

Kacey Legare

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

WOK History LAP 4: Exploring the Cultures in Our Class: Ashanti (Ghana)

- I. Content: Describe *what* it is you will teach. What is the content?
  - This lesson will familiarize students with the Ashanti culture. Through the interviews and letters to the parents of my students, I have found that most of my students partake in either West African (Ghanaian) or Caribbean (Puerto Rican and Dominican) cultures mostly. In this lesson, we will investigate four aspects of the Ashanti culture, their food, their language, their location in the world, and their traditions. Students will each be responsible for becoming and “expert” on one aspect of the culture. After the initial exploration of their aspect, students will be put into mixed groups and interview each other on the aspects they did not explore themselves. They will fill out a questionnaire with the four aspects. This way, all students will get a glimpse of all the aspects and get a deep understanding of one aspect.
  
- II. Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.
  - SWBAT investigate one aspect (food, location, language, or traditions) of a culture.
  - SWBAT record their findings to refer back to on worksheets.
  - SWBAT interview one another to find out more about the other aspects of a culture.
  - SWBAT make connections between themselves and content through personal experience or connection to classmates.
  
- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
  - This lesson relates to my CUP’s learning goals because it connects real cultural experiences my students have had to the content. Students will explore culture they might be familiar with already in a deeper and more deliberate way. By relating to maps and other standards in social studies, students will get to connect with each other as learners and continue their collaboration skills while learning more about each other, further building the classroom community. By learning about each other, students build respect for each other and respect for differences. They see themselves as worthy of being studied and important parts of our community of learners. This lesson hammers the content standard around culture and the value it adds to the community it is a part of. Without diversity and connectedness, we have nothing. Students will learn that together, we as a class are stronger, and we as a nation are stronger. This can be unearthed through respectful and intentional collaborative exploration of our classroom cultures.
  
- IV. Assessment: Describe *how* you and your students will know they have reached your learning goals.
  - I will know students will have met the learning goals because each student will have completed the aspect sheet associated with their group. They will also have had the chance to complete the interviews and record each others main takeaways. I will use formative assessments like check ins and walkarounds to see if students are struggling or succeeding. I will be able to judge their collaborative skills by watching them and recording which groups worked and which did not and why. Based off of the interview sheets, I will see which interview groups succeeded and which did not.

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?

- This lesson adapts to allow many different students be successful over ELL and IEP barriers. First, I used numerous sentence starters. I gave example questions and answer starters for the interviews. The questions used direct language and I made sure to only ask for one important takeaway per aspect group. I also allowed room for extension. I made sure to be strategic about my group choices and placed students with others who will help widen their thinking and assist all learners. I also incorporated the group work and collaboration as a way to allow students to grow ideas and bounce topics off each other in a productive way instead of just being independent learners. They are often isolated in their learning and this will allow them to be learners as a community. Then sharing out in an interview is another way to make sure each person gets to share their findings. This allows for ELLs to practice speaking and listening. It allows students to all contribute in a low threshold, high ceiling environment.

VI. Activity description and agenda

- 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
9:45-9:50	Listen to Instructions, Go over expectations, Get into Aspect groups	Introduce Topic, Give Instructions, Organize Seating, Pass Out Papers	Aspect Papers, Group List
9:50-10:05	Explore Aspect and Complete Sheet	Walk around and Assist groups as needed to complete their sheet to prepare them for interviews	Aspect Papers
10:05-10:08	Get in Interview Groups and Transition	Transition students into Interview groups and Explain new directions and expectations.	Interview Papers
10:08-10:24 (4 min each)	Interviews	Let the Language, Maps, Food, and Traditions people speak for 4 min in the	Chime

		interviews	
10:24-10:25	Clean Up	Collect 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 that time will be an issue in this lesson. I did a lot of preparation to make sure all the information was accessible and organized in a way for all students to be successful in the assignment. I think that having enough time to fully allow students to get the material and make meaningful connections might get lost. However, I believe that because we are going to be doing a similar lesson, students will have another opportunity to practice this skill and make those connections. I have planned timing limits and thought carefully about when I need to be transitioning. I think this will allow me to have better management, lower stress, and more opportunity for consistency across lessons and groups.

VII. List the Massachusetts Learning Standards this lesson addresses.

- Grade 2 History and Social Science 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.
  - 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.

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?
- This lesson was a relief. I felt so good after teaching this lesson. The students were engaged the whole time, they were proud of the work they were doing, they were eager to share with each other, collaboration was up, and I got to see my students show off their cultures to one another in an authentic way. I know the successes of this lesson were correlated to the time I had to prepare for it. I prepped for this lesson for 3 days straight and it helped me feel confident teaching. My worksheets were customized per group, I planned the groupings so very precisely and the jigsaw groups as well. I knew that if I could put in the time and remove all variables besides my practice, this lesson would be amazing and it was.

If I could reteach it, I would spell check my worksheets and print them in color. The maps lost so much value because they were black and white. I would also allow more time in the first group and less time in the jigsaw groups. I would also strongly consider using an anchor chart to track the collective knowledge we had built through the sharing and collaborating process. Lastly, instead of interviews, I would consider presentations of work to be an alternative for sharing out the information at the end so everyone gets exposed to the content.

- b. What did you learn from the experience of this lesson that will inform your next LAP?
- For my last lesson, I will update the worksheets, make sure everything is just as well planned as this one was. I will change the culture of focus but keep things the same. I will mix up the groups but group under the same guidance as I did for this lesson. I felt that this was my strongest lesson taught yet.

Student Work on Next Pages

Name: Camila Rodriguez

1. Find the continent of Africa on the map of the World. Circle it.  
What oceans does it touch?

Africa touches the Indian and Atlantic Oceans.

2. Find the country of Ghana on the map of Africa. Circle it.

What color is it? purple

3. Find the country of Ghana on the map of West Africa. Circle it.  
What is the country to the North of Ghana?

Burkina Faso is north of Ghana.

4. Look at the map of the country of Ghana. Circle the capital.  
What is the capital of Ghana?

Accra is the capital of Ghana.

Name: Clairice

Look at the Twi Language cards. Twi is a language people from Ghana speak. Find a new word or bunch of words you learned.

I learned that welcome in Twi is Abla in Twi

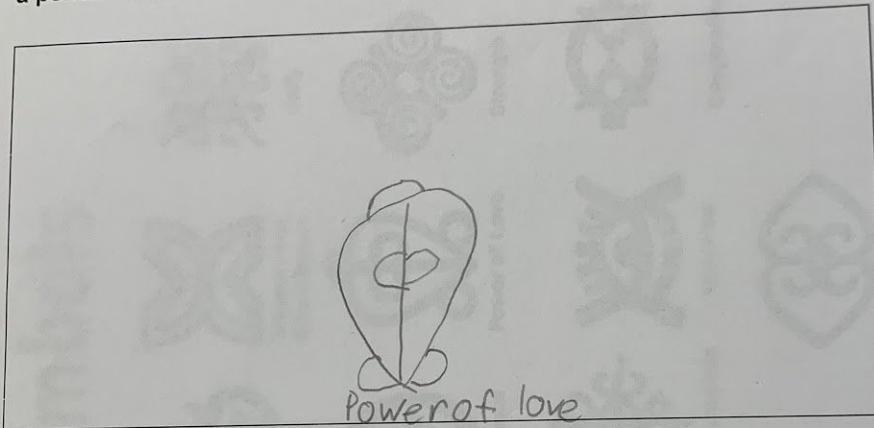
means Akwaba in English.

Write a story about 2 people and use talking marse thks to show them speaking. Use Twi Language cards to help you. Some of the talking should be English. Some should be in Twi.

How are you. I am from Worcester  
Mefiri from Ghana. Friend Madame  
thank you.

Name: \_\_\_\_\_

Pick 1 of the Adrinka Symbols that is important to you. Sketch it with a pencil here:



Write 4 sentences about what your symbol means and why you picked it.

My symbol is called power of love.  
I picked it because I am full  
of love. I also share love  
Everywhere I go. Love is

Name: Natalia Rodriguez

Look at the Peanut Butter Soup recipe.

List 2 ingredients you might like.

1. 1 Sweet potato
2. 6 cups of vegetable broth

Would you try Peanut Butter Soup? Why or why not? Write 3 sentences.

Yes, it sounds interesting. I've never  
tried it. And I like some of  
the ingredients in it.

Look at the Jollof Rice recipe.

List 2 ingredients you know or have had before.

1. 3 chicken bouillon cubes
2. 1 frozen mixed vegetables

Do you think you would like Jollof rice? Why or why not? Write 3 sentences.

Not really. I feel like it  
will be watery. I don't like  
a lot of the ingredients. There  
is a lot of cup of stuff.



Name: NOMAC  
Interview Experts About Ghana

### Language

Q: What is the language you explored?

A: Some people from Ghana speak TWI.

### Maps

Q: Which continent is Ghana in?

A: Ghana is a country in the continent of AFRICA.

### Food

Q: What is one of the foods people from Ghana eat?

A: One of the foods people from Ghana eat is

Penut butter sup

### Traditions

Q: What is the name of the cloth Ashanti people put symbols on?

A: The name of the cloth Ashanti people put symbols on is called

AKWAKO

Name: Lyantha Mia Aybala

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