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Culture and Migration CUP: What do cultures bring to a community?

WOK History LAP 2: What is culture and where can we find it?

I. Content: Describe *what* it is you will teach. What is the content?

- This lesson is another extension of the introductory lesson. In this lesson, students will be defining culture and identifying elements of culture. We will be reading a new text, The Talking Cloth, a book about Ashanti culture, as a Read Aloud. I know some of my students are Ashanti and this book will resonate with them personally. After reading the new text and defining culture and its elements, students will act as researchers looking for evidence in familiar texts for elements of culture. The other books we will be using, Grandfather Counts, Have A Good Day Cafe, Home At Last were all part of a previous text set we used in class so students are familiar with the plot and the meaning of each story except The Talking Cloth. After each group finds as many examples of cultural elements in their text, we will share-out our findings. I will record the class's answers on the chart paper. Students will turn in their recording sheets.

II. Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.

- SWBAT actively engage with The Talking Cloth as a cultural text.
- SWBAT define what "culture" means.
- SWBAT identify elements of culture.
- SWBAT find evidence of culture in familiar texts (Grandfather Counts, Have A Good Day Cafe, Home At Last, etc.)
- SWBAT collaborate in recording the evidence found in the assigned text.
- SWBAT co-construct a running list of evidence of culture found in text.

III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.

- This lesson further introduces the students to the idea of "culture" and what the elements of culture can be. This follows my CUP's goals by allowing students to discover where they see culture in things that they are already comfortable with. By using familiar texts, I am taking away the effort that it takes to comprehend a story and find evidence in text. Students are then able to solely focus on finding culture and examples of culture in texts and collaborating and less on the stories being told. Students will develop an understanding of the different ways culture can be expressed and appear in life which will allow them to be more successful in later lessons where they will need this background experience and knowledge.

IV. Assessment: Describe *how* you and your students will know they have reached your learning goals.

- I will know my students have met the learning goals because they will have been able to find examples of culture within their assigned book. Their recording papers will allow me to assess each group's successes. As the lesson unfolds, I will be able to walk around and listen to collaboration talk and hear how my students are working together and figuring out what they need to find and where the information is in their text. Afterwards, during the share-out, I will be able to tell which groups had success and which students are most confident by who is willing to share their ideas out to be put onto

the anchor chart. Being able to communicate what you found is a form of accountability and assessment for both group members and teachers alike.

V. 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?

- My ELL students will be supported in this lesson by not having to write everything down for every group. There are assigned “recorders” who will scribe for their group. This way, others can share the work and focus on finding evidence as a researcher and not on the task of writing the answers down. I will also make sure my ELL students understand the instructions and what I am looking for them. I plan to curb the misconceptions around this by walking around and orienting groups who might be off track slightly.

VI. 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.

Schedule:

Time	Students	Teacher	Materials
5min	Think about what culture means and how it is represented	Introduce Text: “What is culture? What are parts of a culture?” “This is a book about Ashanti culture and about a special tradition Ashanti people have.”	Book
15 min	Actively engage in text, showing connections, sharing out, turn and talks	Read Aloud: <u>The Talking Cloth</u> Pause At: Mocha “What is mocha? Why would it stunt growth?” Laundry comment “Is Daddy nice to Aunt Pheobe?” Adinkra, Ghana, Ashanti “Connections/Share” Colors mean things “Why would Aunt Pheobe wear red	Book ( <u>The Talking Cloth</u> )

		when Daddy comes to visit?" Symbols mean things too. Playing pretend/Imagining	
7 min	Co-Define Culture Think of examples of elements of culture (Language, Memories, Food, Traditions, etc.)	Define Culture and Explain Examples	Anchor Chart, Marker
3 min	Get to seats, Listen to directions	Explain Activity, Split into Groups, Pass Out Books and Paper	Other books ( <u>Grandfather Counts</u> , <u>Have A Good Day Cafe</u> , <u>Home At Last</u> ), Paper, Group List
15 min	Act as "researchers" to find examples of elements of culture in text, Collaborate as a small group to find multiple examples	Walk Around, Observe Students Collaborating, Help where needed	Books, Papers, Pencils, Anchor Chart (hanging)
10 min	Share Findings from Text that were Recorded on Paper, Clean Up, Pass in Papers	Record Share Outs, Clean Up	Anchor Chart, Marker, Papers

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

- I anticipate nervousness and confidence to be an issue in this lesson. I know it is my first Round and I feel confident in my planning abilities but I am nervous to be so closely observed. I also feel like the students have not had good opportunities to refine the collaboration skills necessary to be overly successful in this lesson. Hopefully by the time they get to the final assessment they are much better at collaborating and working in small groups to achieve a common goal. We will be having more practice throughout the unit on this.

VII. List the Massachusetts Learning Standards this lesson addresses.

- Grade 2 Common Core standards
  - 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.

### VIII. 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?

- I am proud of the way this lesson happened. There were many bumps prior, during, and after the Round but I think overall it was a great starting spot for myself and my practice. There were many valid criticisms which can be quick fixes and it proves to me that I can do this, I just need to work really hard at it. I was happy with most of the collaboration efforts made by my students. I think they could benefit from more practice but they will get there in due time.

Moving forward, I am going to make sure I am very intentional about my groups and roles within the groups as well as model or clarify my expectations for group work. I think the unknown is what challenged my students to be more successful.

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

- For my next LAP, I will be shifting into migration. I hope that this next lesson grounds my student back down to me and they realize that they can do what I am asking of them even if it seems hard, I believe in them and they have the abilities and the work efforts to be successful at the activities I plan for them. I hope when I try the jigsaw lessons They have a deeper understanding of collaboration and what my expectations for quality group work look like. I'll be sure to model and explain more thoroughly.

Student Work on Next Pages

## What is culture?

Language

Food

Memories

Special Items

Ethnicity (where we are from)

## Where can we find it?

Have a good day café - Korean

Home at last - Spanish

Grandfather Counts - rice and soup

The Talking Cloth - mocha

Have a good day café - making food every morning

Home at last - wanting to go back to Mexico

The Talking Cloth - adinkra

Grandfather Counts - chopsticks

Grandfather Counts - China → America

Have a good day café - Korea → America

Home at last - Mexico → America

Talking Cloth - Ghana → America

St. V. V. R.

Language - Spanish

Food - rice and beans chicken

Memories - That her mom wanted to go to Mexico

and she finally she buys

Special items - chickens

Ethnicity - Mexico → America

Title The Talking Cloth by Rhonda Mitchell  
Language

Food Mochu

Memories When Aunt Phoebe got a cloth  
from Ghana is ashantri

Special Items The special cloth Adinka

Ethnicity Ashanti Ghana Africa