

# ASCEND LEARNING EXPEDITION TEMPLATE

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**Subject:** Humanities (120 minutes - 4 days a week + 90 minutes on min days)

**School:** ASCEND **Grade level:** 7

**Expedition Start Date:** March **Expedition End Date:** May Expo

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**Title:** Our Names, Our Stories, Our History

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**Topic: QFocus: Our stories and American history, Our Stories in America, Our roots in America, Our American Roots? (will discuss with team to pick one)**

**Value of this topic** (What is the rationale for doing this expedition? Why this expedition is appropriate, useful, important developmentally, socially, academically?)

7th graders at ASCEND are coming out of a very structured and empowering 6th grade experience. This expedition capitalizes on the leadership and ownership from 6th grade while also allowing space for students to develop their identity and examine their roots. It seeks to inspire questions and critical thinking regarding the authors of history and the application of history to current-day by using student-created questions to explore and examine our current perspective.

**Guiding Question(s)**

[Come up with it as a class using the Qfocus written above]

**Overarching Objectives**

- differentiate between fact and interpretations of fact.
- confidently navigate various creative modes of presenting a narrative.
- contribute and learn through academic discussions
- evaluate how history past affects current political decisions
- Build, evaluate, modify questions as they continue in their learning process

**Narrative Description**

Students will have finished their History Writing Task on the fall of Tenochtitlan and the history of Latin America. The expedition will then tie into the current roots through the theme of names. As we study various short stories and poetry, students will spend lengthy time building trust and exploring our own roots. From the majority latin-immigration perspective, we will then shift into the asian-immigration perspective and also pull back into medieval China. Afterwards, we will interview each other in a brief exercise of learning how to artistically blend rhythm, repetition, and structure to create a piece on ourselves.

The final part will be pulling together in groups to come up with a way to share our own stories and create a dramatization for our school and community.

## Learning Objectives: from CA Content Standards

### Students will...

#### Evaluate Texts

CCSS.ELA-LITERACY.RL.7.2

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

#### Research

CCSS.ELA-LITERACY.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

#### Build Collective Understanding through Discussion

CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

#### Qualities of character/community to be practiced

- Empathy and Respect towards different stories
- Practicing appropriate ways of expressing curiosity

#### Key Assessments of Student Learning

- History Writing Task
- Qfocus question creation small group
- reflection/mid-reflection self-assessment comparison
- Interview project

#### Learning Activity Outline/Timeline

##### Weeks 1&2

[OU SD History Writing Task \(HWT\): Fall of Tenochtitlan \(Prior to Expo\)](#)

Day 0 (Friday): "Family history questionnaire" (due Day 3)

##### Week 3

Day 1: **QFocus: Our stories and American history // Question Sort**

Day 2: Fishbowl: -- which question to focus on?

- How do we like to learn?
- What resources could we use?
- What should we look into?

Day 3: Snaps: Your full name and an explanation about one of those

names.

**“My Name” from *House on Mango Street* (theme)**

Day 4: Classroom Map: Where were your grandparents born? Where were you born?

“My Name” dramatization

Day 5: “My Name” presentations + post discussion

#### **Week 4**

Day 6: **“Unforgettable” - Yamazawa**

**“Where I’m From” - George Ella Lyon**

comparison

Day 7: Writing Workshop

Day 8: Stones in a River Activity

Writing Workshop cont’d

Day 9: Stones in a River presentation

Group Debrief

#### **MID-UNIT REFLECTION**

Day 10: History Connection: Latin America → Immigration Waves

#### **Weeks 5-7**

Day 11: **“American Born Chinese” introduction**

Days 12-19:

“American Born Chinese”

Medieval China (History Alive)

+ Dramatization practices (tableaux / rewrite)

Day 20: Angel Island Trip

#### **Week 8**

Day 21: Interviewing Our own Histories

“What Kind of Asian Are You?” - Alex Dang

Day 22: Writer’s Workshop

Day 23: Writer’s workshop / sharing

Day 24: **Final Performance Explanation** (take any of the previous smaller pieces and edit/hone)

#### **Week 9**

Drama workshop / small-group meetings with teacher (+ community actors?)

Pre-presentation at a senior home

Exposition of Learning Performance

**Post Acting Debrief**

<p><b>Major Projects</b>  HWT  “My Name” Dramatization  “Where I’m From” Poem  <i>American Born Chinese</i> tableaux  Personal Histories interview/presentation    Final presentation choice</p>
<p><b>Detailed Key/Pivotal Lesson Plans</b>  n/a</p>
<p><b>Resources</b>    <b>KEY TEACHER TEXTS:</b>  <a href="http://newamericamedia.org/2013/04/whats-in-a-name-an-immigrants-perspective.php">http://newamericamedia.org/2013/04/whats-in-a-name-an-immigrants-perspective.php</a>    <b>TEXTS FOR STUDENTS:</b>  “My Name” - Sandra Cisneros  “Where I’m From” - George Ella Lyon  <i>American Born Chinese</i> - Gene Luen Yang  History Alive - Medieval China texts vs other text sources    <b>WEBSITES:</b>  <a href="https://www.mynamemyidentity.org/resources/investigate-the-world">https://www.mynamemyidentity.org/resources/investigate-the-world</a>    <b>FILMS, SPEAKERS, CURRICULUM:</b>  OUSD HWT: “Fall of Tenochtitlan”  Youtube: “Secret Histories” (Ping Chong &amp; Co)  <a href="http://files.peacecorps.gov/wws/pdf/BuildingBridges.pdf">http://files.peacecorps.gov/wws/pdf/BuildingBridges.pdf</a> Building Bridges Peace Corps  “Unforgettable” - G Yamazawa  History Alive: Early China</p>
<p><b>Arts and Music Integration Plan</b>  - Dramatization</p>
<p><b>Field Work &amp; Guest Speakers</b>  Matt Chandler?  Trip to El Teatro Campesino?  Angel Island visit  Gene Luen Yang?  Vchat with G Yamazawa?  Drama volunteers from Cal students</p>
<p><b>Community Service</b>  - Veterans?</p>

- Senior homes?
- Angel Island clean-up?

**Parent Involvement**

- Field trip chaperone
- Being interviewed
- Black-box theater classroom transformation

**Making the learning expedition public**

- Evening show