

National Endowment for the Humanities Summer Institute

"The Immigrant Experience in California through Literature & Theatre"

San José State University - Summer 2022

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Topic/Theme	Social, Emotional, & Ethical Learning: Community & Self
Institute Text Inspiration	Undesirable Elements, Persis Karim's poetry activity, & El Teatro Campesino
Student Grade Level	2nd/3rd
Lesson Plan Length	Year-long
Essential Questions & Skills	What does it mean to be a community? How do we take care of ourselves and others? How are we unique and how are we alike? How is a community enriched by a variety of voices & experiences?
Key Student Learning Objectives	Respect for the uniqueness of self and others. Consideration of the balance between individual & community. The richness of cooperation & collaboration with others.
Sequence of Key Learning Activities	See below
Texts and Materials Used	See below
Assessments	Creative pieces & observation of collaboration

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1. Introduction

TOPIC: Getting to know our community, creating art as a collective, everyone contributes something different, defining our community

Activity – Claps

1. Say your name, clap it to another person. They catch the clap, receive your name by repeating it, then clap their name to another person. That person receives it, etc.
2. Once we are all more familiar, one person catches their own name and claps another person's name to them. That person catches their own name, and claps someone else's name to them.

Read alouds – Relating to Others

- *Where Thuong Keeps Love* by Thu Buu, illustrated by Bao Luu
- *A Map into the World* by Kalia Kao Yang, illustrated by Seo Kim
- *Yasmin the Superhero* by Saadia Faruqi, illustrated by Hatem Aly
- *Drawn Together*, Minh Lê, illustrated by Dan Santat
- *Ish*, Peter Reynolds

Books to highlight in the classroom library

Stargazing by Jen Wang

Activity – Group poem

1. Everyone writes a couple lines on a notecard about what they think of when they think about our class/school or describing a favorite moment at school.
2. Shuffle the cards, tape them together, & read aloud.
3. Post the assembled notecards as well as a large typed-up version of the poem, signed by everyone in the class.

2. Finding Commonalities & Uniqueness

TOPIC: How do we take care of ourselves and also each other? How do we want our classroom to feel?

Read alouds – Self-determination, Uniqueness, and The Platinum Rule

- *The Bear That Wasn't* By Tashlin Frank
- *From the Stars in the Sky to the Fish in the Sea*, Kai Cheng Thom
- *Ling and Ting: Not Exactly the Same!* by Grace Lin
- "My Name is Felipe" from *Yes! We Are Latinos*, Alma Flor Ada and F. Isabel Campoy

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Activity – Crossing the Circle

1. Teacher reads a few statements, and students step in if the statement applies to them. After a few examples, ask students to generate a few.
2. What did they notice? How did they feel?

Activity – Generating community agreements

1. As a group, we discuss how we want to be treated and what it feels like to be safe in a space. Also talk about what it means to be in community, and how that's different from being on your own.
2. Students make suggestions and brainstorm ideas for our community agreements. Teachers group them, present the groupings and discuss with the class. Create a poster of our community agreements to display that everyone signs.
3. Small groups pick a community agreement and create tableaux to illustrate it. What's the message you want to get across? How can you show that in a small scene? Discuss what we see and what we think it means.

4. Expanding our Community & Its Voices

TOPIC: Names and Identity - Why are names important?

Read alouds – Call Me Who I Am

- *The Name Jar*, Yangsook Choi
- "My Name is José Miguel - Not Joe, Not Mike" from *Yes! We Are Latinos*, Alma Flor Ada and F. Isabel Campoy

Activity – What Does My Name Mean?

1. At home: Ask how you got your name and what it means
2. Write about your name & draw a picture.
3. Assemble a bound book to keep in the classroom.

TOPIC: Community Voices

Books to highlight in the classroom library

- *Bilal Cooks Daal* by Aisha Saeed, illustrated by Aneesha Syed
- *The Many Colors of Harpreet Singh* by Supriya Kelkar, illustrated by Alea Marley
- *A Different Pond* by Bao Phi, illustrated by Thi Bui
- *Inside Out and Back Again*, Thanhha Lai
- *Measuring Up*, Lily LaMotte, illustrated by Ann Xu

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Activity – Games with students at the [International Community School in Clarkston, GA](#)

1. Students meet with the students at ICS.
2. Play "Claps: Names"
3. Play "Crossing the Circle/Commonalities"
4. Time permitting, play a cooperative game like "[Moonball](#)" or "[Human Knot](#)" (or other games: see *The New Games Book*)

Activity – "I Am From" poems

1. Using [the graphic organizer](#), students reflect on their experiences, generate ideas and then plug them into the poem template.
2. Draw a picture to illustrate a moment in your poem.
3. Share and listen to other's experiences.

Activity – Pen Pals

1. Lesson on letter writing, how to share your stories and ask about someone else's.
2. Students write to pen pals at the International Community School in Clarkston, GA.

Activity, End of Year – "I Am From" poems with ICS pen pals: Collaborate to create another's story

1. Students pair up with their pen pals and collaborate to fill out the graphic organizer.
2. Draw a picture together to illustrate a moment (pencil/color, outline/fill, background/foreground). Discuss what to include.
3. Our students take the filled-out graphic organizer with them and fill out the template.
4. Send the filled-out template & graphic organizer back to the ICS students. They edit as they choose and send back the final poem. Assemble into two bound books, one for each classroom
5. *Time allowing: Ask ICS students to read & record their poems. "Ken Burns" the images of the illustrations over the audio to make a video, share with both classes, perhaps at a group viewing party at the Clarkston Community Center that all families are invited to.*