
A Quilt of a Country Research Unit Plan

English 10

10th Grade

Time Frame: February 18th -
March 21st

Unit Rationale

This unit expands upon the idea of the American Dream and the experiences that minority groups in America have with the American Dream ideal. The students have already read about and discussed the problems that African-American families face in America, even today. This unit focuses on the informational writing quarter assignment and how to research and write for an informational paper.

Students will be asked to complete a web quest and a research project that focuses on a minority group in the United States of their own choice. This research project will be assessed by a multi-genre paper with the main focus of the paper being the informational writing that researches the history and challenges of the minority groups in the United States.

Background

We have already read a play about a family striving to attain their dreams in America. We have discussed their struggles and how they have overcome the challenges of being a minority group in America.

Topics & Goals

■ Cultural Awareness

- 1) Through a range of media, written documents, technology, and discussion, students will be engaged in content that they can make personal connections to, apply, and share with others. In an effort to encourage acceptance and respect diversity.
- 2) Students will become aware of their own prejudices and challenge cultural stereotypes through readings and discussions.

■ The American Experience (problems with the "American Dream")

- 1) Students will be able to use textual evidence to identify and discuss critiques and complications of idea of "The American Dream."

■ Informational Texts

- 1) Students will read informational texts to gain background knowledge about the groups they are presenting about.

Essential Questions

- 1) How do one's race, class, and/or gender influence an individual's goals or aspirations? How does this trouble the idea of "The American Dream?"
- 2) How do our own prejudices influence how we see others?
- 3) What does racism/sexism look like today? How do the media and other prominent figures contribute to sustaining stereotypes?
- 4) How do we define our own cultures?
- 5) What is the difference between assimilation and multiculturalism?

Materials:

- 1- Unit Pretest
- 1.1 - Pretest
- 1.2 A Quilt of a Country Newsweek Article
- 1.3 Unit Powerpoint
- 1.4 - A Quilt of a Country Article Response Sheets
- 1.5 Multiculturalism Icebreaker
- 2.1 Identity Blogpost
- Culture Quilt Piece Example
- Culture Quilt Rubric
- Writing Rubrics

Key Terms and Concepts:

- Culture
- The American Dream
- Oppression
- Racism
- Sexism
- Segregation
- Tolerance
- Assimilation vs. multiculturalism
- Ethnocentrism

Content Outline - Activities & Skills - Differentiation

Content	Time	Differentiation/ Adaption
<p>■ Intro - A Quilt of a Country</p> <p>1) Pretest - Students will complete a pretest that asks them to reflect on different beliefs they have about culture and stereotypes. This won't be turned in, it will just get students thinking about their cultural beliefs.</p> <p>Skills</p> <p>a) Self-reflection and evaluation</p> <p>b) Introduction to vocabulary and themes</p> <p>2) Newsweek Article - A Quilt of a Country by Anna Quindlen Students will read the article and focus on answering "text-based" questions. Students will also be asked to highlight and try to define new vocabulary words that we will use at a later date.</p> <p>Skills</p> <p>a) Reading Informational Writing</p> <p>b) Use context to understand vocabulary</p> <p>3) Review Vocabulary - Ask students to share some of the vocabulary words they used. Write these down on the board and go through each of them and have students use context clues, break down the words by morphemes, or let them look the words up with their phones. Either of these methods are ways students can use to understand the meaning. Let the students know that you'll be using the vocabulary they have written down and we will be working on them throughout the semester.</p> <p>Skills</p> <p>a) Identifying vocabulary terms</p> <p>b) Defining vocabulary based on context clues</p> <p>c) Defining vocabulary based on structure (roots, prefixes, suffixes)</p> <p>d) Looking up definitions of vocabulary terms.</p> <p>4) Text-based Questions - Students will be asked to answer a text-based question about the essay. They will have a worksheet that breaks down the process of answering these questions in easy to understand steps. This will help students learn a process for answering these questions. The students will be given the opportunity to choose the questions they would like to answer. After we complete this assignment, I will give students an opportunity to share their answers.</p> <p>Skills</p> <p>a) Reading an informational text.</p> <p>b) Answering text-based questions</p> <p>c) Citing textual evidence</p> <p>5) Multicultural Icebreaker - Students will be given a worksheet that has many traits and events on a grid. The goal is for them to go around the classroom and fill out their grid with names from different students. A student can only sign one square on each paper, they cannot sign for multiple squares. Students may fill in one of their own squares.</p> <p>Skills</p> <p>a) Discussing and learning more about each other</p> <p>b) Questioning each other for information</p>	<p>Day 1</p>	<p>- This pretest will not be turned in, so students do not need to worry about how their answers may reflect on them. I will tell them that the pretest will not be turned in before they start so they can think truthfully about their answers.</p> <p>- Students will be identifying their own vocabulary terms for this unit, giving them an opportunity to be accountable and make decisions about what they would like to learn.</p> <p>- Read the article out loud with the students after they have read it once. Stopping to ask questions every once in a while to clarify meaning.</p> <p>Students will be explicitly introduced to the steps needed to answer a text-based question.</p> <p>- By letting students choose their own vocabulary, it will help me to know with which words they struggle with and be able to address them more efficiently.</p> <p>- The text-based question is broken down into a process to help students better comprehend how to answer these types of questions.</p> <p>- Explain the activity in detail with an example.</p> <p>- Provide motivation - Vouchers</p> <p>- 4B is a smaller class. I need to make a smaller version for that class.</p>

<p>■ Through - What is Culture?</p> <p>1) Think - Pair - Share - Students will get a chance to “think” about how they view culture during their journal. Now I will have them pair up and share with a partner about their definition of culture. I will then ask some students to share their definitions of culture with the class. Address all definitions and be able to tie it down to one clear definition.</p> <p>Skills</p> <p>a) Reflection b) Vocabulary</p> <p>2) Cultural Descriptors Mind Map - Read through Identity blog post on the iPods together. Show students how each branch of the image is called a cultural descriptor and how it relates to our own identity. Have students write their name in a center circle on the blank sheets of paper (have yours displayed with the USB projector and do it with the students). Have them draw satellite circles with dimensions of their identities that they consider to be among the most important in defining themselves. Give several examples of dimensions that might fit into the satellite circles: female, sister, student, teacher, white, etc. Give students 5 minutes to write down their cultural descriptors in the circles.</p> <p>a) Self-reflection b) Vocabulary c) Understanding non-fiction</p> <p>3) Culture Quilt Pieces - Show your example of your culture quilt. Tell students that they will be creating their own culture quilt pieces on the back of the papers they were just using for the mind map. Ask students to go home and think about what they would like to include on their quilt pieces. Tell them to bring in stickers, markers, fabric pieces, or cut outs of the items that they would like to include on their quilts. They can draw if they like but each student will be graded on creativity and thoughtfulness. This is not an art class but it is important to think about how our different cultural descriptors work together to create our identities.</p> <p>Show students a simple rubric for the project.</p> <p>Tell students that this is relative because they will be given the option to do a similar assignment as a part of their quarter final project where they will be studying and researching individual groups (like the ones Anna Quindlen wrote about in her essay, in the United States).</p> <p>Skills</p> <p>a) Relating content to self b) Identifying cultural descriptors</p>	<p>Day 2</p>	<p>- I’m trying very hard to scaffold all of the terms and give multiple exposures to the information.</p> <p>- The mind map is to help students focus their own identities and prepare for creating their own culture quilt piece.</p> <p>- By having an example of what I want my students to do for them to see I will not confuse anyone.</p> <p>- The rubrics will help students know what I expect of them for their assignment as well as help me grade with certain aspects of the assignment in mind.</p>
<p>1) Vocabulary - Frayer Models - Have students write vocabulary words identified in the Quindlen article from the last couple of lessons. Show the images of the vocabulary and examples and have them write down their own definitions.</p> <p>Complete a Frayer model with the students for the first vocabulary word and then walk them through the next couple of words together. Now have them complete models for each of the rest of the words by themselves. Go through and help them work on it as they need help.</p>		<p>- I’m trying very hard to scaffold all of the terms and give multiple exposures to the information.</p> <p>- Students will see the words in context as well as a visual for the word. They then get to write down the definition in their own words.</p>

<p>Skills</p> <ul style="list-style-type: none"> a) Vocabulary b) Word relationships c) Vocabulary in context 	Day 3	
<p>2) Introduce Quarter Project - Show students some examples of multi-genre papers. Explain to students that we will be completing these papers as our final quarter project. Students will work in groups (because of time constraints and I don't want to over load them during testing) to complete a multi-genre paper. Each student will complete a informational essay that will go inside of these papers along with some other projects that can be completed. I have decided the focus of these papers will be the different groups in America.</p> <p>Skills</p> <ul style="list-style-type: none"> a) How to conduct Research b) Informational Essay Writing c) Understanding Multiculturalism in America 		<p>- Have examples of multi-genre papers for students.</p>
<p>1) Group Research - Have students get into their groups of three. Have the students tell you 3 things about the groups they are choosing to research. Tell them that they will have more time to research but that they must be working to find these three things in class today.</p> <p>Skills</p> <ul style="list-style-type: none"> a) How to conduct Research b) Informational Essay Writing c) Understanding Multiculturalism in America 	Day 4	
<p>1) Research Project Tools - Jenny, our media specialist, will be walking through EBSCO Host and Noodle Tools with the students as they begin their research for their Culture Projects. These research tools will be very useful as they continue with their projects as well as for future research.</p> <p>I will walk around and make sure students are understanding as well making sure they are on task.</p> <p>Skills</p> <ul style="list-style-type: none"> a) Research Techniques b) Informational Writing <p>2) Research Time - Have students begin their research for their projects using the tools that Jenny has showed them. Students will be asked to include citations in their research as well as check out a book from the library.</p> <p>Skills</p> <ul style="list-style-type: none"> a) Research Techniques b) Informational Writing 	Day 5	<p>The Research Outline worksheet is a graphic organizer that will assist students to categorize their information. Noodle tools will also help students to keep information organized and help them create citations in a very step-by-step method.</p>
<p>1) Writing Strategies and Writing - Work through the informational essay outline in class. Have students create an outline for you to really focus the prewriting strategy.</p> <p>Students are also struggling with thesis statements. Include a lesson on how to create the best thesis statements for informational essays. Focus on - the answer to the question. Idea: Problems cultures experience in the United States?</p> <p>Skills</p> <ul style="list-style-type: none"> a) Research b) Writing Strategies - Informational Essays - Thesis 	Day 7	<p>-Breaking down the writing process in strategies that are easily memorizable.</p>

<p>1) Research Day- Give students 30-40 minutes to do their research and begin writing their essays.</p> <p>Skills</p> <ul style="list-style-type: none"> a) Research b) Writing Strategies - Informational Essays - Thesis 		
<p>1) Writing Outline- Students will complete a writing outline (like the ones we've used in class before) to outline their informational writing essays.</p> <p>Skills</p> <ul style="list-style-type: none"> a) Writing Strategies - Informational Essays - Thesis b) Outlining <p>1) Writing Time- Give students time in class to begin writing their essays.</p> <p>Skills</p> <ul style="list-style-type: none"> a) Writing Strategies - Informational Essays - Thesis b) Outlining c) Research 	<p>Day 8</p>	

Assessment Plans

<p>■ Formative Journals</p> <p>Students will be asked to write journals about how they understand and relate to the materials. Some journals are going to ask them to directly respond to the materials we are using and others are going to require them to take a deeper look at their own identities and beliefs to relate the content to their own lives. I can look at these journals to see if students are engaging with the material at an appropriate level and if they are understanding the materials.</p> <p>Journals</p> <ul style="list-style-type: none"> Journal #1 - Pretest Journal #2 - Definition of Culture Journal #3 - Peer Interview Journal #4 - Reading Strategies Journal #5 - Culture Groups Journal #6 - Writing Assessment Journal #7 - Writing Thesis Statements <p>■ Formative Portfolio Assignments</p> <p>There are several written and visual assignments/journals that are much broader and require more critical thinking skills. The students will be keeping working on a large multi genre paper for the end of this quarter. They will get to choose what they would like to include in that multi genre paper (within certain guidelines). The students will have the choice to use one of the assignments in this unit to keep and rework for their final multi genre paper.</p> <p>■ Formative Vocabulary Assignment</p> <p>We will be choosing vocabulary from a reading level text. Students will highlight and try to define words that they find difficult while reading. We will then go over each word, seeing visuals and examples of the words used in a sentence. After that, we will create Frayer models to help us break down the associations and meanings of the words we chose.</p>	<p style="text-align: center;">Assessment Adaptions</p> <ul style="list-style-type: none"> - Students have been using their journals for a while now. They should have a good understanding of what is expected of them. - The questions posed in the journals are open ended, they do not have a correct or incorrect answer. More, I want to strengthen the students' critical thinking skills. Students will be graded on completeness. - The students will be given a rubric for what will be required of these assignments in the final multi genre paper. The students will be given time to rework these assignments during the next unit. They will be required to edit them in some way and make them work with the theme of the multi genre paper. - Writing key words and names of places and people on the board to assist students. - I will give students multiple exposures to the vocabulary words, using them in sentences, highlighting them in our writing, showing visuals and we will use them a lot throughout the unit.
---	--

■ Summative Informational Writing Assignment

Students will show what they have learned about culture, enculturation vs assimilation, and achieving the American Dream through a summative written assessment. We will break down the writing process while researching different U.S. cultures chosen by student groups. Students will write a 2 page informational essay about their chosen culture.

Interdisciplinary Connections

- These lessons will fit nicely with an American History unit involving the cultures and diversity in America, the idea of the melting pot and other methods of how different cultures interact in America.
- It could also be used in a psychology class as we identify the different identities and cultures that each person has

Plans for integrating diversity/social justice/multicultural themes and objectives

- This unit is based on understanding culture as a broad term and our own individualized cultures. This class period we are learning about one way a person could understand how cultures interact in America (A Quilt of a Country), We are also learning more about each other and our own diverse lives through (Multicultural ice-breaker).
- We will be reading a lot of informational texts about the Civil Right's Movement and minorities limitations to the "American Dream."

Plans for Involving Student's Families

- I want to send an email or letter to the parents detailing what the students will be reading and learning during this unit. I would also like to (depending on how the unit works out) invite some parents to come in a talk about their experiences as a minority member in the United States.
- In my letter I would like to include some discussion questions that the parents could use if they'd like to discuss what the students are learning and to participate in what they are learning.

Resources

- A Quilt of a Country - Anna Quindlen
- Media Specialist - Noodle Tools, SIRS and EBSCOhost