

Part I: Unit Overview and Instructor Background Knowledge

A. Title: How can you use folktales to compare African cultures and explore your own culture?

B. Family/Parent Letter:

Dear Parents and Guardians of students in Mrs. VanEgmond's and Ms. Stack's class,

I would like to let you know about a few things that we will be learning about during this unit I am going to teach, and suggest a few activities that you can do at home with your child to supplement what s/he is learning in class. This will also give you the opportunity to know what your child is learning about.

What we're learning about:

For this unit, I am integrating a Language Arts unit with a Social Studies unit. I will be teaching about African culture (mainly focused on folktales) and different ways culture and values can be shared and passed down from generation to generation. It is important for students to be able to think critically when reading and be able to analyze different narratives and writings in order to understand them at a deeper level. This unit will help students discover how some of their own values and cultures stem from elements of historic cultures. This unit will also encourage students to be less judgmental of people whose cultures and values are different than those of their own outside of the classroom and in their everyday lives because they will understand that everyone has their own belief system.

My goal by the end of the unit is that students will understand that different cultures have different values and how those values were passed on from generation to generation; that students will appreciate the diversity that exists in the size, composition, values, and customs among different cultures; and that students will draw conclusions about cultures based on encounters they have with those cultures through stories and media they hear in their lives.

Homework and assignments:

Students will be reading and analyzing folk tales. Much of this unit will focus on in-class discussions and discovery of different folktales. Because the folktales will be library books and read in class a variety of ways, students will not bring home materials. Students will eventually write their own folktale using elements of a folktale and aspects of the culture that each student individually associates with the most.

What you can do:

Simply having your child tell you what they learned about in class will allow them to think about what they comprehended through the day. If they can teach it back to you, you know they've learned it! Also encouraging your child to keep up with class and with the folktale drafts will ensure that they do not get behind.

Remember that if you have any questions you can e-mail me or check out our class website: www.woodlawn207-7.weebly.com, on which you can find the class calendar and various websites that will aid your child's learning.

~Ms. V

C. Social Studies Content:

The substance of this unit is integrating language arts, in the form of analyzing, reading, and writing folktales, with social studies, focusing on the history of blacks in Chicago and how culture can be passed on through generations, bringing the students back to folktales and oral traditions of storytelling and culture sharing. The most important essential understandings about the topic that I will focus on are how different cultures have different values and how those values were passed on from generation to generation, the diversity that exists in the size, composition, values, and customs among different cultures, and how stories and media they hear in their lives reflect the cultures they live in.

Students will be discovering how oral tradition worked, how folktales changed over time, how oral storytelling affected the main ideas being shared, including values from the culture from which it originated. By integrating the social studies in with the language arts, I am providing students with the opportunity to learn their history and show how the nonfiction can be combined with fiction to make a meaningful unit. Since social studies is hardly taught in the school other than an occasional scholastic reader magazine (which provides current events but is not always easy for the students to connect with), and since Woodlawn is an Afro-centric school (and 100% of my students are African American), and since black history month takes place during the second part of the year, it is mandatory for our lessons to be based on something African or African American. In my lesson I hope to do both. Every morning the students do an African ritual as an entire school and do not appear to recognize the connection or importance other than the fact that it's "African." With the help of this unit and folktales, I hope to give the students a look into how the past affects the present, and therefore the present affects the future. A main focus of the school is moving forward rather than looking back.

Students will learn that folktales are long-standing and traditional beliefs, legends, and customs of a people that are transmitted orally and preserved from generation to generation with constant variations shaped by memory, immediate need or purpose, and the degree of individual talent. They will learn about different archetypes, including situation archetypes (the quest, the task, the journey, etc), symbolic archetypes (light vs. dark, water vs. desert, heaven vs. hell, etc.), and character archetypes (the hero, the devil, the scapegoat, etc), which can be patterns through different folktales. Students will learn that folktales can be used to compare regions based on how the folktales is told and what is important and valued in the folktale.

There are a few things that may be challenging in terms of connecting teacher level knowledge to children's capacities for learning. The fact that I am white and teaching about Africa and African American history may affect how my students take in what I am teaching them. Also some of the students who have been attending Woodlawn since kindergarten may believe that they already know enough about the topics or that they know more than I do. Also culture and diversity are very deep topics to touch with ten year olds, and although they are advanced students, they may confuse culture and ethnicity. They will be learning to think of culture as a group that they associate the best with as individuals: black culture, male vs. women culture, student culture, Woodlawn Community School culture, Chicago culture, American culture, etc.

D. Big Ideas.

- Where does the identity of a culture come from and how can it be passed down from generation to generation?
 - How were these culture's values eventually brought to Chicago?
- A folktale can be used to learn something about the culture that it originates from:
 - Values: valued occupations, gender roles, military force roles, how they think the government should operate, what they think about how a family should look
 - Desired personality traits for people in the culture – community vs. individual
 - Culture and folktales are dynamic and change throughout time
- Archetypes are universal.
- How did the great migration help influence Chicago as you know it today?
- The identity of a culture is enhanced and reinforced by their shared stories.
- The way current events in the modern world as presented by the media can show what is important to a culture.
- Folktales were passed down orally – a unique form of communication.
 - Telephone game
 - What details are remembered?
- The fact that a folktale was remembered and was passed down meant that it was important enough to the culture for it to be remembered. And why was it important to be passed down?
- How do the cultures of the different regions of Africa compare to each other and to your own?
- Individuals can associate with multiple cultures based on different identities and values.

E. Key Concepts

- Folktale: Folklore - the long-standing and traditional beliefs, legends, and customs of a people. It is a general term for the verbal, spiritual, and material aspects of any culture that are transmitted orally, by observation, or by imitation, and passed on and preserved from generation to generation with constant variations shaped by memory, immediate need or purpose, and the degree of individual talent.
- Archetype: the original pattern or model of which all things of the same type are representations or copies: [prototype](#); a perfect example
- Oral tradition: a community's cultural and historic traditions passed down by word of mouth or example from one generation to another without written instruction
- Media: the means of communication, as radio and television, newspapers, and magazines, that reach or influence people widely
- Culture: the quality in a person or society that arises from a concern for what is regarded as excellent in arts, letters, manners, scholarly pursuits, etc; the behaviors and beliefs characteristics of a particular social, ethnic, or age group: the youth culture; the drug culture

- Identity: the condition of being oneself or itself, and not another; individuality, personality, distinctiveness, uniqueness
- Region
 - Because geographical regions are distinct – there are certain characteristics that a region shares that the regions around do not have
 - These might show up in their folktale based on the culture
- Great migration: migrate: to move, to go from one region to another
- Diversity: diverse: of a different kind, form, character, etc.; difference, unlikeness
 - Multiculturalism

F. Rationale:

I am teaching about African culture and folktales and different ways culture and values can be shared and passed down from generation to generation. This is important and meaningful for students to understand because they need to be able to understand why they identify with a culture and where the identity and values of that culture comes from. It's also important for students to be able to think critically when reading and be able to analyze different narratives and writings in order to understand any hidden meanings or significant patterns that occur from one piece to the next. This unit will help students discover how some of their own values and cultures stem from elements of historic cultures from back during times when important truths were passed on through oral tradition – when it was important for people to remember the important details of a story, but maybe the minor details changed from sharing to sharing. This unit will also encourage students to be less judgmental of people whose cultures and values are different than those of their own outside of the classroom and in their everyday lives because they will understand that everyone has their own belief system.

G. Goals:

- Students will understand that different cultures have different values and how those values were passed on from generation to generation.
- Students will appreciate the diversity that exists in the size, composition, values, and customs among different cultures.
- Students will draw conclusions about cultures based on stories and media they hear in their lives.

H. Unit Objectives:

- Students will be able to analyze a folktale in order to understand the culture's values.
- Students will be able to analyze and explain characters in a folktale based on the archetype that they fit into.
- Students will be able to compare and contrast how we get information and how we learn about things differently between current times and when oral tradition of folktales was most popular.
- Students will be able to explain how the identity of a culture come from and how can it be passed down from generation to generation using oral tradition.
- Students will be able to identify elements of the cultures in the folktales in the values of their own culture.

- Students will be able to choose a culture that defines them and explains their values.
- Students will be able to pick a culture they identify with the most and write a folktale using archetypes, folktale components, and the values of that culture.
- Students will be able to explain and define the components of a folktale.
- Students will be able to explain the effects of the great migration on African American culture and identity.

I. Standards:

- Common Core Standards:
 - CC.5.R.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
 - CC.5.R.6: Describe how a narrator's or speaker's point of view influences how events are described.
 - CC.5.R.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
 - CC.5.R.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
 - CC.5.W.3a-e: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.
- Illinois State Standards:
 - 16.A.2b: Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.
 - 16.D.2 (W): Describe the various roles of men, women and children in the family, at work, and in the community in various time periods and places (e.g., ancient Rome, Medieval Europe, ancient China, Sub-Saharan Africa).
 - IL.18.: Social Systems: Understand social systems, with an emphasis on the United States.
 - 18.A.: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

- 18.A.2.: Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.
- Illinois Learning Standards:
 - English Language Arts
 - Goal 1: Read with understanding and fluency.
 - Goal 2: Read and understand literature representative of various societies, eras, and ideas.
 - Social Science
 - Goal 15: Understand economic systems, with an emphasis on the United States.
 - Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.
 - Goal 17: Understand world geography and the effects of geography on society
 - Goal 18: Understand social systems

Part II: Resources

A. Resources, Preparation/Materials:

Materials for whole class :	Materials for groups :	Materials for individual students :
<ul style="list-style-type: none"> • Paper • Pens • Either mini hard cover books for their folktales, computers to type it on, or stapled papers in the form of a book • Bronzeville pictures or PPT of Chicago in the past and present • Folktale stories • Construction paper • Scissors • Markers • Powerpoints and other supplemental materials for discussion and lecture about concepts 	<ul style="list-style-type: none"> • Paper • Pens 	<ul style="list-style-type: none"> • I have no students with special needs • Some students don't have computers at home so if I do require them to type the folktales I will make sure they get the first opportunities for the computers

B. Annotated Bibliography:

A Bronzeville Story. (n.d.). Chicago History Museum. Retrieved January 17, 2012, from <http://greatchicagostories.com/pdf/unit/elem/bronzeville/BronzevilleLesson1.pdf>

This is not something my students will be reading – it is supplemental materials for my own use while planning the unit. This website is a PDF of Chicago History Museum lesson plan on Bronzeville, focusing on the Great Migration. The main idea of the lesson is to introduce vocabulary and answer the question of what the Great Migration was through class discussion and the reading of *A Bronzeville Story*. This site provided many images of artifacts from the Great Migration, and while I will not be using the story completely, I will be using the whole idea of the movement of people across space who bring values and cultures with them. The site is slightly biased toward positivity of Chicago and Bronzeville, giving it a “Great” look though its title “Great Chicago Stories.”

A Bronzeville Story. (n.d.). Chicago History Museum. Retrieved January 17, 2012, from

<http://gretchicagostories.com/pdf/unit/elem/bronzeville/BronzevilleLesson4.pdf>

This is not something my students will be reading – it is supplemental materials for my own use while planning the unit. This website is a PDF of Chicago History Museum lesson plan on Bronzeville, focusing on the sharing of values and culture through oral tradition. The main idea of the lesson is discover why it is important for people to record their experiences and different ways these experiences can be shared. This site provided many questions for students directly related to oral traditions, however there are no illustrations. The site is slightly biased toward positivity of Chicago and Bronzeville, giving it a “Great” look though its title “Great Chicago Stories.”

Archetypes and Symbols. (n.d.). West Morris Central High School. Retrieved January 17, 2012, from http://central.wmrhsd.org/FACULTY_FILES/rkipp/LINK_DOCS_1015/Archetypesandsymbols.pdf

This is a supplemental material for my own use while planning the unit. I will be making an easy to use PowerPoint and handout for my students to reference while reading folktales in order to analyze different aspects of the folktales. This PDF provides many different archetypes and symbols, including situation archetypes, symbolic archetypes, and character types. This reading is in list form and has examples so it is very easy to read. This text is very definition and literacy based, so it is not biased.

Bryan, A. (1971). *The ox of the wonderful horns, and other African folktales* ([1st ed.]). New York: Atheneum.

This book is a book of five folktales from Africa. They are a little bit longer than other folktales that I have found. There are some illustrations throughout the stories in an African motif. The author has written these stories she had heard, however they originate from African tales.

Exploring Africa. (n.d.). Exploring Africa. Retrieved January 17, 2012, from <http://exploringafrica.matrix.msu.edu//teachers/curriculum/m11/activity2.php>

This website came an MSU project, making it quite reliable. The site provides two different folktales from Niger as well as follow up questions about the folktale that I will ask my students. These folktales are very useful in this medium because then the students will have the chance to only listen to the folktale without the illustrator’s opinions showing through the pictures.

Folklore. (n.d.). Encyclopedia of Chicago. Retrieved January 17, 2012, from <http://encyclopedia.chicagohistory.org/pages/467.html>

This is not something my students will be reading – it is supplemental materials for my own use while planning the unit. This website is from the Encyclopedia of Chicago and focuses on the facts and is therefore,

unbiased. This site provides information on the Great Migration and folktales that have come to Chicago from Africa and from the south. The website also provides some maps illustrating how people migrated.

Great Migration. (n.d.). Encyclopedia of Chicago. Retrieved January 17, 2012, from <http://encyclopedia.chicagohistory.org/pages/545.html>

This is not something my students will be reading – it is supplemental materials for my own use while planning the unit. This website is from the Encyclopedia of Chicago and focuses on the facts and is therefore, unbiased. This site provides information on the Great Migration to Chicago, where people came from, and how it affected Chicago.

Jackson, H., & Wright, P. (2003). *West African folk tales*. Mineola, N.Y.: Dover Publications.

This book is a collection of folktales from 16 different countries from West Africa. This is something that I will use to read to students from. While I will be reading folktales from it for the students, I will also be copying some for each of the students for us to read and analyze together as a whole class activity. In the same way I may give some to different groups so that they can work together on different folktales. This book is really great because it separates the folktales into categories from the countries they come from, which will make it really interesting for students to use to compare cultures of those different countries from the folktales.

Kītukū, V. M. (1997). *East African folktales: from the voice of Mukamba*. Little Rock: August House.

This book is a collection of motivational folktales from Kenya. This is something that I will use to read to students from. It has a brief illustration or photograph relating to each folktale. While I will be reading folktales from it for the students, I will also be copying some for each of the students for us to read and analyze together as a whole class activity. In the same way I may give some to different groups so that they can work together on different folktales. This book is reliable because the author grew up in Kenya, hearing the folktales from his mother.

Mann, K. (1996). *Ghana, Mali, Songhay: the Western Sudan*. Parsippany, N.J.: Dillon Press.

This book has folktales, geography, and photographs of the Western Sudan section of West Africa. This book is something that will be easy for my students to look through to see real pictures, as well as to read about the history of this part of Africa. The author grew up in Africa, so she has first hand experience about what she is writing about.

Part III: Knowing Your Students and their Prior Knowledge

A. Student knowledge and interests:

My students like to be creative and prefer projects and activities over fill in the blank answers that they are used to in Language Arts, so having them do their own folktale and investigate their own culture and history is interesting to them. Social studies is the last subject that is considered in my classroom unless some aspect is included in the basal reader stories, which it can be argued it is. Otherwise scholastic readers a few times a month provides current events, articles, and debatable themes that get the students thinking and discussing. Since Woodlawn Community School is Afro-centric, Black history month is huge, and African and African American units are mandatory – or at least you can't focus on anyone white. Last semester for LA I focused on Amelia Earhart, writing newspapers, and focusing on facts vs. fiction. I got a lot of flack for reading about Amelia (a white woman) and not Bessie Coleman. Every morning there is an African morning ritual that the entire school participates in. Every year from pre-school on up, there is discussion about Africa, famous African Americans, etc. Unfortunately, they don't seem to be retaining the understanding of Africa and the meanings of its virtues.

I gave my students a pre-assessment, having them write down, in the form of a graphic organizer/word web, what they know about African folktales and Culture, and what they know about the Great Migration to Chicago. Here are some of the things that they said about African folktales and culture: Goldilocks and the three Bears, Tortoise and the Hare, the Apple and the Appleseed, The Lion King. They talk about African languages. They have a lessons and morals that you can learn from. They have animals in them that talk. They can be funny. They are mostly about old people and are sometimes called agriculture. The Great Chicago Fire. The African people are our ancestors. Africans created the traffic lights and the clocks we have now. Africa celebrates 8 principles. Folktales are about strong people. They are passed down from generation to generation. They influence music like reggae. Here are some of the things that they said about the Great Migration to Chicago: It was in Chicago. It was a big migration. Lots of people migrated to Chicago because it was the time when people were slaves. People moved here to get jobs and have more chances. People were poor and sick and dug for

gold for money. It took place in the early 1900s. It's based on a true story about a big migration that affected Chicago. Thousands of birds flew to Chicago.

B. Linguistic, social and academic challenges, resources and supports:

I have no students with IEPs and I have no students who are ELLs. I do, however, have students who will answer questions only when I ask them individually, who will not contribute to a conversation on their own; I have students who become restless during class and goof around, trying to make others laugh; I have advanced students who will turn in a piece of work that is thoroughly thought through; I have students who will spend time working on a project that they think they understand, only to turn it in and be completely off track.

For the shy student, I will walk around before class discussions and inform them of something about their work that I really like and want them to share in class so that they have something to bring to the table already with confidence. To accommodate students who become restless, I will devise a variety of activities that meet many different learning styles and that get students participating in many different kinds of tasks, as well as incorporating brain gym into my days, when I see students nodding off or becoming fidgety. For the students who are advanced, I will encourage them to go even further with their folktales and discussion and the culture of folktales – while some students might still be focusing on their writing in the end, students further along will illustrate their folktales and provide further evidence of their understanding of the culture and how it shows in the illustrations of the folktales. The students I know that have a hard time following the directions will work piece by piece so they don't become overwhelmed or waste too much time trying to accomplish a task completely incorrectly.

Part IV: Overview of Lessons and Assessments

a) Narrative Overview:

Day	Est. Date	Description
1	<p>Tue 2/14</p> <p>1.5 hours</p> <p>1</p>	<p>Introduction to the unit – I will tell them that the unit is centered around African folktales, what folktales are, and how they have influenced the world they know today.</p> <ul style="list-style-type: none"> Folktale: Folklore - the long-standing and traditional beliefs, legends, and customs of a people. It is a general term for the verbal, spiritual, and material aspects of any culture that are transmitted orally, by observation, or by imitation, and passed on and preserved from generation to generation with constant variations shaped by memory, immediate need or purpose, and the degree of individual talent. <p>First we will watch a video called <i>A Story, A story</i>, which is a folktale about the beginning of all folktales. Then I will read a short folktale called <i>Ananse The Spider in Search of a Fool</i> (Bryan), to get them in the story telling mood and give them another taste of a folktale. We will then talk about the spelling and the vocabulary words of the week.</p> <p>Then I will show them a map of Africa which will display the sections of Africa that we will be reading folktales from, starting with West Africa.</p> <p>As tables, they will compare and contrast rap music and folktales. Then we will have a class discussion about where rap music came from (Griots from south Africa who were storytellers and focused on oral tradition).</p> <p>As an exit slip they will write the name and artist of their favorite school appropriate rap song on a sheet of paper and how it shows folktale characteristics.</p>
2	<p>Wed 2/15</p> <p>3 hours</p> <p>2</p>	<p>To start the lesson I will have a student tell me the folktale that they heard the day before, just like they heard. As a class we will discuss the differences that between the folktale that I told yesterday and the way it was told today and why it was different. What was the same about the folktales?</p> <p>We will discuss oral tradition and what it means for a culture.</p> <ul style="list-style-type: none"> Oral tradition: a community’s cultural and historic traditions passed down by word of mouth or example from one generation to another without written instruction How it was a prestigious job for a storyteller because they were the ones remembering and preserving the culture <p>I will play some of the rap songs that the students had written down the day before and we will discuss what they rap songs are saying and again how they compare to folktales and why.</p> <p>I will read them another folktale. We will compare this one to the one yesterday as far as what is being expressed through the folktale. <i>Leopard, Goat, and Yam</i> (Abrahams, pg. 112) is a story under the theme of people under stress and how people react when they don’t have enough food.</p> <p>As an assessment they will write in their everyday journals about what the man in the story should do to solve his problem and what this story is trying to tell him.</p>

		<p>Then I will have them write about how the story might have changed from generation to generation as it was passed down, and what would have stayed the same.</p> <p>Next we will go over the spelling and vocabulary words again to give them more practice. I will have the students act out their vocabulary words.</p> <p>I will pass out a worksheet for the students to keep and fill out over the whole unit. It will be a chart of the different regions that we are talking about and reading folktales from. They will fill it in about the geography of the region, the folktales that we read about that region, and the values that they can associate with those cultures both from the folktales that they read and from facts and history that I have shared with them. I will tell them about east Africa and read them a folktale called <i>The Greedy Dog</i> (Kituku, pg. 41). We will discuss the moral of the tale, what that says about the community.</p> <p>How the morals of the tale compares to the morals of Chicago will serve as a writing exit slip.</p>
<p>3</p>	<p>Thur 2/16</p> <p>3 hours</p> <p>3</p>	<p>We will begin with the weekly vocabulary and spelling quizzes.</p> <p>Then we will have a mini lesson about West Africa, the Ashanti people of Ghana, in particular, and what life was like back when folktales originated. This will be a history based lecture and discussion lesson, from <i>Myths and Legends from Ghana</i> (Larungu, pg. 62-68). I will read <i>How Wisdom came to the Tribe</i> (pg. 69). As a class we will discuss it.</p> <p>Then we will read <i>Why Beavers Eat Crabs</i> (Gale, pg. 70), a West African folktale from Liberia. We will discuss the moral: that is community based – it has to be about us as a community not you as an individual. When it becomes about money and who has what and who has more than everyone else, then awful things happen. We will investigate the difference between a collectivist culture and an individualistic culture.</p> <ul style="list-style-type: none"> ▪ African villages such as the one in the story are collectivist cultures, which means that the most important thing for the society is the good of the whole community. Whereas in the United States today we have an individualist culture, where the most important thing is to watch out for you and your own family. That is why they all lived in the same size huts because their society considered it a bad thing to act like you were better than the rest of the community. <p>Finally I will read to the students, <i>The Two Kings of Mali</i> (Gale, pg. 161). I will have the students fill out the chart about West African folktales and culture. I will also have them fill out another one comparing the different West African folktales. To end the lesson we will talk about culture, something that we have discussed previously in the year, regions, identity, and diversity.</p> <ul style="list-style-type: none"> • Culture: the quality in a person or society that arises from a concern for what is regarded as excellent in arts, letters, manners, scholarly pursuits, etc; the behaviors and beliefs characteristics of a particular social, ethnic, or age group: the youth culture; the drug culture • Identity: the condition of being oneself or itself, and not another; individuality, personality, distinctiveness, uniqueness • Region

		<ul style="list-style-type: none"> ○ Because geographical regions are distinct – there are certain characteristics that a region shares that the regions around do not have ○ These might show up in their folktale based on the culture • Diversity: diverse: of a different kind, form, character, etc.; difference, unlikeness <ul style="list-style-type: none"> ○ Multiculturalism <p>For homework they will write a page essay about the culture that they feel like they associate the most with and what values and aspects of that culture they recognize the most.</p>
4	Tue 2/21 1.5 hours 4	<p>Last week was very much focusing on regions. I will pass out copied folktales to the 5 groups already set up in the classroom and have them decide which region the tales are from and why.</p> <p>I will read a Nigerian folktale, <i>Why the Sun and the Moon Live in the Sky</i>. I will read the story first from a book that has no pictures, and then again from a version that has illustrations. This is the first story that I will have read that has pictures.</p> <p>After the first version (Radin, pg. 41) I will have them write a quick write about what thought about the story and what they took away from it. I will have them write another quick write after the second one (Dayrell). Then I will have them compare the two readings and write about the effects, pros, and cons of the illustrations, and then discuss them with their table groups.</p> <p>We will move in to talking about archetypes in literature, stories, poems, and even other media, including movies, and the effects they have on the reading and listening. I will copy the archetypes sheet for each group and go through the important ones that I want them to pay most attention to. We will then think about different books they've read, stories they've heard, and movies they've watched that we can break down based on the archetypes.</p> <p>Then we will go over the spelling and vocabulary words of the week.</p> <p>I will end the time by reading <i>Anansi and the Magic Stick</i> (Kimmel). We will briefly discuss the archetypes as well as what makes it appear inauthentic with the illustrations and the characters.</p>
5	Wed 2/22 3 hours 5	<p>Today we will focus on different types of folktales, rather than the different regions: tales about wonder, tales to argue about, trickster tales, tales of praise, and tales of life. I will have the categories on the board and will assign different tales to the groups and have them decide which group it fits in and why, which archetypes they see, and which region they think the story originated from. They will create a variety of ppt slides that answers the questions as well as provides a summary of the folktale. I will composite all of those ppts and will display them on the promethean board, after which groups will present what they discovered and thought and we will discuss and debate.</p> <p>I will do a read-aloud of the folktale, <i>The Twelve Dancing Princesses</i> right before lunch.</p>
6	Thur 2/23 3	<p>We start with the vocabulary quiz.</p> <p>I will present a brief lecture and PowerPoint on what it means to be ancient and what artifacts are.</p> <p>We will have a whole class discussion on what it means that these folktales are still</p>

	hours	<p>remembered today and what they say about a culture.</p> <p>We will play the telephone game as a simulation for sharing folktales orally. I will start with a really long blurb about a story in my childhood and see how it turns out in the end: was the main theme still present? Why or why not. Was it hard to remember everything after hearing it only once? Does it help if you hear the same story over and over again? Why? What does this say about storytellers?</p> <p>I will read a short story, <i>Who's in Rabbit's House</i> (Aardema), which is illustrated in a way that has Africans acting in the animal masks while the story is being told.</p> <p>We will make our masks in preparation for the African American Assembly the next day in order to decorate the stage and the school for black history month – they will be allowed to research different masks they want to make online, taking turns using the computers in the room, a pbs link, and an article about Africa. (ATZ African Behind and Beyond pdf, pg. 7/8)</p>
7	Fri 2/24 3 hours	<p>We will start with a spelling test.</p> <p>We will continue our discussion from the day before about oral tradition, how stories were shared a long time ago, and how they are shared today. We will begin our discovery of how the culture of Africa was brought over to my students who live in Chicago. I will go over to our map of the world that is already labeled with the regions of Africa and I will make a huge arrow from west Africa to the southern states of the US and ask them what they think that is.</p> <p>Then I will present a brief PPT about American black folktales and how from Africa to all over the world, the culture, values, and stories were spread. It will include how these stories needed to be told because of the harsh rules.</p> <p>Next I will read two American black folktales called, <i>The People Could Fly</i> and _____. We will talk about the meanings of the folktales and how they compare to folktales from Africa.</p> <p>Then we will discover how the Black Americans came to Chicago. What happened? How did you and your family get here?</p> <p>We will go over some bonus vocabulary words about migration and what it means to be a migrant and to have migrated to Chicago. (Bronzeville Vocabulary 2).</p> <p>What was the Great Migration? Why did African Americans from the South choose to relocate to Chicago during the Great Migration? What contributions did African American migrants make to Chicago, both economically and culturally?</p> <p>I will show them a PPT of artifacts and pictures from the 1900s when African Americans were moving to Chicago. (Bronzeville Lesson 2) (artifacts Bronzeville).</p> <p>I will go again to our map of the world and make another large arrow from the southern states to Chicago, showing once more, how folktales, culture, and values of Africa to Chicago.</p> <p>In order to advance their ideas about how the culture of Africa affects their own family's views and values, I will be giving a worksheet for the students to fill out and bring back Monday. The sheet will have questions about their neighborhood, their community, the culture that they associate with, rhymes, sayings, or values that their parents have passed down to them that their parents passed down to them. This is something that will have to be filled out with the parents or families, which will also make sure that the parents have a chance to see what is going on in the classroom. This will be the first start to the writing of their folktales.</p>

8	Mon 2/27 1.5 hours 7	<p>We will put all the chairs in a circle and answer the questions: Why did so many African Americans from the South move to Chicago during the Great Migration? Why do so many people still move here today? What is oral history? Why is it important for ordinary people to record their experiences? Using the Bronzeville story. We will read <i>A Bronzeville Story</i> as a play performance, having characters casted, and discuss the critical thinking question to give them a picture of what it was like to migrate to Chicago from a real perspective of someone close to their age.</p> <p>http://www.chicagohistory.org/greatchicagostories/bronzeville/reading.php</p> <p>Sample questions: What were some of the reasons for the Great Migration? How was Penny’s home in Mississippi different from her new apartment in Chicago? Why was Penny’s new neighborhood called Bronzeville? Why did Penny and Cleet call Lurlene the hornet? In what ways was life in the North not “free” for all people in 1949? Why do you think the newspaper was named the Chicago Defender? Compare the feelings Uncle Obie and Lurlene have about life in Chicago. Why was there tension between Lurlene and Penny? Why is it important to get to know new people and places before making a judgment?</p> <p>I will show maps from the encyclopedia of Chicago of the great migration and exactly where people moved to and from.</p>
9	Tue 2/28 1.5 hours	<p>We will review <i>A Bronzeville Story</i> (http://www.chicagohistory.org/greatchicagostories/pdf/story/A_Bronzeville_Story_by_Pamela_Dell.pdf) and then review oral tradition, culture, values, and diversity. What is oral history? What can oral history teach us about our own families? Who else can benefit from our oral-history project? Why is it important for ordinary people to record their experiences? Why do you think we are learning about this in this class? Why are we talking about African Folktales and Culture? What does it mean for you? (Why is it important to know who you are and where you came from? Why is it important to know that values were passed down and different ways they were passed down?) Why do you think we have been reading so many different folktales throughout this unit?</p> <p>I will give them another sheet to start filling out as the next step to writing their folktales. They will break down their childhood, picking out certain meaningful scenes, deciding on important values, and characters in their lives.</p>
10	Wed 2/29 3 hours	<p>We will start with a vocabulary quiz.</p> <p>We will do a four corners activity about folktales, including folktales and legends in Chicago. This will create discussion throughout the class.</p> <p>I will print off a folktale that is on one sheet of paper for each student and give each student scissors to cut up the folktale into sections that they would put on different pages. Then they will glue these slips onto a mini book of paper. They will then share with a partner why they broke up the folktale the way they did. Finally they will write a paragraph quick write for me about how they decided to break up the folktale and how that affects the reading of the folktale. They will write about the differences between just reading a folktale on one sheet, reading a folktale with pictures, watching a movie of a folktale, or just listening to a folktale being read to them. How do illustrations affect the meaning you take away from the folktale?</p>

		<p>Why?</p> <p>Students will start working on their folktales. Since the last unit I did required many short writing pieces, I am requiring one long final piece for this unit. The folktale should be at least a few pages long written on paper, preferably typed, and if they desire, they can make it into a book format with illustrations.</p> <p><i>Rabbit Makes a Monkey of Lion</i> read-aloud before lunch.</p>
11	<p>Thur 3/1</p> <p>3 hours</p>	<p>Writing folktales: I will pass out sticky notes to everyone and they will write down something that makes a folktale or an aspect of writing that is in a folktale. They will stick them on the board and I will make a list, which will serve as their list of requirements for their final product. We will branch off from that filling in the outline for the folktales: who are the characters going to be (and are they going to be humans or animas), what values is their folktale trying to portray, what message should people take away from the folktale, where is the setting? All of these answers should be based on the archetypes that we have talked about and I will have the major ones still posted on the board next to the requirements they came up with.</p> <p>They will get work time so that I can walk around and help them get started and make sure that they are staying on track.</p> <p>Before lunch I will do a read aloud of <i>Anansi Does the Impossible</i>.</p>
12	<p>Fri 3/2</p> <p>3 hours</p>	<p>We will start with a spelling test.</p> <p>Students will get the entire hour for writing and proofreading folktales with a partner while others are conferencing with Me. Their second draft will be due Monday.</p>
13	<p>Tue 3/6</p> <p>1.5 hours</p>	<p>Students will spend time writing or typing their folktales. I will be conferencing again with students on their final draft. There will be time, however, at the very beginning of the class period that students will need to write in silence, and there will be time at the end when students will be paired up and proofreading each others.</p> <p>Before lunch I will do a read aloud of <i>Why Mosquitoes Buzz in People's Ears</i>.</p>
14	<p>Wed 3/7</p> <p>3 hours</p>	<p>Writing or typing and finalizing folktales and illustrating pages to make it into a book format.</p> <p>Finished folktales will be due tomorrow. If some students need more time they will be allowed to turn it in Friday at the latest.</p> <p>I will do a read-aloud of <i>The Fisherman and his Wife</i> before lunch.</p>
15	<p>Thur 3/8</p> <p>3 hours</p>	<p>We will start with the vocabulary quiz.</p> <p>Half the class will read their folktales aloud.</p>
16	<p>Fri</p>	<p>We will start with a spelling quiz.</p>

	3/9 3 hours	Folktale video: <i>Hot Hippo</i> I will give a summative assessment about all of the folktales and African history they learned about. The second half of the class will read their folktales aloud.
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B. Assessments:

- Informal assessment of class discussion. (All objectives)
- Final accumulative summative test. (All objectives)
- Group work assignment to make a ppt about the folktale they were assigned, discussing the values, theme, summary, characters, and region of a folktale.(Objective 1)
- Folktale chart to be filled out over whole unit to break down different regions. (Objective 3)
- Quick write about how a story might have changed from generation to generation as it was passed down, and what would have stayed the same. (Objective 4)
- The question sheet about their neighborhood, their community, the culture that they associate with, rhymes, sayings, or values that their parents have passed down to them that their parents passed down to them. (Objective 5)
- Quick write and homework assignment about the culture that they assoviat eht most with. (Objective 6)
- Final folktale piece. (Objective 6, 7, 8, 9)
- Sticky activity: students will write components of a folktale and we'll make a list on the board. (Objective 8)
- Class discussion and answering questions based one *A Bronzeville Story: The Great Migration*. (Objective 9)

C. Out-of-school learning: opportunities to expand and enrich the curriculum outside of class (home assignment):

Many of the homework assignments that I am sending home are sheets to be filled out with their parents help. These worksheets are based around the history of each students' families and there they came from, what values are most expressed through their everyday life, and how long those values have been passed on. It is really important for students to be able to go home and share what they've learned with their parents, families, or friends. Talking about what they've learned will enrich their understanding, bring up questions that they might not have thought of during class, and teach something to their parents. Because of this, my homework assignments require assistance and outside knowledge so someone will be forced to sit down and help them.

Part V: Individual Lesson Plans

DAILY LESSON PLAN 1: Day 1 – an introduction to the unit

CLASS: 5 th grade LA/SS	DATE: 2/14	UNIT: <i>African Folktales</i>
OBJECTIVE/Aim: Students will understand folktales and see aspects of components of folktales in their lives.		
SWBAT define a folktale and identify the presence of folktales in rap music. SWBAT explain the main message in a folktale. SWBAT read a map and observe the regions of Africa that we will be focusing on during the unit.		
CHECK FOR DEEP UNDERSTANDING:	BIG IDEAS:	
SW contribute to class and group discussion. SW write a quick-write exit slip of a rap song and how it demonstrates folktale characteristics.	Historical folktales affect today through society's values and modern rap music.	
STANDARDS: CC.5.R.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 18.A.2.: Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.		

HOOK:	<u>MATERIALS</u>
Morning meeting and settling – students will be getting their desks and homework ready. <p style="text-align: right;">10 minutes</p>	-Chart paper or promethean board
Students will begin by writing in silence for 10 minutes in their everyday journal. The prompt will initiate their thinking about the lesson. The prompt: If an alien knocked on your bedroom door and asked you about your world. What would you tell them? How would you tell them? <p style="text-align: right;">10 minutes</p>	
Introduction to the theme: I will tell them that the unit is centered around African folktales, what folktales are, and how they have influenced the world they know today. <p style="text-align: right;">5 minutes</p>	
As a class we will make a T chart of what folktales are and what concepts and ideas are included in folktales. What makes a folktale a folktale? <p style="text-align: right;">10 minutes</p>	
MINI-LESSON:	

<p>We will watch a video called <i>A Story, A story</i>, which is a folktale about the beginning of all folktales and discuss what they learned from the folktale. What is the folktale trying to teach them? We will add anything we need to to our T chart.</p> <p style="text-align: right;">15 minutes</p> <p>Then I will read a short folktale called <i>Ananse The Spider in Search of a Fool</i> (Bryan), to get them in the story telling mood and give them another taste of a folktale. What is the folktale trying to teach them? We will add anything we need to to our T chart.</p> <p style="text-align: right;">25 minutes</p> <p>We will then talk about the spelling and the vocabulary words of the week.</p> <p style="text-align: right;">15 minutes</p>	<p>-Folktale DVD</p> <p><i>-The Ox of the Wonderful Horns and other African Folktales</i></p> <p>-21 copies of the vocabulary flashcards</p> <p>-21 copies of the spelling packet</p> <p>-10 copies of packet: pgs. 3, 9-13</p>
<p>GUIDED PRACTICE:</p>	
<p>Then I will show them a map of Africa which will display the sections of Africa that we will be reading folktales from, starting with West Africa.</p> <p>I will ask them where they see aspects of folktales in their own lives, at the moment encouraging the idea of rap music. As tables, they will compare and contrast rap music and folktales. Then we will have a class discussion about where rap music came from (Griots from south Africa who were storytellers and focused on oral tradition).</p> <p style="text-align: right;">10 minutes</p>	<p>-Map of Africa</p> <p>-Map of the World</p>
<p>INDEPENDENT PRACTICE/GROUP WORK:</p>	
<p>Participation in class discussions and respect of classmates' opinions earns them points, which are turned into a participation grade.</p> <p>As an exit slip they will write the name and artist of their favorite school appropriate rap song on a sheet of paper and how it shows folktale characteristics.</p>	
<p>SHARE BACK:</p>	
<p>Yes – students will work together to discuss folktales.</p>	

DAILY LESSON PLAN 2

CLASS: 5 th grade LA/SS	DATE: 2/24	UNIT: <i>African Folktales</i>
OBJECTIVE/Aim:		

SWBAT analyze a folktale in order to understand the culture's values.
 SWBAT compare and contrast how we get information and how we learn about things differently between current times and when oral tradition of folktales was most popular.
 SWBAT explain how the identity of a culture come from and how can it be passed down from generation to generation using oral tradition.
 SWBAT pick a culture they identify with the most and write a folktale using archetypes, folktale components, and the values of that culture.

CHECK FOR DEEP UNDERSTANDING:	BIG IDEAS:
SW contribute to class and group discussion. SW pick a culture that they associate with the most and determine the values and characteristics that are important to that culture. SW complete a graphic organization and a guide to the beginning of their folktales.	Historical folktales affect today through society's values. These values have been passed on from generation to generation and have traveled to Chicago through slavery and the Great Migration to Chicago.

STANDARDS:
CC.5.R.6: Describe how a narrator's or speaker's point of view influences how events are described.
CC.5.R.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
18.A.2.: Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.
Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

HOOK:	<u>MATERIALS</u>
Morning meeting and settling – students will be getting their desks and homework ready. 10 minutes	
Students will begin by writing in silence for 10 minutes in their everyday journal. The prompt will initiate their thinking about the lesson. The prompt: You will write as though you are a war protestor writing something to be read by a wealthy group with money to give away. The writing will take the form of a proposal and will be about any war of your choice. Your piece of writing's purpose will be to pass judgment on something. 10 minutes	
Weekly spelling test. 10 minutes	
Continued discussion from yesterday: oral tradition. How were stories shared a long time ago, and how they are shared today? We will begin our discovery of how the culture of Africa was brought over to my students who live in Chicago. I will go over to our map of the world that is already labeled with the regions of Africa and I will make a huge arrow from west Africa to the southern states of the US and ask students what they think the arrow represents.	

-Map of Africa and map of the world
 -Large arrow #1

	15 minutes	
MINI-LESSON:		
I will present a brief PPT about American black folktales and how from Africa to all over the world, the culture, values, and stories were spread. It will include how these stories needed to be told because of the harsh rules when they were slaves. How did the folktales get there? Why do you think we have more West African folktales than East African folktales?	15 minutes	-PPT presentation
Next I will read two American black folktales called, <i>The People Could Fly</i> and _____. We will talk about the meanings of the folktales and how they compare to folktales from Africa.	40 minutes	- <i>The People Could Fly</i> book
We will go over some bonus vocabulary words about migration and what it means to be a migrant and to have migrated to Chicago.	10 minutes	-Bronzeville Vocabulary 2
GUIDED PRACTICE:		
What was the Great Migration? Why did African Americans from the South choose to relocate to Chicago during the Great Migration? What contributions did African American migrants make to Chicago, both economically and culturally?	20 minutes	
I will show them a PPT of artifacts and pictures from the 1900s when African Americans were moving to Chicago.	15 minutes	-Bronzeville Lesson 2 -artifacts Bronzeville
I will go again to our map of the world and make another large arrow from the southern states to Chicago, showing once more, how folktales, culture, and values of Africa to Chicago.	5 minutes	-Large arrow #2
INDEPENDENT PRACTICE/GROUP WORK:		
In order to advance their ideas about how the culture of Africa affects their own family's views and values, I will be giving a worksheet for the students to fill out and bring back Monday. The sheet will have questions about their neighborhood, their community, the culture that they associate with, rhymes, sayings, or values that their parents have passed down to them that their parents passed down to them. This is something that will have to be filled out and finished with the parents or families, which will also make sure that the parents have a chance to see what is going on in the classroom. This will be the first start to the writing of their folktales.		-Graphic organizer/family values sheet
SHARE BACK:		
Yes – students will work together to discuss each folktale, African culture, Black culture, and the movement of cultures and values.		

DAILY LESSON PLAN 3

CLASS: 5 th grade LA/SS	DATE: 2/27	UNIT: <i>African Folktales</i>
OBJECTIVE/Aim:		
SWBAT explain the effects of the great migration on African American culture and identity. SWBAT explain how the identity of a culture come from and how can it be passed down from generation to generation using oral tradition.		
CHECK FOR DEEP UNDERSTANDING:	BIG IDEAS:	
SW participate in class discussion. SW write a quick-write exit slip answering the question: why is it important to get to know new people and places before making a judgment?	Historical folktales affect today through society's values. These values have been passed on from generation to generation and have traveled to Chicago through slavery and the Great Migration to Chicago.	
STANDARDS:		
CC.5.R.6: Describe how a narrator's or speaker's point of view influences how events are described.		
CC.5.W.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
CC.5.W.3b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.		
16.D.2 (W): Describe the various roles of men, women and children in the family, at work, and in the community in various time periods and places		

HOOK:	<u>MATERIALS</u>
Morning meeting and settling – students will be getting their desks and homework ready. 10 minutes	
Students will begin by writing in silence for 10 minutes in their everyday journal. The prompt will initiate their thinking about the lesson. The prompt: You will write as though you are a mapmaker writing something to be read by a group of immigrants. The writing will take the form of an invitation and will be about exploration. Your piece of writing's purpose is to develop a new way to consider exploration. 10 minutes	
Brief discussion and reminder about what we talked about Friday. Brief discussion and reminder about what we talked about all of last week. Students can announce their findings from the weekend: what values and distinguishing characteristics are meaningful and worth putting in a folktale? 10 minutes	
MINI-LESSON:	

*Students have two morning preps, so while they are there I will push all the desks into a large circle surrounding the classroom, with the chairs on the inside of the circle.

When they come back we will sit in the chairs and answer and review the questions: Why did so many African Americans from the South move to Chicago during the Great Migration? Why do so many people still move here today? What is oral history? Why is it important for ordinary people to record their experiences?

15 minutes

I will use maps from the encyclopedia of Chicago of the great migration and show exactly where people moved to and from.

5 minutes

GUIDED PRACTICE:

Using the Bronzeville story. We will read *A Bronzeville Story* as a play performance, having characters casted, and discuss the critical thinking question to give them a picture of what it was like to migrate to Chicago from a real perspective of someone close to their age.

30 minutes

Students will, both in whole group, small group, and think-pair-share, discuss these questions: What were some of the reasons for the Great Migration? How was Penny's home in Mississippi different from her new apartment in Chicago? Why was Penny's new neighborhood called Bronzeville? Why did Penny and Cleet call Lurlene the hornet? In what ways was life in the North not "free" for all people in 1949? Why do you think the newspaper was named the Chicago Defender? Compare the feelings Uncle Obie and Lurlene have about life in Chicago. Why was there tension between Lurlene and Penny? Why is it important to get to know new people and places before making a judgment?

15 minutes

INDEPENDENT PRACTICE/GROUP WORK: What will the students do to show mastery of the objectives?

Students will do a quick write answering the question: why is it important to get to know new people and places before making a judgment?

SHARE BACK: Will the students share/interpret knowledge for others in the class?

Yes – students will work together to discuss *A Bronzeville Story*, to get an idea of how the Great Migration would have affected someone similar to them.

-A Bronzeville Story

Part VI: Post-Teaching Reflection

A. Reflection

Part 1

My students gained new knowledge, skills, and values as a result of this unit. They learned to appreciate and recognize cultural differences as positives rather than something to laugh at or judge. They learned about folktales, oral tradition, literary archetypes, The Great Migration, and culture.

A brief overview of the goals and objectives that were covered during my unit what culture is, how it can be passed down, and how folktales show different aspects of a culture; how they Great Migration relates to their lives and was a part of the journey of many of their families from Africa through the slave trade and finally to Chicago.



Through a variety of activities, discussions, and assignments I was able to touch on many of my students learning styles. I had debate activities with a 4-corners



discussion which gave students a change to move around and voice their opinions to each other without being right or wrong. Students made their own African Masks, which touched on the creativity that my students have and the artistic-ness that they like

to portray in their work. I had whole class discussions, homework sheets, and essays. I also made sure to have visual aids using the promethean board (which is an amazing resource I hope to have in my classroom in the future) and others that I made up myself including maps and handouts that they filled out over the unit to keep track of what they were learning.



I knew that my students were meeting my goals and objectives through the work they were producing and the discussions that they were taking part in. My class has no problem sharing their ideas and being part of the group. With only 21 students in the class, it is fairly easy to let all students have a fair chance to talk. Some of the work they produced or the things that they said that encouraged my thoughts and feelings that they were meeting were:

- “West Africa’s geographical characteristics: Tropical forest, deciduous forest, savannah grassland, Sierra Leone Mountains. We read *How Wisdom Came to the Tribe*, *Why Beavers Eat Crabs*, and *The Two Kings of Mali*. [What this tells me about the culture is] to educate, to entertain, and to amuse the audience. What is important for one is important to all. It is a collectivist community. Don’t wale anything without asking. The culture values communities and rely on each other. They are all in it together.”
 - This showed me that this student could pinpoint different aspects of the culture that we had read about in the various folktales and could share values that the folktales showed that this culture had.

- During a worksheet about home culture, one student wrote this as her saying or rhyme that has been passed on through her family: *To have the same blood is to be related. To have love is to be a family.* This was the first step to her folktale and she went on to write her folktale with this as the underlying moral and had family and respect as her cultural evidence. She combined this with folktale format, including dialogue, animals, and illustrations, and at the same time using a narrative format with a setting, characters, a problem, and a solution.

- During discussions about culture, students were open to comparing the different cultures that we all associate with and investigating how they overlap and what they say about us. Before showing this



word, we came up with our own list of cultures, and at first students were stuck on ethnic groups. After a while they started coming up with more specific one like being a kid, being black, being African, being a student, and being Muslim. Many of the class discussions, like the ones that took place on this topic, were student-led. Students discussed with each other and fed off of each other's ideas. Students even came to the point to discuss whether or not animals have culture and why or why not.

Having a long unit like this made it much easier to observe student growth on one topic.

Part 2

I expected my students to get really into the unit and be curious about where their families came from and how their values and beliefs came with them. Because the school is Afro-centric I thought my students would be interested in the African topic, and although it was required, I was excited about it. What surprised me was how judgmental they were about their own heritage. When I showed them pictures of people in Africa, pictures of slaves, and finally even pictures of people from the Great Migration only years ago, the students laughed and made judgmental comments about their clothing, the way they looked, the houses they lived in, and what they were doing. What then shocked me even more was how my mentor teacher encouraged it by telling them it was ok to laugh because they were different than them and you can't help laughing at someone different than you. It just amazed me that with all the oppression against blacks they were so judgmental on their own and it was accepted. Since it is an African centered school, I thought that they might be more aware of their own African culture, but on the contrary, they were oblivious to many things and have gone through the school not really learning or understanding what things mean and why things are the way they are.

This also showed me a lot about my students and curriculum. It showed me that even though they are in an African-centered school, they are not completely "getting it." I can definitely relate. I have been in the school for nearly the whole year and I still don't understand all of what I am saying during the morning ritual. When I ask the teachers, they don't all completely know either.

The strengths of this unit and my teaching were my resources and my philosophy. I had so many resources starting out. I really like planning ahead so having all of my copies made and my plans laid out at the beginning left me time to tweak my unit along

the way without getting frustrated or stressed about it. I ended up having to make it longer than I had anticipated because of I-SATs and my mentor teaching didn't think the students should have to do homework when they had I-SATs, but I learned to adjust easily because I already knew where I was headed from the beginning. Also, with a multiculturalism based philosophy, talking about culture and my students lives, along with making my lessons meaningful and relatable are so important to me that it made it easy for me to make the lessons in my unit engaging and significant.

The weakness in my teaching was working with two different teachers. It seemed that when they wanted to switch classes varied from day to day so I never really knew how much time I would have for SS/LA and Science. This was tough because I planned my lessons in the first place, expecting to have a certain number of minutes each day.

The high of my teaching was definitely seeing the light go on for different students – when I could tell they had just had an aha moment. The lows were when the day was tense or agendas changed randomly for various reasons. I definitely spent much of my student-teaching being subtly reminded that I was only an intern and not a real teacher. This made it difficult for the students to treat me like a teacher and I also wasn't able to have a lot of say on when things changed from day to day.

Unfortunately my mentor teacher didn't have many comments to say to me. I gave her the sheet to fill out and I'm not sure she even filled that out. We don't have a very positive relationship because she pretty much doesn't agree with my teaching styles or anything I do, including how I collect homework. Luckily my principal visited one day when I was doing group work and told me he really liked that they were all engaged and

working on something (they had never done centers the whole year before that day and I was really proud of how they were working, too).

If I was to do this unit again, I would take more time to do the masks and I would have them do them in paper-mache rather than paper bags. I would also delegate time more consistently so both the students and I know when we are covering things and when things are due.