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WOK History: Culture and Migration CUP

What do cultures bring to a community?

- I. **Title and brief description:** Give a title and short description. What, briefly, will students be doing in this unit of study?
 - This unit is all about Culture and Migration in and to America. It's title is Classroom Cultures: An Exploration Within and Beyond Our Room. In this unit, students will be exploring what culture means to each of us as individuals with our own identities and backgrounds. Students will engage with read-alouds and texts to dive deeper into culture and immigration through real-life examples. Exploration and investigations will allow students to act as researchers to discover and explore different cultures within our classroom. A critical discussion and wondering about the reasons why people and communities move will push students to be conscious, empathetic, and considerate researchers in their discoveries about cultures. Lastly, students will practice their interviewing skills and push expertise when they perform interviews on each other to learn more about the cultures within our classroom community. Focusing on how we all got to this place and what makes us all different will build a culture of respect for one another which can be applied outside the school walls and into future experiences.

- II. **Big Idea/Essential Question:** Explain your "big idea" and/or essential question.
 - **What do cultures bring to a community?**
 - I chose this as an essential question because it will allow students to think about what cultures and differences bring to enrich a community. They can access this question across curriculum and disciplines as well as beyond the activities I will have them complete in school. This question requires students to think about what culture is, what a community is, and how we interact in both of those realms. By tying in personal, authentic connections, students will also be able to see themselves in these concepts. Migration, immigration, and movement are all part of which communities we belong to and why. Students will connect back to this essential question throughout all the lessons and can build an idea around why diverse communities are so enriching and important.

- III. **Learning Goals:** Explain what learning goals you have set for students' investigation of the big idea/essential question. Consider the following areas:
 - a. Development of content understanding (key concepts and ideas)
 - The most important learning goals of this unit are as follows:
 - SWBAT reason what the Statue of Liberty stands for and why it is an example showing America as a "nation of immigrants".
 - SWBAT define what "culture" means and identify elements of culture.
 - SWBAT find evidence of culture in familiar texts (Grandfather Counts, Have A Good Day Cafe, Home At Last, etc.) then collaborate in constructing a running list of evidence of culture found in text.
 - SWBAT conjure multiple reasons why people might move through reflective writing about their thoughts regarding migration texts.
 - SWBAT investigate one aspect (food, location, nationality, language, or traditions) of a culture and share their findings with others using recordings.
 - SWBAT make connections between themselves and content through personal experience or connection to classmates.

These learning goals focus on connecting students with content standards through meaningful and intentional application of collaborative skills, researching skills, interviewing skills, and metacognitive skills.

- b. Enabling students to experience the power of their minds and their capacities as learners and doers (powerful learning)
- This unit allows my students to see themselves as part of the content. This unit was not designed to feel foreign and removed. Culture is not something that exists outside of us in the world, removed from personal experiences, it is us. This unit was designed to give space and opportunity for students to master content and connect to oneself and show a deep understanding of how their own lives appear in content. They can access their emotional intelligence and empathize with others, pertaining to involuntary immigration specifically. They access their social intelligence through collaboration and teamwork. They expand their minds and understandings about what migration and culture are and their impact on our communities.
- c. Development of intellectual and academic habits of mind, work, and discourse, including habits of independent or collaborative thinking and doing typical of readers, writers, speakers, creators, researchers and thinkers in the discipline (ways of knowing and academic literacy)
- This unit encourages the development of academic habits of mind through practicing necessary skills needed to grow as intellectual learners. Students act as historians and social scientists. They are practicing their ways of knowing as social scientists by being interviewers, investigators, empaths, researchers, explorers, experts, collaborators, and many more throughout this unit. Specifically, when students interview their families, they are independently practicing the skill of asking questions and recording someone else's answers. When they find and record evidence of culture within texts, they are practicing pulling examples from trusted sources. Collaboration in small groups, sharing, valuing others opinions and thoughts, and other group-work skills are reinforced in lessons 2, 4 and 5 in this unit. Learning to academically work together is a necessary way of thinking needed in school for learning. Students are refining the skills needed across disciplines.
- As for practice standards, in History and Social Sciences, Guiding Principle 2 reads, "An effective history and social science education incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience." The content around culture and identity as well as where we come from, our nationality, and ethnicity/race are all part of this conversation. By honoring students' perspectives and experiences and decentering my own, I am giving students the stage to become social scientists of themselves in the content. Additionally, Guiding Principle 5 reads, "An effective history and social science education integrates knowledge from many fields of study." These two guiding principles are tied into every lesson in this unit. I tie in literacy and writing frequently and also art skills, collaboration and teamwork, and speaking/listening skills.
- d. Literacy development, including capabilities of proficient readers, writers, and speakers in the particular discipline
- This unit incorporates literacy development often. There are multiple read alouds of new texts, review of familiar texts, exposure to poetry, work with vocabulary, defining

“culture” and “immigrant,” independent reading of recipes, writing about texts, recording information from interviews, reading maps and charts, and many more. Students practice speaking and listening skills in turn and talks, share-outs, and the multiple examples of group work and collaboration exercises. Despite the use of word banks, sentence stems and starters, students used visual aids and resources to develop their thoughts and ideas on the topic coherently and eloquently. By using literature and writing often, students sharpen and enhance multiple cross-course skill sets.

e. Development of trust and the classroom as a learning community

- This unit is extremely impactful for building a classroom community. Students have to engage with each other in every lesson to some degree. Collaboration was a guiding principle in this lesson, and has traces in every lesson plan. Students worked in different groups each time, each serving a different purpose or studying a different thing. Some were randomized, some based on reading or writing ability, some based off of personal experiences with the culture at hand. Students got a chance to work with new students they may not have had much chance to yet this year. I also made sure to randomize the sharing groups in the cultural exploration lessons to allow everyone’s voice be heard and all students to share their expertise with their classmates and myself. I am also very proud of the weight of using students’ own identities and cultures in my lesson planning. By honoring their experiences and identities, students found opportunities to speak and share out about the content and themselves. Others listened some days and shared on other days. I felt as though almost all my students felt reflected in some way in the content of at least two lessons. This brought us together as a diverse community with different cultures which enrich our collective experiences including our learning.

IV. Personal, social, and cultural factors (yourself, your students, and learning)

a. What assumptions are you making about why your plan will connect to your Main South students? How are you taking into account any differences in your socioeconomic, cultural, or racial background, gender, personality, approach to learning, or view of the world?

- I am assuming these lessons will connect to my students because I assume each other them have prior experiences interacting with different cultures in their lives. I thought about how my students come from a variety of cultural backgrounds themselves and through previous lessons and conversations, I assume they will enjoy sharing these parts of themselves and connecting personally to content. I assume that my students will come with possible trauma of immigration, migration, and experiences moving with and away from family and loved ones. This means I approach that standard and those lessons with an idea about what some students may possibly be feeling or reliving. I also assume my students know about themselves and where their families are from. It has been talked about in class already, so I assume they have access to that information readily themselves or through their families.

In addition to those assumptions, I am aware that many of my students have different cultural, racial, and socioeconomic experiences than I do. In a unit about culture, I am aware that my Irish and Polish culture may be foreign to my students. My experiences and examples may not resonate. I am aware that many of my students’ religion is tightly woven into their cultural identities. Their communities are based in activities, such as their school or their church. I do not identify with any religion, so this is a foreign territory for me. I also recognize that because my students are entirely

students of color, my identity around my culture and race and nationality was never a painful experience growing up. These differences can be challenging as I have privilege in this identity but they do not need to impede our curiosity and exploration of our differences. By de-centering my own experiences and instead honoring my student's identities and cultures, I plan to shift the discussion towards them, giving them the power of discussion and authentic ownership over the ideas of what is "culture."

- b. Please think about (and write about, if appropriate) whether and how in this plan you might position and empower students to "read the world" and act in it in support of equity and social justice.
 - Although it can be difficult to imagine second graders as social justice advocates, I am confident that this unit and lessons orient them in a way to help them develop a view of the world that can empower them to take action. First, they must learn to "read the world." By understanding what culture is and what communities are, students can develop this idea and lens to see the world with empathy and compassion for others. As for acting in support of equity and social justice, students practice reflecting on emotions throughout the course of the unit. During the migration lessons, students question what it may be like to have to move away from a place or people you love for reasons you cannot control such as war or natural disasters. Students use their prior experiences and knowledge to form opinions around what forced migration may feel like. This humanizes the content and relates it back to them. Students also focus on what America's role in migration is through the Statue of Liberty lessons. By recognizing America as "a nation of immigrants" and that the Statue of Liberty stands for welcoming immigrants into our nation, students begin to think about the empathy and morality around migration. Immigration is a very sensitive and impactful issue for America and for my students. The focus this unit takes will empower them to make decisions to fight for equity and social justice around these issues when they are exposed to them. This base of knowledge will help them have empathy and background to handle the gravity and depth of this issue.
- V. Rationale: Your rationale should clearly show your careful consideration of a full range of factors in planning your unit to ensure equitable support and meaningful, authentic, and substantial learning for all students, taking into account:
 - a. Learning goals: Explain why your big idea/essential question and your learning goals are important for your discipline and meaningful for your students.
 - My essential question and the learning goals in each lesson are important for the discipline because students need to develop a strong sense of what community is, what culture is, and where they fall within those bounds. In order to empathize with others around the world, we must have an understanding about how we are all similar and different, and how that is of value to us. Migration is a heavy topic for primary elementary school students but most have had some experience or at least have prior knowledge about what it means to move. By focusing on centering my students, their needs, their potential trauma, and their interests, this unit allows them to step into the content and take ownership over it in a non-abrasive way. These goals and focuses are meaningful to my students because they see themselves in the lessons. They see themselves in the books I've chosen, the cultures I've chosen to explore, and the experiences we will discuss.

b. Curriculum standards: Explain how the big idea/essential question connects to the Guiding Principles in the MA curriculum frameworks. Identify which learning standards are addressed and how.

- **2.T3.1:** Investigate reasons why people migrate (move) to different places around the world, recognizing that some migration is voluntary, some forced (e.g., refugees, people driven from their homelands, enslaved people).
- **2.T3.2:** Give examples of why the United States is called “a nation of immigrants”.
- **2.T3.3:** Conduct interviews with family members, neighbors, friends, or school staff to discover where their families came from, how and why they moved to where they now live, and when and why their families came to Massachusetts.
- **2.T3.4:** 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.

The essential question connects to the MA curriculum framework for second grade in History and Social Science Topic 3 which is migration and cultures. The four standards surround investigating why people move and that not all moving is voluntary, giving examples of how the United States is a “nation of immigrants,” conducting an interview with family members about where they come from, and finally, identifying elements of a culture and that cultures are carried with people when they move. The focus of each standard is to connect migration to culture to students as individuals who are a part of a community in which these are important. Prior to In Lesson 1, students will engage in interviews at home with family members about where they come from and their cultural traditions (2.T3.3) In Lesson 1, students will explore the Statue of Liberty and her many symbols regarding America as “a nation of immigrants” (2.T3.2). In Lesson 2, students will identify what culture is and find examples in familiar texts (2.T3.4). In Lesson 3, students will dive into reasons why people may need to move and that not all migration is by choice (2.T3.1). Lastly, in Lessons 4 and 5, students will explore elements of each other’s cultures and then share-out findings in interviews (2.T3.3 and 2.T3.4). Each lesson directly focuses on one standard and builds upon the learning from previous lessons. This strengthens the understandings of each standard for individual learning.

c. Students’ backgrounds and readiness: What strengths, capacities, and interests, in terms of their content understanding (prior knowledge), academic and literacy development, personal and cultural abilities, and development as a learning community, are you taking into account in planning this unit?

- I have considered many factors regarding my students’ readiness to explore this content. I know from the curriculum standards that my students should have covered traditions and diverse holidays in kindergarten and explored how the United States is both unified and diverse in 1st grade. I know that they have some exposure to geography and can sing the continents song well from music. My students love to make personal connections so I know when I incorporate individuality into the unit, they will more than likely show interest and apply their prior knowledge to access the new content. My students are capable of listening to read-alouds and participating in intentional turn-and-talk sharing. This is used in numerous lessons to help them access texts with

deeper and more nuanced comprehension. My students are also capable of writing and most succeed with sentence starters or stems. Charting information also helps them visualize the new ideas and show collective learning.

These strengths honor many of my students and help us build our class as a community of empathetic learners. Charting is a great example of collective work and collective celebration. Student's collaboration and contributions are honored in large print and kept up in the class, at least for the lesson, to document learning together. Their cultural and personal backgrounds will also strengthen their understanding of the unit because of the strong personal connections and reflections they will have into the lessons. Their diversity will be celebrated and honored. For example, in the conclusion of the unit, the "becoming experts on a cultural element" lessons are opportunities for students to share their actual expertise around food, language, location, and other aspects of their own identities beyond the content I prepared. This builds community and a sense that their identity and cultures are valued and worth studying by everyone.

- d. Student needs: What particular needs of your students—academic, social, personal, language (ELLs)—have you taken into account in planning the unit? What will they need to be able to do in order to meet the learning goals?
- Some of the needs I will need to address in my planning are the numerous ELL students I have, my students with special needs and learning disabilities, and the sheer diverse abilities to read and write in my class. I have thought about how to assist students and create a way for all students to be successful in each lesson. During read alouds, I made sure to explain new vocabulary to help with comprehension, add turn and talks for collaborative understandings, and multiples stopping points to make sure deeper meaning was getting through to all students, especially my ELLs. Additionally, I used sentence stems and starters in writing prompts, assessments, and worksheets to eliminate the burden of writing too much. I only wanted to assess understanding not writing ability. By allowing supports for writing, ELLs specifically but all students generally benefit and can use more energy towards the content and deeper meaning. I also made sure to carefully plan my groups for all collaboration activities. I grouped based on reading and writing abilities mostly and this allowed me to tailor the effort needed to complete each part. I made sure students could be successful in each group and differentiated my worksheets and activities to help everyone contribute and share about both types of cultures we explored.
- e. Research- and evidence-based powerful learning practices: Explain how research and ideas about powerful learning have informed your plan.
- Research- and evidence-based practices have informed my choices in a multitude of ways. I know that collaboration is an effective way for students to engage with material. It is fun and enjoyable for the students and they get to hear other's ideas and widen their own thoughts and views on subjects. I wanted to include collaboration and small-group work as much as possible into this unit. Students thrive when they get to talk and be a considerate-amount of loud. Not all learning takes place in silence and I believe that learning to work together and share ideas is one of the more difficult social skills for children to learn because they do not get to practice it in their academics often.
I also chose to use effective assessment strategies that have evidence-based theories behind them. By using small-groups, I allowed myself to be a free agent in the room and walk around to observe their thinking. I could help groups as they had

problems emerge but I encouraged them to try and solve it on their own. My students can use this opportunity to try and impress me by expanding their knowledge on any given topic. By allowing them to express their ideas and try them out with each other before sharing in front of the entire class, I hope to see more participation from voices who do not often speak out in whole-group.

I also chose my type of engagements off of research we had discussed in class. I wanted students to explore primary resources or at least authentic elements of a culture as often and accurately as I could. In the second and last two lessons, I made sure to have the students think as researchers and social scientists. They had to find evidence, become experts, explore accurate resources and form opinions or conclusions working in a group with one another. By letting them become social scientists, they practiced

- VI. Assessments: It is essential for both you and your students that your formative and culminating assessments clearly show the extent to which students have achieved learning goals.
- a. Explain your main assessments and why they are appropriate for your learning goals.
 - My assessments include a battery of different opportunities for students to express their learning. I have numerous formative assessments including turn and talks, thumbs up/down, and closing questions at the end of read alouds. I will also be using a quick write, worksheets, interviews, and a 3-2-1 quiz at the end of the unit. These assessments allow me to adjust my practice as I teach to make sure I am hitting my learning objectives and students are understanding the content in a deep enough way for it to be meaningful to them. The worksheets will be mostly fill in the blank. The quick writes will have prompts and word banks and sentence stems. The 3-2-1 will also be utilizing fill in the blank with a word bank and an opportunity to write a few sentences with a sentence starter. The verbal closing questions are a good way for me to check if they understood the text and had high comprehension regarding the content of culture and migration. These assessments are appropriate because they cannot take too much instruction time away from the content exploration and understanding. I am not assessing their writing skills in this unit, I just want to assess their understandings and big takeaways from each lesson and the unit as a whole.
 - b. How will students know what to expect and the criteria for good work?
 - Students will know if their work is up to high quality if it is mostly or completely completed. I will be giving sentence quotas, also. As they write and work, I will be making sure students are achieving high quality work and are also working fast enough to get their ideas on paper to share out. Students will know from my instructions what I am expecting of them for high quality work. It is different for each student in each lesson.
 - c. Attach a draft of your culminating assignment and corresponding assessment criteria/rubric.
 - See Appendix.
 - d. How will students and parents learn about students' overall academic progress from these assessments?
 - Parents will learn about their student's academic progress fortunately because term 1 report cards are issued in the middle of my unit. Jen and I will have the opportunity to meet with parents and discuss their student's work so far this year. At the end of the unit, I will send home all the work each student did with a grade and a note

about how that student did on the unit. In addition to the interviews at the beginning to introduce them to the unit, parents will get a final update at the end of the unit.

VII. Unit Calendar

a. Provide a calendar of key learning activities, learning strategies, and assessments for your anticipated timeframe for the unit.

| Unit Plan | <u>Activities</u> | <u>Strategies</u> | <u>Assessments</u> |
|--|---|---|---|
| Take Home Interviews/ Letters | <ul style="list-style-type: none"> ● Students engage in a discussion about culture and migration with a parent or guardian ● Parents have a chance to share more about their family’s culture and traditions | <ul style="list-style-type: none"> ● Involve Parents and Community ● Practice Interviewing Skills ● Record Information | <ul style="list-style-type: none"> ● Parents’ Letters ● Students’ Interviews |
| LAP 1: The Statue of Liberty and the Nation of Immigrants | <ul style="list-style-type: none"> ● Part 1: Read Aloud of <u>Her Right Foot</u> by Dave Eggers | <ul style="list-style-type: none"> ● Introduce Unit ● Incorporating Literature ● Large Group Discussion ● Turn and Talks | <ul style="list-style-type: none"> ● Turn and Talk Responses ● Closing Q: “Why is the Statue of Liberty moving?” |
| | <ul style="list-style-type: none"> ● Part 2: Reading of “The New Colossus” poem by Emma Lazarus ● Unpacking of the vocabulary cut and paste activity | <ul style="list-style-type: none"> ● Dissecting Vocabulary ● Incorporating Poetry ● Authentic Resources ● Fine Motor Skills Practice (Cutting/ Gluing, etc.) ● Art Skills | <ul style="list-style-type: none"> ● Completed Vocabulary Sheets ● Closing Q: “Who is this poem written to?” |
| LAP 2: (ROUND) What is culture? Where can we find it? | <ul style="list-style-type: none"> ● Read Aloud of <u>The Talking Cloth</u> by Rhonda Mitchell ● Defining of “culture” Anchor Chart ● Collaborative Group Researching Activity with literary works reflecting different cultures (<u>Grandfather Counts Mexican</u>, <u>Home At Last</u>, and <u>Have A Good Day Cafe</u>) ● Share-Out and Completion of Anchor | <ul style="list-style-type: none"> ● Collaboration ● Small Groups ● Incorporating Literature ● Defining Culture ● Finding “evidence” of culture in text ● Share-Out ● Anchor Chart | <ul style="list-style-type: none"> ● Small Group Papers ● Overhearing Group-work ● Share-Out ● Completion of Anchor Chart |

| | | | |
|--|--|--|---|
| | Chart | | |
| LAP 3: Why do people move? Reasons for migration | <ul style="list-style-type: none"> ● Part 1: Read Aloud of <u>The Journey</u> by Francesca Sanna ● Start Reflective Response to prompt: “Why might people move?” | <ul style="list-style-type: none"> ● Incorporating Literature ● Writing about Reading | <ul style="list-style-type: none"> ● Share-Outs during Read Aloud ● Responses to Closing Q: “Why might people move?” |
| | <ul style="list-style-type: none"> ● Part 2: Read Aloud of <u>How Many Days To America?</u> by Eve Bunting ● Continue Reflective Response to prompt: Why might people move? | <ul style="list-style-type: none"> ● Incorporating Literature ● Incorporating current Holidays (Thanksgiving) ● Writing About Reading | <ul style="list-style-type: none"> ● Share-Outs during Read Aloud ● Responses to Closing Q: “Why might people move?” |
| LAP 4: (CAP) Exploring the Cultures in our Class: Ashanti | <ul style="list-style-type: none"> ● Collaborative Group Researching Activity with Aspects of Ashanti (Ghana) Culture (Food, Location, Language, and Traditions). ● Mixed Group Interviews and Sharing Main Takeaways in Small Groups | <ul style="list-style-type: none"> ● Collaboration ● Small Groups ● Large Group Share-Out Interviews ● Incorporating Parental Involvement ● Using Accurate Resources/Examples | <ul style="list-style-type: none"> ● Aspect Group Worksheets ● Interview Group Worksheets ● Overhearing Group-work |
| LAP 5: Exploring the Cultures in our Class: Carribean | <ul style="list-style-type: none"> ● Collaborative Group Researching Activity with Aspects of Carribean (PR and DR) Culture (Food, Location, Language, and Traditions). ● Mixed Group Interviews and Sharing Main Takeaways in Small Groups | <ul style="list-style-type: none"> ● Collaboration ● Small Groups ● Large Group Share-Out Interviews ● Incorporating Parental Involvement ● Using Accurate Resources/Examples | <ul style="list-style-type: none"> ● Aspect Group Worksheets ● Interview Group Worksheets ● Overhearing Group-work |
| Final Assessment | <ul style="list-style-type: none"> ● Review content and essential questions from each lesson ● Complete 3-2-1 Quiz | <ul style="list-style-type: none"> ● Access Prior Knowledge ● Cumulative assessment | <ul style="list-style-type: none"> ● Completed 3-2-1 Quizzes |

- b. Explain your sequence of activities—why does this particular order make sense in light of your learning goals and rationale for the unit?
- I decided to teach this unit in this order because each lesson uses the lessons before it to deepen understanding of all the content. Before I even start the first lesson, students should have already engaged in an interview or at least a conversation about culture and migration with their parents or another family member. Going into the introductory lesson, students are ready to connect and discuss themselves but I chose to talk about what America stands for first. This lesson set the attitude and morality for the unit. It built a bit of empathy for immigrants and their journeys but gave a brief historical look into why the Statue of Liberty stands for what she does. Then, I wanted to introduce the idea of culture and what culture is and how to identify what it looks like in our lives and experiences. With these two lessons and the interviews complete, students have a strong base to form critical thoughts about the remaining lessons in the unit.
- When we dive into the nitty-gritty of the unit, students are forced to think deeper about the content. In the third lesson, we discuss migration and immigration through stories and books. Students think about themselves and their own experiences but also about how this connects to us as cultural beings and America as a nation of immigrants. Lastly, students explore their own cultures deeper. In our class, there were two prominent cultures expressed in the data from the letters and interviews with family. As we became experts in small groups, students used their experiences collaborating and discussing culture to carefully examine the Ashanti and Caribbean cultures represented in our room. Without the prior lessons, the last two would not be possible. Finally, to conclude this unit, a simple 3-2-1 quiz regarding elements of culture, reasons for moving, and community building was the most effective way to assess individual understanding across the unit.

VIII. Family and Community Involvement:

- a. Are there possible ways for you to actively involve parents in their child's academic activities and performance, and communicate clearly with them?
- In this unit, I am encouraging students to engage in interviews and conversations around culture and migration with their families and community members. At the beginning of the unit, I sent home both a parental sheet to be filled out by a guardian or parental figure and a student interview in which the students ask and record answers with a parent, family member, or community member. By involving parents and familial knowledge, I could focus the lessons around actual parts of culture my students participate in. I made sure to use direct and simple language because some of the parents do not speak English well or at all. I wanted a low stakes way for them to communicate the parts of their culture which are important to them. These interviews/forms helped direct my planning and involve parents voices into the content directly. I used information about food and traditions into the culture lessons directly.
- b. Are there possible resources—such as guest presenters, A/V, field trips, and material artifacts—from colleagues, families, and the community for you to draw on to enhance learning?
- I would love to be able to involve more primary resources into my cultural lessons. Ideally, I would have been able to show an adrikra cloth from Ghana and other traditional pieces. We could have also brought in the food from the cultures we studied to taste and explore. A cultural fair involving parents and community would have been an

amazing addition to a cultural unit like this one. Being able for students to explore the cultures hands-on and first hand would have deepened the experience for them.

Additionally, being able to take a field trip to the Statue of Liberty in New York would have been impactful for them. They could have connected to the books we read, the poem we dissected, and the meaning behind the Statue, valuing immigration and diversity. This would require much more background and scaffolding around its importance and meaning but would have made the unit much more genuine and real. Again, many of my students have experienced immigration, migration, and moving, so being able to celebrate the positive morals America holds would be amazing while also being critical about what it is like to come to America and build a background in which students become capable of acting for change and standing for equity, especially around immigration issues.

IX. Post-Teaching Reflection

a. In what ways did your unit reflect the Ways of Knowing philosophy? How did students 'come to know' as historians? (Hint: Think back to our early reading, particularly the excerpt from Doing History)

- did not have an original copy submitted. Instead, I will discuss the changes I had to make in response to the nature of teaching, planning, and revising. Originally, I was planning on having a cultural passport-style cumulative assessment at the conclusion of this unit. After speaking with Jen and Mackenzie, I decided that the effort and coordination necessary to pull that off would not render me successful. I then decided to have a jigsaw style culture exploration activity as the final assessment which ended up being one of my most successful lessons taught so far.

After I had made that decision to use a jigsaw as my final assessment, I had to find ways to scaffold my students' learning to prepare them for that type of assignment. They had had minimal practice collaborating and were not great at group work to start. Then, the curveballs started coming. Shirsha, the only Indian student in my class, announced she was leaving in 2 weeks. I was not going to be done with the unit by then but I wanted to have students explore that culture before she left. Timing and fate had other ideas. It was then brought to my attention that we would have to be completing our first Round lesson in the next few weeks as well. Now unsure of what to do, I had to shift around my unit to fit my needs for Clark and the needs for my students.

I decided that my students needed to practice group collaboration and community building before the final assessment. For my Round, I taught my second lesson on defining culture and where to identify examples in familiar texts. I wasn't sure about how prepared my students were for such a lesson as we had never done anything like it up until that point but I felt as though it was necessary to prepare them for what I really wanted them to do which was the jigsaw style lessons at the end of this unit. I had to move the lessons around quite a bit.

From the original plan to have at least three different cultures to explore to now only having Puerto Rican, Dominican, and Ashanti Ghana, I was worried about how to sculpt the remainder of my unit. I had already taught about the Statue of Liberty, reasons why people migrate, and my rounds lesson on what culture is and where we find it. At this point I felt as though I was all over the place. I knew the last two lessons had to be strong and tie together the concepts from the previous three lessons. I planned and planned and planned for those final lessons to be strong and wrap all the messy edges of the unit together. Individually, I was very proud of all my lessons but they felt disjointed

and did not flow as smoothly as I was anticipating them too. It was also difficult teaching 8th hour and before intervention because of the crunch for time. Despite the very real challenges that were posed to me, I felt as though I adapted my unit plan and changed LAPs as necessary to teach lessons on time and in order to stay on pace. Despite not having the original copy with feedback, my reflections with my fellow MATs and with my university and classroom mentors helped me greatly.

- b. To what extent did your unit adhere to or vary from the first complete draft of your plan, and, were your original goals achieved? (Give specific examples.)

Overall, from the beginning of planning until the final reflection, my unit changed quite a bit. The overall learning goals which were based heavily off of the standards did not alter as much as the activities for the lessons did. Because I sent home surveys and interviews, that standard was touched upon and checked off so to speak before I even started teaching my introductory lesson. This allowed me to focus more on the other three standards in the Topic. My lessons on the Statue of Liberty were good but did not connect directly to culture in a seamless way. The lessons on immigration and voluntary and involuntary migration did connect to the surveys and to the culture lessons because many of my students' families have migrated to Massachusetts or have moved and travelled too. Those lessons seemed to have a more seamless and clear connection and flow.

Specifically, one of my learning goals which did not change was to make sure students knew what elements make up a culture and how to define culture. Despite moving the lesson forward in my plans, the lesson I taught for my Round was a strong one which we continued to build upon in further lessons. Students knew what to look out for regarding culture. They knew for sure they could find examples of different languages and different foods when comparing cultures. They knew it had to do with location and belonging to a community. This was knowledge that I had accessed in that lesson and built upon in further lessons. I knew this was easy for them because all the groups in my class could identify when there was a different language in a book or a word they did not recognize. They were all solid with finding examples of foods that are related to the culture they were studying. In the student work from the round you can see the papers students recorded on compared to the anchor chart. There was a clear ease in some areas and a slight struggle to find other examples such as memories. They were slightly less stable regarding the other components listed which I knew were in all the texts I had given them.

Despite that struggle, in later lessons where I had the jigsaw layout and students were becoming experts on each component of a culture, there was a much deeper buy-in to find the answers and share out what they learned regarding their element of that particular culture. In those pieces of student work you can see my low-level ELLs and special education students flourishing in finding answers on their own, in small groups, and sharing their knowledge while recording others while they shared. I was thoroughly impressed with their ability to coordinate and cooperate to accomplish group work. They worked to each other's strengths and found answers within themselves using the resources given. They truly embodied the idea of researchers looking for evidence and exploring for answers.

- c. How did your unit mesh with the students' previous knowledge and skills? How did you either build on what they already knew or help them develop the necessary background understandings to be successful in your unit?

As far as using my students' prior knowledge, I knew that they had some geographical skills, they knew their seven continents, and they knew north and south as cardinal directions. As far as what they knew about migration and culture I was going off of the assumption that it was solely what they had first-hand experiences with which was unknown to me but I was planning for sensitivity and possible trauma. They used great context clues and piecing together of knowledge from books, images, experiences, and lessons to build a complete understanding of the material. The final assessments show how much the students retained and combined knowledge and thoughts from all lessons. See Appendix for examples of what students found to be parts of culture, reasons people move, and what diversity brings to communities.

Not all that knowledge was prior knowledge however. I had to do a lot of scaffolding around vocabulary in multiple lessons. This could be because many of my students are ELLs but also that they are young readers. Because of the weight of this topic and the content is so sensitive and personal, a lot of the vocabulary is politically charged or above a regular second graders repertoire. I also had to push them towards understanding what makes a community and what that means to us as individuals with identities.

- d. What did the students learn from the unit as a whole? Support your conclusions using specific examples from student work. This may include quotes, excerpts, and/or annotated attachments.

- Students learned so much through this unit. I believe they learned the most about each other, how to be empathetic people, and about the Statue of Liberty and what that stands for in America. I know this because of the great collaborative work I saw in the final two lessons. The students were using each other as experts and learning from each other and not from me. They began to use the resources available and find answers instead of asking questions they could solve on their own. I heard great collaborative work in both the Ashanti and Caribbean lessons. Almost all of the "interview" or mixed group papers for that part of the jigsaw for both of those lessons were accurate but different. Students clearly did not copy each other group to group but used their own experts to form their own worksheets answers.

I also noticed students really pondering how the Statue of Liberty connected to the poem "The New Colossus." The vocabulary sheet we did with the poem did not record the great conversations we had to introduce the poem to the students. I had mentioned that this was on the actual Statue in New York and that many people had read it when they first arrived in America. It is like a welcome message. So then they pondered about what it says and what it means for immigrants who are tired and in the ocean still and are hoping to find peace and happiness here in our country. Overall, I was very pleased with the way I was able to push many of my students deeper in the content areas to challenge themselves and their assumptions about the content and their prior knowledge or beliefs around culture and migration.

- e. What did YOU learn? What did you learn in terms of theory, best practice instruction and content as you created and taught the lessons? What did you learn about your students in the

course of observing and teaching them? What did you learn about teaching math to students at your grade level? Make connections to relevant course readings where appropriate.

- I learned a lot through this unit. The most important lesson I took away from this experience this semester is that preparation is the most important factor for my success. I need to be on top of the assignments and plan early and thoroughly. When I had the ability and time to do my best work, it showed in the learning of my students, my comfort in front of them, and management with behaviors. I know that I am capable of pushing my students and myself if I give myself the chance to.

As far as learning from my students, I know that I learned a lot about planning groups and who goes where can completely influence a lesson. When I taught my Round, I had not thought through the groups as thoroughly as when I did for the last two jigsaw lessons. I would think that random groups would help them learn to cooperate but being very strategic, at least for new teachers, can help with management, differentiation, and avoiding conflicts in management behaviors. Moving forward, in social studies and math, I hope to continue to use collaboration and small groups to identify specific common needs and patterns with my students. I will be using the new assessments, especially the formative assessments, to better adapt my teaching towards their needs. I hope to allow myself the time and finances to better prepare my workload to relieve stress and increase my positive teaching presence to better serve my students, their development, and their learning.

X. Appendix

- a. Elements of Culture Anchor Chart

What is culture? | Where can we find it?

Language

Have a good day café - Korean

Home at last - Spanish

Food

Grandfather Counts - rice and soup

The Talking Cloth - mocha

Memories

Have a good day café - making food every morning

Home at last - wanting to go back to Mexico

Special Items

The Talking Cloth - adinkra

Grandfather Counts - chopsticks

Ethnicity (where we are from)

Grandfather Counts - China → America

Have a good day café - Korea → America

Home at last - Mexico → America

Talking Cloth - Ghana → America

b. Student Group Work finding Elements of Culture in Text

Si ~~...~~

language - spanish

Food - rice and beans ~~chicken~~

memories - That her mom wanted to go to mexico
and see finally she was

Special items - chickens

Ethnicity - mexico → america

Title The Talking Cloth by Rhonda Mitchell

Language

Food Mocha

Memories When Aunt Phoebe got a cloth
from Ghana is ashanti

Special Items The special cloth Adinkra

Ethnicity Ashanti Ghana Africa

NAME: _____

Word Bank

| | | |
|--|--|--------------------------------------|
| Language (Twi, Spanish, Chinese, Korean) | Food (Jollof Rice, Peanut Butter Soup, Plantain Mofongo, Habichuelas con Dulce, Mandoo, Bulgogi, Fufu) | Traditions (Adinkra cloth) |
| Location (Maps) | Nationality (Flags) | Stories |
| War (Chaos, Fighting) | Freedom | Memories |

List **3 different things** that can be part of a culture.

1. _____
2. _____
3. _____

List **2 reasons** someone might need to move.

1. _____
2. _____

List **1 thing** different cultures bring to the community.
