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2nd Grade Elementary
Culture and Migration CUP: What do cultures bring to a community?
Rounds Sheet

Background:

This is the second lesson of my history unit regarding Migration and Culture in the US. We have explored the Statue of Liberty through an interactive read aloud and we have unpacked the ending of the poem, “The New Colossus,” the poem on the statue, and it’s vocabulary. We have been talking about what an immigrant is and how America is a nation of immigrants. My students do not often get to collaborate on projects, at least with me in the room or in anything outside of their specials.

This lesson will help students engage as researchers by finding their own evidence within texts that they are already familiar with. This lesson helps to develop the Massachusetts standards in Topic 3: Migration and Culture for social studies. Specifically, this lesson reinforces the fourth standard, “*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 the people who form it today.*” They will also be engaging with the material and content through collaboration at each table. There will only be one copy of the book and one share-out session so they will have to work together to find examples.

Focus:

I am particularly focused around how well my students can act as researchers and find evidence of different cultures in the texts. As a new teacher, I am also focusing on management and how well my students collaborate but I would like the focus of the round to focus on evidence-searching as researchers. This unit is fairly new, so I will be intrigued with how well they will apply and blend their literacy skills and social studies skills together to become detectives and researchers.

Today, the lesson will be defining culture and what could be part of someone’s culture. First, we will be reading The Talking Cloth by Rhonda Mitchell. Then we will take part in a multi-disciplinary exploration of where we have seen culture and migration already in our classroom. Each table will be getting a book from our literary text set on belonging stories. Students will be researchers by finding evidence in the text of the characters’ culture. We will then have an opportunity to share out and make a large anchor chart of the ways we found culture in texts (language, food, items, songs, etc.)

Learning-Centered Questions

1. What evidence do you see of students using the anchor chart or prior knowledge of culture to distinguish different examples of what “counts” as culture in their given text?
2. What evidence do you see of students practicing researching skills and finding/recording examples of culture in the texts?

Practice-Centered Questions

1. What evidence do you see of students sharing their own thoughts and findings with each other in their small groups and out to the whole group?
2. What evidence do you see of students’ engagement with the content and texts and my facilitation of the small group collaboration?