fooling around and not focusing). I will make it very clear to my students from the get go that they *have* to use the videoing appropriately or we won't use it again in our class. While I think an effective consequence would be to tell students that if they use it inappropriately, they have to write their answers, that wouldn't show me what they know about culture in the same way it would for everyone else. I think firstly I would tell students that if they misbehave, they cannot touch the iPad (only their partner), and if they continue to misbehave, Mrs. Quillen has to hold the iPad for them (not fair to the other person!)

Another concern of mine is that there will not be enough time to do enough research. My plan is to have students finish some of that research when they're done with their Topic 1-12 test on Wednesday. That way, they will already be on the Chromebooks and it can be an easy silent activity that they're excited about doing. Additionally, on Thursday I will set a hard time for them to finish that leaves at least 30 minutes for them to make their plan and record the interview.

I imagine it will take either Mario or Christian quite a while to do their research and feel good about it. In this case, I will have someone who I think is capable of getting their interview done quickly and well to conduct another interview with Mario or Christian (depending on who

still needs a partner). I imagine this might be Nathaniel, Keziah, or Astrid. If that plan does not work, either Mrs. Quillen or I can interview with Mario or Christian.

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. 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.
- e. SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- f. W.7 Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations)
- g. W.8 Recall information from experiences or gather information from provided sources to answer a question.

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 more a testament to my student's resiliency capital than my teaching. Unfortunately a huge defining factor of this lesson was the time, and my planning did not aid in that. I was not aware when I started this lesson of how many students still needed to finish their research. The time I had allowed for students to do a practice video ended up getting taken up by me catching up Mario, Christian, Angelyn, and Chino. (Ultimately, Chino didn't even make a video because he was too wild by that time in the day and couldn't be still safely). I asked questions to Mario and Angelyn about Puerto Rican culture to inspire them to write things down, but was having a really hard time knowing how to incorporate Christian into the conversation and lesson. For the couple weeks that we've been doing this lesson, he's never once been able to tell me anything more about this family besides that they used to live on Main Street. This left me to decide to ask him to do some research on a different culture. He chose the Dominican Republic because Afriany had come in recently to show us how to make empanadas. He was a little confused, but we remembered together what food she talked about that they ate there, what dances she did, and what language she spoke - which felt like it fit Christian's capacity! However, when I watched Mario and Christian's video I was in for a big surprise! I really had no idea what they would talk about since it seemed like neither of them had a solid understanding of their own cultures, or what I meant by interview, however I was surprised to hear Christian said "I speak English and some other people in my family speak Creole." I think I said "oh my god!" out loud because I was so excited to hear that Christian made the connection that he should be talking about language and that that is related to culture. It also made me feel bad that I hadn't asked him that question earlier. I wonder how I could better support students like Christian who may struggle with abstract concepts. Could I have asked him a different question earlier that could have made something click for him?

What added even more depth to this situation was that I had been waiting for a note to be returned to me from his family in which I had asked what culture they thought he could research. I told them he had started studying about African American culture because I wasn't sure of his cultural background. The note was returned the day *after* we did the interviews in which I found out part of Christian's family speaks creole and they said it would be fine to stick with African American culture. I wonder what this family's connection is to their language and culture, and perhaps that's part of why Christian had an especially difficult time with this unit.

Aside for the outliers, the rest of the class did pretty well. My plan had been to give much more time for the creation of their plan, to go over their questions together and to go over teamwork rules, but almost all of that was lost due to catching people up on research! This was a big learning experience for me, and, as I touch upon in my CUP reflection, something I would certainly change in the future. I think if my students had created their own inquiry questions to find out more about their culture, students could almost self-differentiate their deepness of understanding based on what they were interested in. If this had been the case from the get go, I imagine every student would have had something they could talk about. However, considering the circumstances I was under, I decided to just go for the video. I walked them through how they could get on Flipgrid and let them loose! There were three pairs that did not work well without my speech/our conversation on teamwork norms. I think after a long day, there were probably already some sensitive feelings, but the lack of time meant I told Nathaniel and George they couldn't touch their Chromebooks part way through because they were being unsafe. This completely shut them down (even though I had already told them of this expectation several times before). The other pair that did not go as expected was Tariyah and Keziah. Neither of them love working in groups, but I thought for a quick interview, they might be able to. Unfortunately, this was not the case.



Overall, in looking at my student's interviews, there were a few people I was really impressed by! (Angelyn and Astrid, George and Angelo (the second time around), Khloe and Sara, and Prince and Elijah partially, but I really saw how the lack of time I'd given them to do their planning really impacted what they could say about their culture. I know from their culture worksheets that they all worked really hard, that their interests were high, they were completely on a role with researching! ... and then in the video, such a small amount of that information came through. I should have encouraged students to hold their notes during the interview. However, I was excited by some of the questions students asked that I wasn't expecting, including many about the flag. That showed me that William coming in as a speaker and our conversation about the flags was really impactful, which I'm happy about.

In the future, I would most certainly divide this lesson into two days. I should have gone with my gut and had them do a practice video first. Regardless, I learned something from the process, and I think it was fun for almost all of them to create the video.

See my notes below on their interview for specifics. The highlighted parts are things I found particularly interesting.

<b>Partner pairs (time)</b>	<b>Was there a plan?</b>	<b>Did their questions make sense?</b>	<b>Additional comments</b>
Isaiah - Serena (2:14)	yes	Isaiah hadn't totally planned out his questions Isaiah answered to Serena's question about what they	Isaiah was one of the last people to finish researching. They understood what they should have known about

		<p>speak, "I don't know how to speak Ghanaian"</p> <p>Serena had good questions</p>	<p>culture, but it seemed like a matter of doing their research more (Isaiah didn't have enough questions to really hear anything about Serena even though I know she did a lot of research)</p>
<p>Christian-Mario (1:02)</p>	<p>a little...? (no)</p>	<p>No questions</p> <p>They talked over each other</p>	<p>There was clear understanding that language and food are related to culture on both sides</p> <p>Considering they had a really hard time researching their culture, I was glad they stayed on topic</p>
<p>Elijah-Prince (4:52)</p>	<p>maybe but they kind of talked over each other (they made the plan as they went)</p>	<p>-Elijah confused about country vs. culture? ("Is it hot in your culture?")</p> <p>Elijah said "We eat like Mexican food"</p> <p>-Prince's questions made sense</p> <p>-Prince understands there's more than one language in Ghana</p> <p>-Prince asked "What is your favorite sport?" (not related to culture), but -Elijah answered "I don't know what the favorite sport is in Puerto Rico, but mine is basketball."</p> <p>-E asked "What is your favorite toy in Ghana?" P says "The robot Metushi"</p>	<p>Prince super distracted by the computer</p> <p>Prince getting super distracted</p> <p>It wasn't a calm enough environment for Prince to stay focused enough (sad because he did a lot of great research)</p> <p>They're both super distracted</p>
<p>Ashley-Angelyn (1:42)</p>	<p>great</p>	<p>They answered my question about what makes cultures in Worcester so special.</p> <p>"There are no problems in Worcester" - Kyara</p> <p>Their answers mostly made sense to my question. (different holidays, different foods, different restaurants and stores, there's famous</p>	<p>I'm not sure where my directions got lost in translation, but they did not get the memo that this was supposed to be an interview about their own cultures. Too bad because Kyara and Ashley did <i>great</i> work on their research projects!</p>

		“stuff”)	
Khloe-Sara (5:00)	yes!	<p>S: “Do you like where you live?” Doesn’t totally make sense. (vs. K asks “Do you visit your country?” shows understanding)</p> <p>K: “Do you like your country?” Sara’s answer makes sense.</p> <p>Their questions completely followed the research guidelines, yay! (S answered to K’s question about dances that she does “salsa dances” but she’s Albanian so something got lost there).</p> <p>Sara answered food about what her family eats very detailed :)</p>	<p>Sara may be conflating country with culture, also.</p> <p>Khloe seems to understand the difference between her family’s traditions and culture, that she’s studying Puerto Rican culture.</p> <p>They started to answer the question about what makes Worcester special, but the video got cut off (I wasn’t anticipating them to go longer than 5 minutes)</p>
Nathaniel-Naliya (1:33)	Nathaniel is VERY upset	<p>Naliya asks “What candy do you eat?” and “What do you do for fun?” and questions about his home life, except “What language do you use?”</p> <p>She asks “Do you eat pupusas there?” (Shows her understanding) and Nathaniel answer “yes” even though he’s from Ghana. Maybe he’s thinking of home</p>	<p>I think Naliya might be confused. She asks “At your culture, do you work out?”</p> <p>I think maybe she thinks it’s somewhere you can go.</p> <p>I’m not sure why they ended their video when Nathaniel didn’t ask Naliya any of his questions.</p>
Keziah-Tariyah (1:29)	yes	<p>K asks questions that totally make sense</p> <p>Tariyah doesn’t remember a lot of answers or says “we don’t have them” or “we don’t know”</p> <p>Tariyah’s questions make sense and Keziah shows deep understanding! “It’s kind of near the equator”</p>	<p>Tariyah was VERY reluctant to do this group work with Keziah and they didn’t get it done at first, so redid it during indoor recess. Clearly, even the second time around, it wasn’t very fruitful.</p>
Angelo-George (1:24)	yes and their introducti	<p>A’s questions made sense and were on topic (yay!!) and G’s responses made lots of</p>	<p>They had a very difficult time at first creating the video because G was fooling around so I told</p>

	<p>ons were great; AND angelo gave an agenda!</p>	<p>sense and he remembered a lot George asks “Do you have sea creatures in your country?” ... not sure why he’s asking that.</p>	<p>him he couldn’t touch the chrome book which made him very upset to the point of not doing anything during the first go. This was their second chance and it went swimmingly!</p>
<p>Angelo-George again</p>	<p>yes</p>	<p>Angelo knew so much! and they got into it</p>	<p>They wanted to do it again because there was extra time and that was awesome!</p>
<p>Angelyn-Astrid (4:22)</p>	<p>yes, great! I love it :) they did so well</p>	<p>Angelyn’s questions make sense Angelyn talks about el coquí Angelyn asks opinion question to, “Do you like empanadas?” Astrid was reading her questions and clearly knew what she was going to talk about Astrid asks about what the flag means and Angelyn had a great answer!  They answer my question about Worcester too! - Astrid: make food from their culture; it would fun if we all work together and see if we like the same foods or not</p>	<p>They were excited to work together, focused, and their interview made sense!  I’m not sure why Astrid (or other people) asked about the clothes they wear. We didn’t really talk about that in class at all.  Angelyn says her favorite part of her culture is eating :) Love that.</p>