

Kacey Legare

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

WOK History LAP 5: Exploring the Cultures in Our Class: Carribean (PR and DR)

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

- Like the previous lesson, this lesson will familiarize students with the Carribean culture. In this lesson, we will investigate four aspects of the Carribean (Puerto Rican and Dominican) culture, their food, their language, their location in the world, and their national flags. 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 national flags) 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.

- Same as the other lesson, 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 Flag people speak for 4 min in the interviews	Chime

10:24-10:25	Clean Up	Collect Papers	
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- 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?
- After this lesson, I feel confident my students have reached many of my learning goals and improved drastically as collaborators and researchers. They knew exactly what I was expecting from them and they worked hard to deliver it. They loved the teamwork and the small groups. They liked being experts and sharing as well as learning from one another. I know I will be making a small 3-2-1 quick to wrap this unit up but this was another example of a great lesson because of planning.
- If I could reteach this lesson, I would have changed the mapping groups work slightly. They seemed to struggle with what I was asking of them. I had definitely overshot their prior knowledge limits and did not scaffold it well enough. Although this lesson was identical to the last, the students were even more excited to see a different

culture in themselves and in the class. Again, I wish I had charted our learning in a more complete and public way to hang in the room temporarily.

- b. What did you learn from the experience of this lesson that will inform your next LAP?
- Moving forward to the next unit, I hope to use more collaboration and small groupwork. The students enjoy it and it makes it easy for me to differentiate my instruction and coordinate myself with so many different students with different needs. I do not like doing cookie cutter lessons or too much whole group time. I think as long as I gave myself the time and space to prepare and relax for lessons, I can repeat my successes and minimize my mistakes.

Student Work on Next Pages

Name: Camila R. A

Look at the Spanish Language cards. Spanish is the language people from Puerto Rico and the Dominican Republic speak. Find a new word or bunch of words you learned.

I learned that natales in Spanish

means celebrating in English.

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

Hola natalia Bienvenido  
De donde eres? where are  
you from? Hello Camila  
welcome where are you  
from? Soy de Dominicana  
tu Cades sil me amiga.  
Yes camila.

Name: Clairhite

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

North America touches the pacific and Atlantic Oceans.

2. Find the countries of Puerto Rico and the Dominican Republic on the map of the Carribean. Circle them.

Which is larger? Dominican Republic

3. Look at the map of the Dominican Republic. Circle it. What is name of the country that it shares the island with?

Haiti is on the same island as the Dominican Republic.

4. Look at the map of Puerto Rico. Circle the capital. What is the capital of Puerto Rico?

San Juan is the capital of Puerto Rico.

Name: Michael Kyei-Balfour

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

North America touches the Pacific and Atlantic  
Oceans.

2. Find the countries of Puerto Rico and the Dominican Republic on the map of the Carribean. Circle them.

Which is larger? Dominican Republic

3. Look at the map of the Dominican Republic. Circle it. What is name of the country that it shares the island with?

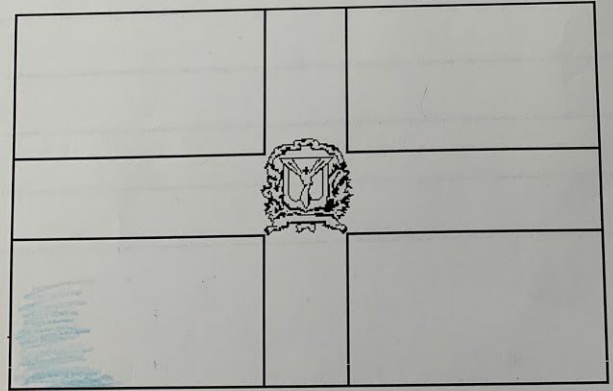
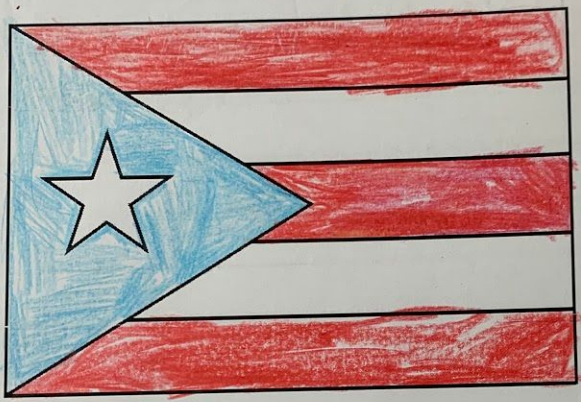
Haiti is on the same island as the Dominican Republic.

4. Look at the map of Puerto Rico. Circle the capital. What is the capital of Puerto Rico?

San Juan is the capital of Puerto Rico.

Name: Jasharys

Pick 1 of the flags to color in. Use crayons **ONLY**.





What is similar between the flags? What is different? Write one of each below.

The Puerto Rico flag has ~~different~~ stars and the Dominican flag has squares

Name: Jeremy Bill Aboagye - Dadzie

Look at the Plantain Mofongo recipe.

List 2 ingredients you might like.

1. pork rinds
2. vegetable oil

Would you try Plantain Mofongo? Why or why not? Write 3 sentences.

No. Because pork is not my favorite  
food it lets me have rest

Look at the Habichuelas con Dulce recipe.

List 2 ingredients you know or have had before.

1. red kinder beans
2. sweet potatoes.

Do you think you would like Habichuelas con Dulce? Why or why not?  
Write 3 sentences.

Because kinder beans is not  
my favorite.

Name: Cesar  
Interview Experts About the Carribean

### Language

Q: What is the language you explored?

A: People from Puerto Rico and the Dominican Republic speak

Spanish

### Maps

Q: Which ocean are the countries in?

A: Puerto Rico and the Dominican Republic are islands in the

Atlantic ocean.

### Food

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

A: One of the foods people from the Carribean eat is called

hwicha Ale sco n/ ca.

### Flags

Q: What colors are similar between the two flags?

A: The colors that are the same between the two flags are

blue, red, and white.

Name: MISLYIA  
Interview Experts About the Carribean

### Language

Q: What is the language you explored?

A: People from Puerto Rico and the Dominican Republic speak

SPANISH.

### Maps

Q: Which ocean are the countries in?

A: Puerto Rico and the Dominican Republic are islands in the

ATLANTIC ocean.

### Food

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

A: One of the foods people from the Carribean eat is called

Ta b i c h u e l a s c o n d u i c e.

### Flags

Q: What colors are similar between the two flags?

A: The colors that are the same between the two flags are

blue, red, and white.



NAME: YORIEL

3-2-1 Social Studies Quiz

Word Bank

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

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

1. part of African
2. Spanish
3. art who come over here

List 2 reasons someone might need to move.

1. because of a war
2. that was a hate.

List 1 thing different cultures bring to the community.

Part of people and African people  
come here is family  
and friends. food. traditions  
maps flags

NAME: Lyanna Mia Ayala

3-2-1 Social Studies Quiz

Word Bank

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

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

1. Spanish
2. food
3. Flags

List 2 reasons someone might need to move.

1. Freedom
2. War

List 1 thing different cultures bring to the community.

Some people speak Spanish,  
Chinese, Korean

NAME: NOMAR

3-2-1 Social Studies Quiz

Word Bank

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

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

1. Food Spanish
2. mofongo
3. the map

List 2 reasons someone might need to move.

1. a fire
2. Rent

List 1 thing different cultures bring to the community.

Pese

ba  
they drinking Pese



NAME: Prince

3-2-1 Social Studies Quiz

Word Bank

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

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

1. Language
2. Food
3. Location

List 2 reasons someone might need to move.

1. to be in a better place
2. freedom

List 1 thing different cultures bring to the community.

They can bring war,  
dirty freedom.

NAME: NYSHYA JEWELL

3-2-1 Social Studies Quiz

Word Bank

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

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

1. The right foot of liberty
2. The talking cloth
3. The Journey

List 2 reasons someone might need to move.

1. people move because of bad things.
2. people move because of wars.

List 1 thing different cultures bring to the community.

different communities bringing different food, different languages.