

Researching and Documenting Ancestral Knowledge

CRT ELA Unit Planning Template

Class Vision:

Students will learn how to read, write, and analyze the world around them in order to enact changes that they see needed.

Essential Questions:

1. What does it mean to not just be a descendant of great people but to be an ascendant?

Assessment Format:

knowledge is still relevant today, the details of the knowledge, and the how the knowledge can be applied to a problem today.

Present your artifact and a summary of your research in a visually appealing way during our ancestral

Adayami Dolls

<p>Objective:</p> <p>SWBAT share memories using paragraphs and target vocabulary as measured by the rubric.</p>	<p>Assessment:</p> <p>Completion of doll and quality of paragraph as measured by the rubric.</p>
<p>Key Points:</p> <p>Create an Adayami doll to give to a relative in order to affirm identity and create cross-generational connections.</p>	<p>Materials:</p> <ul style="list-style-type: none"> Stretch fabric in any colours Safety scissors Scraps of colourful fabrics Ribbons or cut strip from 'skirt' fabric Flexible magnets (If making refrigerator magnet dolls) Key rings (If making keyring dolls)
	<p>Brazil Connection/Vocab:</p> <ul style="list-style-type: none"> Adayami doll <i>Bom dia</i> <i>Tudo bem?</i> <i>bonecas</i>
<p>Agenda:</p> <p>Do Now History of Dolls Make the Dolls Write a Memory Close Out</p>	<p>Homework:</p> <p>Give your doll to a relative and ask them to tell you a story about their lives or a relative's life. Come prepared to summarize their story.</p>
<p>Do Now:</p> <ol style="list-style-type: none"> (1) Who is the oldest living person in your family? (2) What do you know about their childhood? (3) How is their life different from yours? (4) How is it different? 	
<p>I Do: History of Dolls</p> <p>I'll begin class with greetings in Portuguese, "bom dia" and "tudo bem." Practice call and response with students.</p> <p>Children would often give separated from their parents on slave ships. Women would find these children and try to console them. Women would tear off cloth from their clothing to make dolls to help the children find moments of joy. These dolls are called "Adayami," which comes from the Yoruba language and means "one who brings happiness." While making the dolls, the women would remember moments of joy in their lives to imbue that happiness into the dolls so that the children would enjoy them. These dolls continued on in the communities of enslaved peoples in Brazil.</p>	

Asking Family and Community

<p>Objective:</p> <p>SWBAT send formal emails to prospective interviewees.</p>	<p>Assessment:</p> <p>Formal email sent to the teacher asking for an interview.</p>
<p>Key Points:</p> <p>Our communities hold an incredible amount of knowledge. All we have to do to access it is ask.</p>	<p>Materials:</p> <p>Computers</p>
	<p>Brazil Connection:</p> <p>MST's use of traditional medicine handed down from elders and aided by Cuba.</p> <p><i>Senhor(a)</i> <i>Obrigado/a</i></p>
<p>Do Now:</p> <ol style="list-style-type: none"> (1) If you want to know about something, what is the first thing you do? (2) Do you always remember the information that you find? (3) Is it always correct? (4) If you wanted to learn how to make one of your favorite foods or change a tire, who would you ask? (5) How would they give you that info? Would you remember it? Would it be correct? 	
<p>Lecture: Family and Community as Knowledge Source</p> <p>What is the difference between information and knowledge? Information is simply facts. Knowledge is how to use those facts. With the internet, we have access to all of the information in the world. Knowledge, however, is much harder to find. Our families and communities understand our contexts so they are able to help us apply information to our real lives so that we have knowledge. Working with people is a much faster way to learn well than simply reading a wiki page. Example: The MST, which is a group working to provide land to the poorest people in Brazil, uses traditional medicine to keep their community members healthy. They learned how to do this from asking their elders to share their knowledge and continuing to pass it down from generation to generation. They did need, however, technical knowledge that no one knew in their community. Fidel Castro, Cuba's leader, gave 60 scholarships to MST to help train doctors. Those doctors went to Cuba, studied, and returned to their communities to help with their new knowledge. We are going to be researching in this class. First, we will reach out to our communities. Then, we will look for outside sources. Finally, we will return to our communities and share our knowledge with them.</p>	
<p>Brainstorm: Interests and Knowledge Sources</p> <p>Silent five min free write: Students will make a list of things that they are interested in on a large sheet of blank paper. Students will write family or community members that may be able to interview to learn more about those things. Students will then rotate through their small groups, filling in the blanks as they go.</p>	

Two minutes of silent writing per paper.

Lecture: Emails and Interview Questions

Three main parts:

Greeting

Titles (Ms. vs. Mrs.) (*Senhor/a*)

Body

Clear. Concise. Kind.

Sign Off

Obrigado/a

Work Time: Students write an email with interview questions and send them to me.

Write email.

Peer check off using the checklist.

Teacher checks off and sends it in.

Send the real email to the community partner.

Closing: We discuss why knowledge from our communities is often better than outside knowledge and when it might not be.

Basic Online Research

<p>Objective:</p> <p>SWBAT conduct simple research using Dictionary.com, wikipedia.org, and britannica.com to avoid asking simple questions to their interviewees.</p>	<p>Assessment:</p> <p>Ten facts about area of interest.</p>
<p>Key Points:</p> <p>Using family and community members as sources of info is a great idea. However, you should do some research before talking to them to best use both your and their time.</p>	<p>Materials:</p> <p>Computers</p>
	<p>Brazil Connection:</p> <p>Phase one of Fulbright <i>Palavra</i> <i>Eu tenho uma pergunta.</i> <i>Legal</i></p>
<p>Do Now:</p> <ol style="list-style-type: none">(1) Do you think there are such things as “stupid questions”?(2) What makes one question better than another?(3) Would you be able to come up with better questions about “quantum physics” or “high school”? Why?	

Searching

Already Know	Want to Learn	Learned
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SWOT Analysis

<p>Objective:</p> <p>SWBAT analyze their communities strengths and weaknesses in order to know how to orient their research.</p>	<p>Assessment:</p> <p>SWOT analysis worksheet</p>
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Key Points:

Learning for learning's sake is good. Learning to improve our communities (at whatever

Name: _____

SWOT Analysis of _____

Strengths	Weaknesses
Opportunities	Threats

Research Questions

Objective: SWBAT write useful research questions.	Assessment: Research questions via feedback sessions based on handout.
Key Points: Research is hard work, but it is worthwhile if you do it correctly. Research is what pushes the human species forward. It has made us smarter, stronger, and kinder. The first step is creating a good research question.	Materials: n/a Brazil Connection: MST improving land use <i>Eu tenho uma pergunta.</i>

Do Now:

1. What do you know about Quilombos or the MST movement?
2. Why is education important to you? To your family and community?
3. What does *Eu tenho uma pergunta?* mean?

How can we design a way to help students athletes be successful in athletics and schools?

Informal Quiz:

Rapid think, pair, share about the quality of the following questions...

What is the best way to play soccer?

How can we design a way to make people smarter?

How can we design a way to improve our community?

Research Question Checklist

Note: This lesson will likely take multiple days.

Outline

Objective: SWBAT create an outline using the outline worksheet that fits their writings specific needs.

Assessment: Outline via feedback sessions based on outline worksheet.

Pictures and Objects

Objective: SWBAT explain what makes a good cultural artifact/picture and use their explanation to find artifacts and take pictures for their project.

Assessment: Paragraph explaining what

Brazil Connection:
Photos from Brazil
Posso tirar sua foto?

Do Now:

1. When you think of Detroit, what do you think of?
2. What are the most beautiful things in your home?
3. In your community?
4. What object has the most meaning to you? How did it get that meaning?

“Do”s and “Don’t”s of Photography:

Have students break into groups and write for three minutes about all of the ways to take great photos.

Change groups.

Have students write for three minutes about all of the ways to not take great photos.

Group discussion -- have the student keep track of info on large sticky notes. Post in class for the rest of the unit.

My Advice

Find the right angle.

Lower to make things look bigger and more important.

Higher to make them look small.

Find the right lighting.

Morning and evening. Direct sunlight is too harsh.

Rule of Thirds

Horizontally for landscape

Vertically to show movement

Doesn't always apply

Cultural Artifact Discussion:

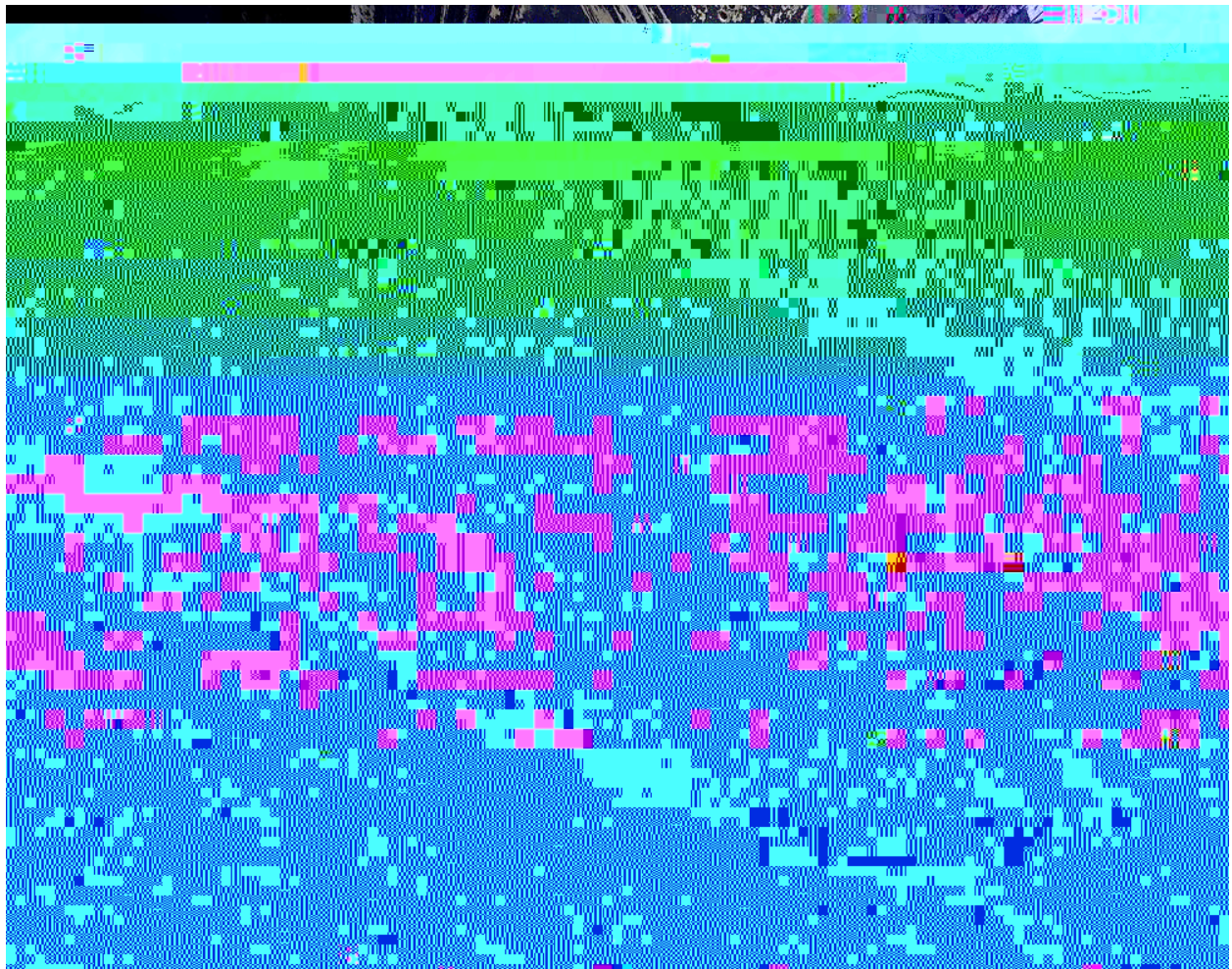
Even better than taking a picture of something, bring it in.

Class discussion on what counts as a cultural artifact.

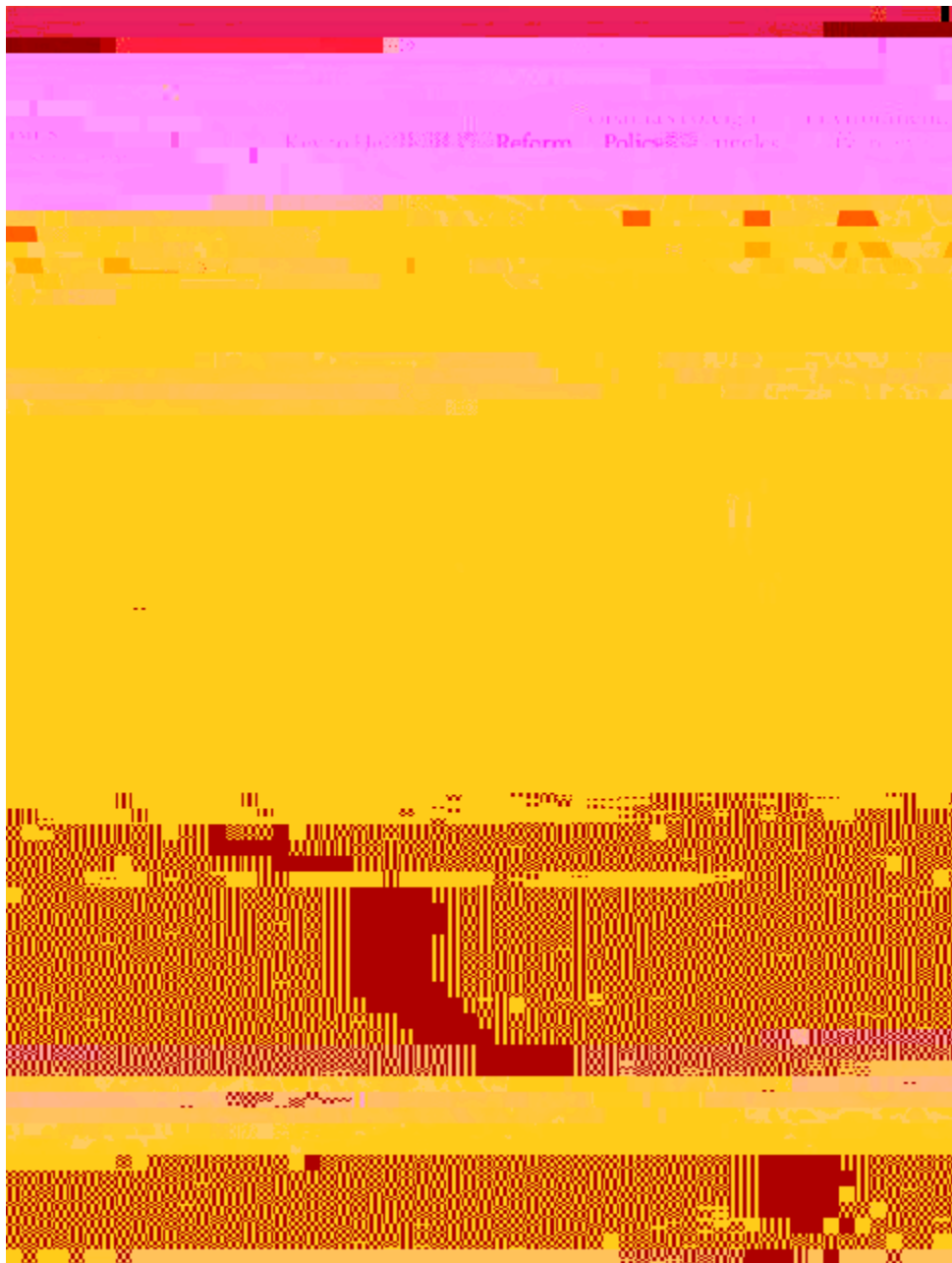
Take away: Pretty much anything with meaning and/or purpose for/to a person or community is a cultural artifact.

Closing: We want to amplify, not demean. Be careful out there.

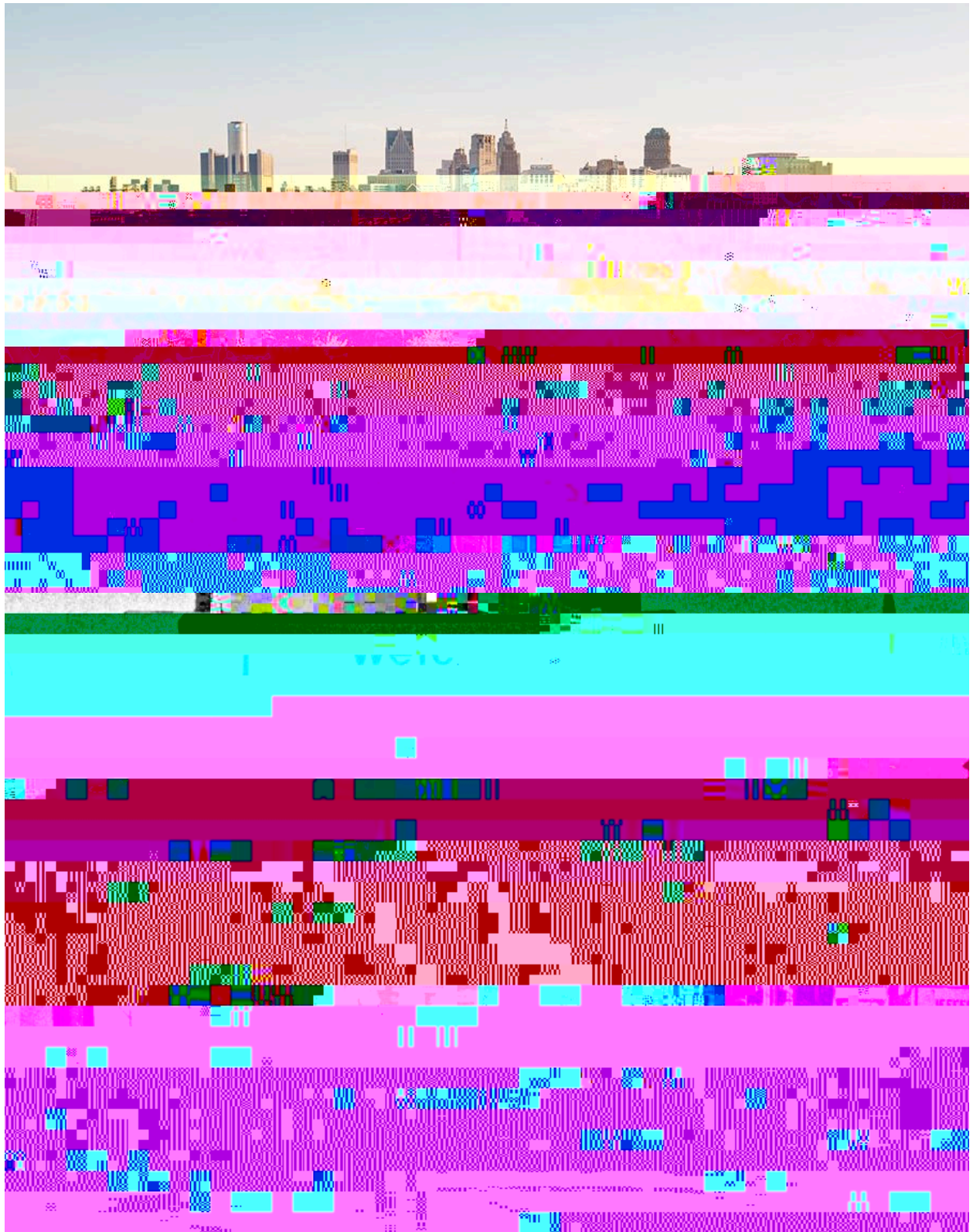
Homework: Find artifacts or pictures to enhance your paper as we begin turning your papers into presentations.











Presentations

<p>Objective:</p> <p>SWBAT turn their papers, artifacts, and pictures into a presentation that showcases everything they've learned.</p>	<p>Assessment:</p> <p>Their presentation based on the presentation rubric.</p>
<p>Key Points:</p> <p>Presentations are about visuals, not text. Keep to the 25:25 rule and make your presentation as professional as possible.</p>	<p>Materials:</p> <p>Laptops</p> <p>Brazil Connection:</p> <p>Example Presentation <i>Parabens!</i> <i>Isso foi bom, ótimo, incrível.</i></p>

Do Now:

1. " Have students take notes about things I do and things about the presentation.

<p>Discuss when done.</p>
<p>Rubric:</p> <p>Go over Think aloud grading of example presentation.</p>
<p>Instructions:</p> <p>Three minutes of silent reading and annotating of instructions. Questions.</p>
<p>Work Time:</p> <p>As some students are very computer literate, I like to jump into work time quickly to allow them to get working and helping other students. I circulate to help students as they need it and walk them through the more complicated processes or suggest a simpler alternative.</p>
<p>Closing: How are presentations different from papers in the way they affect their audiences? Why is this difference important.</p>
<p>Homework: Finish your presentation if not already done. If done, edit it.</p>

Annotated Bibliography Instructions

Formatting your Document

1. Create a Google Doc for this assignment. [Double space](#) your document.
2. Change your font to 12pt Times New Roman.
3. Title the document "Annotated Bibliography -- *Your Name*."
4. Add the proper header to your document (Your first and last name, class, the date).
5. Type "References" and [center it](#) in the middle of the page. That one word should be the only thing in your document that is centered.

Adding the Citation

6. Read over your chunk summaries. If you haven't read, annotated, chunked, and summarized your articles yet, do that now.
7. Find the APA citation for your source.
 - a. Are you using an EBSCO article AND at school? => Google "EBSCO login." Click on the first link. Search for the article you are looking to use. Click on the article title. On the right-hand side under "Tools," find and click on "Cite." Find the APA citation. Copy (ctrl + C) the citation.
 - b. Are you using a non-EBSCO article OR not at school => Read [these instructions](#).
8. Paste the citation into your document **without formatting** (ctrl + shift + v). Repeat for all of your citations. As you are adding your citations, make sure they are in alphabetical order.
9. Give each of your citations [a hanging indent](#).
10. Make sure that your citations are in alphabetical order, that they are not highlighted, and that they are all 12 pt. Times New Roman font in black.

Writing your Annotation

11. Beneath the citation, [summarize](#) the source in 3-5 sentence. Start with the author's last name then use [a strong verb](#). The more detailed your summary, the easier it is going to be to write your paper. Put some time into this! Here is an example of a summary of a source talking about effects.
 - a. Example: Lynn describes the ways smoking tobacco affects your body. She talks about many effects of smoking and why people continue to smoke. She ends her paper with

a. Example: I wi

Proto-Outline

Instructions: Put your quotes in this order. Write the question number onto the quote if they fit together. This will help you organize your essay. More than one quote can fit within each question. You are going to have some quotes that aren't going to fit into any of these categories. That is OK. Similarly, you will have questions without quotes. That is fine too. If you can find a quote to fill it, great. If not, NBD. This is your argument. Think about how you can best make it.

Problem Quotes:

1. What is your problem?
2. Why should I care about your problem?
3. What is the broader context of your problem?

Causes Quotes:

4. What recent issues have contributed to your problem?
5. What long term problems have contributed to your problem?

Effects Quotes:

6. What are the short term effects of your problem?
7. What are the long term effects of your problem?

Solution Quotes:

8. What are the possible solutions to your problem?
9. How do we know that the solution is going to work?
10. What are the weak points in your solution?

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