



Multiculturalism Through a Child's Eyes

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This curriculum unit is recommended for:
5-8th grade ESL students.

Keywords: Multiculturalism, Immigrant, and Refugee

Teaching Standards: See [Appendix I](#) for teaching standards addressed in this unit.

Synopsis:

This curriculum unit is a collaboration of both storytelling and photography. My overall goal was to allow my students to express themselves in a way in which would be expected by their peers. Photography and technology gave my students the voice that they so rightfully deserved. The subject matter was applicable to my group of students and may seem blunt to some other educators, however it is with passion that we tell our own stories. What better way to teach than by using background knowledge and understanding to form a foundation for great quality learning and experience, and to use that passion of our past, present, and future to tell an amazing story. It was through this photography and writing lesson, that my students were able to come to terms with the transitions they have all made in America, at home, and in the classroom.

I plan to teach this unit during the coming year in to 10 students in my 5th grade ESL students.

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Multiculturalism through a Child's Eyes

Danielle Gregory

Introduction

Personal

As a child I was blessed to grow up in a loving Irish-Catholic family. I knew everything about my heritage and the traditional holidays of Western Europe. I grew up in Lancaster, New York a small suburb of Buffalo. I knew of my Irish and German heritage but I never had the opportunity to walk down the street and see the beautiful colors of a Hispanic woman's tunic. Or see a Nepali mother tote her child around in selendang sling, pieces of fabric tied over one shoulder that are used as a baby carrier.

I was taught that we are all humans, and to treat everyone the same or as you would want to be treated. It wasn't until my mother traveled with a church group to Cuernavaca, Mexico that multiculturalism was brought into my life. It was this personal experience of culture and compassion that ignited a fire within my mother's heart and soul. While in Cuernavaca, my mother met a nun that asked her if she could deliver some goods to her brother who worked in Erie, Pennsylvania which was only 35 miles from Buffalo. From that moment forward we created a bond together helping migrant families from Mexico in the Western New York area. Once a month my mom and I would travel down to Erie and spend time with Pedro, the nun's brother, and all the other workers from the small dairy farm. We would take them to the local grocery store, and out for lunch. I saw how hard these individuals were working to provide for their families and couldn't imagine the life that they had to live. They were so appreciative of my mother and me, it was an amazing experience that led me down the path that I am still on today.

I went to Nazareth College in Rochester, New York. I always knew I wanted to be a teacher when I grew up. Working with children always brought such joy to me. Seeing them smile and realizing you are the reason they are smiling is a feeling that I can't truly describe. I also majored in psychology figuring it could help me more down the line with "problem" children. I learned a lot as psychology student, but when it came time to decide on a subject matter for my senior thesis I chose what was closest to my heart, migrant workers. My thesis was entitled "Migrant work ethic compared to Protestant (American) work ethic." My inspiration came from my years of friendship with Pedro and the lessons of love and compassion I received through my mother. Through the research I provided many significant and valid points to prove my hypothesis, that in fact migrant work ethic was stronger and rooted in something else other than individual growth and gains. The most significant outlier was that the family bond and need to provide that drove migrant workers to put others before themselves. It was hard to obtain

quantitative evidence on this material, but my professor knew I was on the path to something noteworthy. As a country we have seen this trend in migrant workers, coming to America to better their lives for their families. Not only do they want to provide but they will work the most challenging jobs for the lowest pay. I find this work ethic extremely inspirational. When I am tired and think I have it “tough” I stop and think of all these people who don’t have the luxuries that I have and are happy and content with working.

It has been nine years since I wrote my thesis, and fifteen years since I met Pedro. But my journey toward embracing multiculturalism came into full effect two years ago, when I became a teacher at Albemarle Road Elementary School in Charlotte, North Carolina. I truly have never encountered a more diverse group of students, parents, and teachers. This is the real reason and drive behind my curriculum unit. These students have faced more adversity and hurdles in their lives than anyone should ever have to go through. My first year here I had a little boy, from Nepal; I later found out that his family were refugees forced from their homeland by their government. They no longer had citizenship and were forced to relocate to a foreign country. Abishek and his siblings were required to start school in a country that doesn’t speak their native language. In his eyes I saw the same compassion and eagerness to provide for his family. Just as Pedro provided money for his family, my student was providing language to his family.

These children inspire me and make me want to become a better teacher. It is my goal that through this curriculum unit I will be able to help my students become better writers but also help others realize how amazing these students are. Just because they cannot speak English yet doesn’t mean they don’t have an amazing story to tell.

Rationale

I decided to create this unit for many reasons. One reason is to help my students become better writers. Visual storytelling goes hand in hand with ESL (English as a Second Language) techniques used to promote writing. In fact one of the first strategies I use to help my students write is to have them draw their stories. Once their vocabulary has developed, we can begin to label their pictures, and eventually combine those words together to create a sentence, which will then lead to paragraphs.

Another reason for completing this curriculum unit is that I wanted to learn more about my students. I want to find out who my students are; I want them to gain a better perspective of how amazing they are, to be proud of who they are and know that they are not alone in how they feel.

Finally I want them to learn and become comfortable using different medias to broadcast their stories whether it is through photography or video recordings. Implementing these different medias will allow them to dictate their stories to the world in a different form than they are used to. I know that these children have some of the

most amazing stories to tell and the only thing holding them back is the language barrier. I am curious to hear and travel with them through their journey to America.

My Students

I teach at Albemarle Road Elementary in Charlotte, North Carolina. It is the largest elementary school in the whole state of North Carolina. As a school, we serve over 1,400 students this year in grades Pre-Kindergarten through Fifth. Our community is wonderfully diverse and contributes to the symbolism of the mosaic model that we created last year through the district's first-ever transformation cohort. As illustrated in the graphic below, of our 1,386 Kindergarten through Fifth Graders 53% are male and 47% are female. Our racial/ethnicity data includes 48% of our students as being Hispanic, 30% as African American, 8% as Asian and 4% as White. The diversity of our languages at Albemarle Road also mirrors our community as students speak numerous languages as their first or home language including Spanish, Burmese, Chin, Portuguese and French. 37% of our students are learning English as a second or other language (Limited English Proficient or LEP). Some 9% of our students are recognized as having qualified for Exceptional Children services.

The challenges at our school can seem overwhelming at first glance, but then you get to work with these amazing children and realize how bright, driven, and talented they truly are. We are definitely an overcrowded school; as I mentioned, we have a total of 1,386, with a total of thirty-seven mobile units and forty-one classrooms we are ripping at the seams to fit all of our students into a comfortable learning environment.

Albemarle Road is located on the east side of Charlotte in a very poor neighborhood. At the beginning of the 2014-2015 school years, every student at Albemarle Road Elementary received free breakfast and lunch. We also provide our families and community with a monthly food bank sponsored through target. As a school we set up an assembly for our parents to learn new information about our school, they then receive a ticket to go through the food bank line. We truly care about our students, families, and surrounding community.

As an ESL representative I am aware of the influx of refugees and immigrants from around the world present in our school. I have attached a [Birth Country](#) chart that indicates that there are 24 different countries represented at ARES. That being said there are also 24 different languages spoken at ARES, the majority being Spanish, spoken by 83% of our students. The language barrier by far is our biggest obstacle and challenge as educators.

I am co-teaching this year with two fifth grade teachers in literacy and science. I also pull out small groups of newcomers to focus more on their language development. I have eight newcomers this year from Nepal, Burma, Honduras, Guatemala, El Salvador, Dominican Republic, and Mexico. My job is very demanding but at the same time

extremely rewarding. But these children truly are amazing, and I know that they will enjoy working on this curriculum unit.

What is Visual Storytelling?

In the simplest of definitions it is when you tell a story or narrative through the use of visuals. Throughout the CTI, Charlotte Teacher Institute, course we have learned how to dissect a photograph or an image from a picture book, movie, video clips, or graphic novels. I now find myself breaking down most of the books I read aloud in class asking myself, “Why did the author or illustrator choose this image?” or “What color draws my eye the most?” I have also come to learn that you don’t even need words at all the color, lines, shapes and scale tell the story on their own. There is so much more thought put into creating a book than I ever realized.

Through CTI I have had the privilege to experience some amazing exhibits at the Harvey Gantt Center. My Visual Storytelling group was also given the opportunity to listen to amazing artists including Common and Thomas Allen Harris. I was blown away by both presentations. While they were drastically different they had a common thread, of culture and determination that tied them together. This thread is also being woven into my curriculum unit.

We first saw Thomas Allen Harris’s film, entitled *Through a Lens Darkly*. It considers the difference between black photographers who historically have demeaned African Americans through racist imagery. It was truly amazing to watch Harris’s point of view on the imagery of these historical photographs. Harris revealed disturbing truths about the history of race while still enforcing the aspect of artistry within the photographer’s lens, and their ability to exploit it. It is with this passion that I want to be able to explore photography with my students. I want them to explore personal photographs from their families’ past, or to explore photographs from their country of origin to gain a sense of home and familiarity.

This passion that I received from Harris’s film led into the ambition I received listening to hip-hop rapper, Common. The Harvey Gantt center presented Common as the Gantt Symposium speaker this October. Common’s talk of greatness and need for social and creative change within our youth really lit a fire inside me to complete this Curriculum Unit and make a change or difference in my students’ lives. Common is truly a role model, In 2007 he launched Common Ground Foundation, and organization dedicated to the empowerment of American’s urban youth. He helps provide the younger generation with a better understanding of self-respect and love. It is my goal to have my students explore photography with passion, present their findings proudly to an accepting multicultural classroom.

This unit is more directed towards the photograph and the visual of a picture. Not just any picture but a picture that tells their story. It doesn't necessarily have to be a story about their journey, but just more so who they are. The book, The Best Part of Me by Wendy Ewald, uses photography to demonstrate child understandings of their best physical feature. The children then go on to write about why this is their favorite part of their body. This approach really is what guided me into creating my final product for this curriculum unit. I am not going to focus on the "how to" of photography but on how to look at photograph or image. Zoning in on the concept of point of view.

Step One: Looking at photographs, dissecting what is in the photograph

Lesson One

Common Core Standard: W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Teaching Point: Exposure to Multicultural Photographs

Mini Lesson

To introduce this unit I will first expose the students to many different multicultural images within a PowerPoint presentation. This should be a quiet time, allowing the students to truly explore the photographs. At this time I will make it a point, to point out some physical features within the photographs that should stand out to the students. Get them to make inferences about what they think is happening in the picture. This should be a fast paced activity, not over exposing pictures. (See appendix for PowerPoint.)

Independent Work

Small Group Work-Jigsaw Strategy

I will then break the students up into small groups of 3 or 4 students per group. Each group will get an image that they had just previously seen on the PowerPoint. With the support of a graphic organizer and word box each group will be asked to dissect their image.

After each small group has finished dissecting their image they then rotate to another table area and share their findings with the other group and vice versa. The new group consists of someone that represents a different image.

First Group-	Second Group-
Group 1- all ones	Group 1- 1,2 ,3, 4,5
Group 2-all twos	Group 2- - 1,2 ,3, 4,5
Group 3-all threes	Group 3-- 1,2 ,3, 4,5

Group 4-all fours	Group 4- - 1,2 ,3, 4,5
Group 5-all fives	Group5- - 1,2 ,3, 4,5

Closure

Come back together and create an anchor chart for our Multiculturalism Unit. I will then attach the photographs with a few words to describe them on our Anchor Chart. As a group we will discuss common words that we heard when applying the pictures to the anchor chart. I will end by telling the students that we are going to be exploring their culture, unique, and awesome.

Lesson Two

This lesson will probably take two days if it is done with fidelity.

Common Core Standard: W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Teaching Point: Photographer's Point of View

Mini-Lesson

Today we will be talking of point of view. The goal of this lesson is to familiarize the students with techniques of photography by showing them examples and conducting hands-on activities.

Using the same pictures as yesterday's lesson- Ask the students, Can you guess where the photographer was standing when he/she took this picture? This is called point of view. Ask the students to describe what they see in the picture frame. Show examples from bird's view and worm's eye view. Have them act out the difference in point of view by asking half to crouch down and the other to stand on top of the desks.

Independent Work

Creating Images with a Polaroid camera

Model the steps to use a Polaroid camera.

1. Choose a point of view
2. Press the shutter button
3. Take the picture from the front of the camera and let the picture develop on a table.

Next allow the students to explore taking bird's eye and worm's eye view pictures. Have the students take two pictures one from bird's eye view and the other from worm's eye view.

Closure

Put all the pictures on the table to discuss the two different viewpoints. Use this as an opportunity to categorize.

Discuss the images. Let the students guess what kind the pictures are and how the point of view affects the image and their thoughts on it. Discuss how point of view affects composition.

Lesson Three

Common Core Standard: W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Teaching Point: Making connections to text

Mini Lesson

Yesterday we looked at taking pictures from different points of view. Today we are going to look at a book called, *My Shoes and I*, by Rene Colato Lainez. It is a story about a little boy very similar to you.

The teacher will then present the cover to the students. The teacher will have them guess how they think they are similar. As the students make predictions the teacher will record those ideas on an anchor chart.

Teacher will read *My Shoes and I* aloud to the class. After the first page refer to the list of predictions and ask the students if we were correct or not. *If predictions are not right refer to the question, "How are you and Mario similar." Provide sentence stems. For example, Mario and I are similar because...

The overall goal is for them to figure out that they are immigrants.

Independent Work

Will be discussion based throughout the read aloud.

Closure

The teacher will have the students take a Polaroid camera home and take 5 pictures of things that they find special to them.

Make sure that they students realize that Mario's shoes were special to him because his mother sent them to him for his special journey. Have your family member's given you anything special. Did you bring anything with you from home that's special?

Take pictures of those items.

Lesson Four

Common Core Standards: W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Teaching Point: Choosing pictures with a purpose

Mini Lesson

Teacher will model pictures they took at home of items of personal/heritage value with the class.

The teacher will model aloud to differentiate the photographs of value and those that maybe aren't as important in the essence of this project.

Providing sentence stems for those students who need the additional scaffolding when it comes to communicating with one another.

Sentence Stem

This is a photograph of _____, _____ took this photograph because _____.

Independent Work

The students will then look at their own photographs from home and pick two of their favorite pictures.

Following that the students will get with a partner and share what their pictures are and why they choose that picture.

Then the teacher will call on the opposite partner and ask them to share out on their partner photograph.

Closure

Have the students pick their final photograph.

Finally the teacher will create a display of the class's photographs, discussing how the pictures are the same and how they are different.

Encourage students to look for similarities and differences within the pictures.

Step Two: Book Study

"My Shoes and I" by Rene Colato Lainez

"My Freedom Trip" by Frances Park and Ginger Park

Lesson One

Common Core Standards: W5.3 Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Teaching Point: Making Connections and Stop and Jot

Mini Lesson

Word of the Day - Immigrant and Journey (Start lesson plan with word of the day -- see appendix) the word of the day will take a longer portion of time; this lesson is alter to fit the pacing of the unit.

Start lesson with Word of the Day

Over the next couple of days I am going to read two different books about different children's journeys to freedom, safety, or family.

As I am reading I want you to make connections to your journey to Charlotte. How was it similar or how different it is?

Independent Work

As teacher is reading students will stop and jot on sticky notes anything that they make a connection to or anything that they find similar to their own journey.

Sentence Stem

His/her journey is similar to mine, because_____.

I remember, _____ on my journey.

Closure

Remind the students of the two new vocabulary words Immigrant and Journey. The teacher will post anchor “definition” charts of words on Unit Wall. Make sure to include definition and pictures on chart.

Lesson Two

Common Core Standard: W5.3 Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Teaching Point: Digging deeper- Emotions and Feelings

Mini Lesson

Review of yesterday’s lesson. Today we are going to dig a little deeper into your journey.

Teacher will pass out paper that has all various types of transportation options of they arrived in America Then the teacher will have them circle any or all types of transportation they used to get to America.

	<u>Train</u>	<u>Bus</u>	<u>Boat</u>	<u>Air Plane</u>	<u>By Foot</u>
 <u>Car</u>					

The teacher will then tally up the results and report out anonymously.

Today we are going to read the rest of “My Shoes and I”. As I read I want you to be thinking still of how your journeys are similar.

Teacher will create anchor chart:

Mario is from _____

I am from _____

Mario was sad _____

I was sad _____

Mario started his journey _____

I started my journey _____

Teacher will map out Mario's journey. Using a sequence method of a comic strip (see appendix)

Independent Work

Students will share their comparisons stories with their partner.

Then they will complete their own modified comic strip of their journey, using just illustrations.

Closure

The teacher will comment on the fact that it is important that the students realize that their journey is amazing and full of purpose and that they are unique and special in so many ways.

Lesson Three

Common Core Standards: W5.3 Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Teaching Point: Compare and Contrast

Mini Lesson

Yesterday we made connections to *My Shoes and I*; today we will be working on a new book with a different point of view. *My Freedom Trip, A Child's Escape from North Korea*.

Lead Lesson with Word of the Day: Refugee

Start book study with discussion of the location of the two characters from both books.

Today we are going to compare Mario and Soo and how their experiences are similar and how they are different.

Teacher reads aloud the story, making note to stop and jot in various areas within the text, to check for understanding.

Page Two: Where are her friends going?

Why is she sad walking alone? **make it a point to look at the picture the shrug in her shoulders the clenched fists. **

Page Four: Why can't the family JOURNEY together? Ask the class to make a connection to their lives? Did anyone journey alone?

Page Seven: As I am reading this page, I keep thinking of the word danger? Turn and talk with your carpet partner...How would you feel if you were Soo?

Page Eleven: Why is the mother smiling? Who is the man at the door?

Page Twelve: Using your context clue strategies- What does "Oma" mean?

We are going to stop here today and we will finish tomorrow.

Independent Work

With a partner I want you to make a prediction to how Soo's journey is similar or the same to Mario's and how is it different.

Soo's journey is the same because, _____. It is different from Mario's because_____.

Closure

Tomorrow we will look at these predictions to determine if we were right when comparing and contrasting Soo's and Mario's journeys.

Lesson Four

Common Core Standards: W5.3 Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Teaching Point: Continuation of Lesson Three- Compare and Contrast

Mini Lesson

Remind students of yesterday's lesson and discuss main points from *My Freedom Trip*

Have students take out their predictions from yesterday and discuss and remind their partners of their thoughts.

The teacher will finish reading the story.

Page fifteen: Ask students to share out how they think Soo's journey is similar or if it was different for Mario's journey.

Page Nineteen: Make an inference...Who's footsteps do they hear? Make a connection...Did any of you have to go through challenges on your journey?

Page Twenty-Two: How do you think Soo feels when she hears the river? What does the river mean to her?

The rest of the story is pretty upsetting so make sure to be mindful of student's feelings. It is important to know your population of students because most of my students are refugees who have been forced to flee their home countries.

Independent Work

Students will complete a graphic organizer compare and contrasting Soo's and Mario's Journey.

Closure

You guys did a great job compare and contrasting Soo's and Mario's Journey. Tomorrow we will be comparing our own personal journey to that of Soo's and Mario's.

Lesson Five

Common Core Standards: W5.3 Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Teaching Point: Compare and Contrast

Mini Lesson

Today is our final day of comparing and contrasting our journey with Mario's and Soo's.

Yesterday we completed a graphic organizer comparing and contrasting our two characters journeys. Today we are going to pick whose journey we want to compare and contrast our own personal journeys with.

Using our comic strip illustration of our journey we are going to write about the similarities and differences.

My journey is similar to _____ because _____. I started my journey _____ just like _____. My family came to America in search of _____ just like _____.

Independent Work

Students will continue to write about comparing and contrasting their journeys. Using the sentence stems to get them started. They also have the option to illustrate using their comic strip verse creating a comic strip for either Mario or Soo.

Closure

It's important for you to realize that you are not alone in your journey; you are still on a journey and will continue to be. You are becoming English scholars and will continue to develop your language but my hope is that one day I will be reading a story that you have written and published about your Journey and maybe it might even include me. 😊

Step Three: Create a picture collage

This is a collaborative step that involves the help of art or technology teacher.

Lesson One

Common Core- W5.3 Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Teaching Point: Portrait

Mini Lesson

Today we are going to discuss what a portrait picture is.

Ask any of the students if they have any ideas of what PORTRAIT means?

Do a Word Study Game with them and see if they can't dissect the word and pull out Trait and make a connection to character traits, which we recently just studied.

The teacher will then display a poster board filled with portraits as a visual definition for the students. (More purposeful if the portraits are pictures of the teacher)

Then have the students fill in the cloze below.

A portrait is a photograph of _____.

May even want to make the connection to “selfies” from Face book and Instagram they have really impacted all cultures.

On the board make a list of things to have the students think about before they take their portraits:

1. Location/ Background
2. Props/Cultural clothes that they may want to wear.
3. Facial Expression

Independent Work

Students will get with partners and take portraits of themselves that represents the child inside them.

Closure

We have taken two of the three photographs that are part of your story. Tomorrow will complete our journey with taking photographs. Please bring in anything that shows who you are, what you want to become. I look forward to putting the pieces together the final pieces of our photography journey.

Lesson Two

Common Core- W5.3 Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Teaching Point: Using props within photography

Mini Lesson

Today we are going to complete our photography collage. We are going to take the final picture of our stories.

Teacher models story board using her first two pictures. Showing how the first resembles where she came from, the second resembles who she is, and the final one today is going to take on who she wants to become.

Teacher discusses with students about what she wants to express in her photographs, her goal is to have a family of her own. She will take a picture holding a doll baby that is wrapped in a blanket so that you cannot see its face. But the photograph will be of the teacher holding the baby in her arms looking into the baby's face to show the connection between a mother and child and to demonstrate the emotion that connection makes.

Independent Work

Students will work with partners to create their last photograph using the props to help demonstrate who they want to become.

Closure

Whenever you take a picture, always remember that a picture can say a thousand words. So be as expressive as possible.

Step Four: Putting words to the pictures.

This lesson will be a two day lesson

Common Core- W5.3 Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Teaching Point: Descriptive Writing

Mini Lesson

Today we are going to look at the picture collage, or story board we created last week. We are going to describe what these pictures mean to us and inform people about why we choose these pictures and what makes them important to us.

Think Pair Share Activity

Students partner up and discuss their picture collage to their partner. This activity allows the students to verbally express themselves before having to write about their pictures individually. Giving students the opportunity to talk about their writing eliminates the pressure of the actually writing process.

The second part of this activity is for the partners to share out what they liked about their partners pictures. This boost the writers confidence about what their peers think of their ideas, which in turn makes them confident of their abilities as a writer.

Independent Work

Students will work on writing about their photographs.

Closure

This unit is coming to a close and I just want you to know how proud I am of the work and interest you have put into developing this story or our journey. Tomorrow we will continue with the writing process and then look at making our pages into a cohesive book.

Step Five: Collaborating and organizing the photographs and stories in cohesive matter.

Lesson One

Common Core- W5.4 Students will produce and clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.

Teaching Point: Categorizing

Mini Lesson

Today we will be working together and starting to collaborate and organize how we are going to put our picture collages together so that they tell a story.

Teacher models and shows students a completed picture collage story. Stopping to ask students what they noticed.

Why are these pages next to each other? Maybe they are family members, or from the same village, maybe they are refugees and not immigrants.

Why is it we choose this picture collage for the end?

Allow the students to develop an idea for the last page of the story?

How do they want to bring our journey to the end?

Together the class will work together putting together their picture collages into a cohesive book about our journeys.

Independent Work

Students will complete the sentence stem that describes how they feel about the journey they have taken and the student that they have become.

As I reflect back on my journey, I realize at first I was _____, through the ups and downs I was _____, but now I am _____.

Closure

Tomorrow we will upload our picture collages into book creator and put all the pieces of our journey together.

Step six: creating the iBook

Lesson One

Common Core- W5.4 Students will produce and clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.

W5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.

Teaching Point: Putting Words/Speech to Pictures

Mini Lesson

Today I will be working with you individually on uploading your picture collages into the app, "Book Creator". Here we will be able to put all the pieces together and finalize all the work we have done telling the story about our journey.

Before we start working on uploading your picture collages I want to show you the book that inspired me to start this project with you.

At this time the teacher would use the book, “The Best Part of Me” by Wendy Ewald. Making it a point that the students realize that children everywhere are different and that’s what makes them so special.

“The Best Part of Me” is a book that shows and tells, from the child’s point of view what their best body part is and why? The author Wendy Ewald who was also the photographer used black and white photographs to displayed how young children though of their best physical trait.

The teacher will model for the students how to use their three different photographs for their picture collage.

Independent Work

Students will work with the teacher individually on uploading picture collage and record their feelings about their pictures orally also onto their page in book creator.

This process may take two to three days. While teacher is working individually, other students may be decorating their picture collage, creating a final page that summarizing the class experience with this project, or a mural of the students in our classroom.

Teacher will work closely with students on completing the ibook, “Our Journey- Multiculturalism through a Child’s eyes” by Ms. Gregory’s 5th Grade Class.

Closure

I am very proud of the work you have all put forth to create our book. I am very proud of the journey we have made together learning and studying about the cultures in our classroom and how we have all come together to create this amazing classroom culture that is blended with the mutual understanding that we are all different, but we are all the same.

Appendix I: Implementing Teaching Standards

This curriculum unit addresses the following Common Core Standards for the State of North Carolina, English/Language Arts, for 5th Grade Writing Standards for Literature:

Objectives

The common core has guided teachers into delving deeper into content areas, no longer skimming the surface of previous standards. Common core has really brought rigor into our curriculum and into our classrooms. I want my students to gain an understanding of what visual storytelling is, while learning about photography and other medias. The three reasons for creating this unit (Listed about in the rationale) also parallel the unit's objectives. Goal one: to teach the students to become better narrative writers. Goal Two: is more literacy focused on gaining perspective of who they are as students, individuals, and immigrants. I also want them to be able to compare and contrast between themselves and other young immigrants by reading various picture books and researching similar immigrants online. Their knowledge, experience, and understanding will come together at the end of the unit and create a theme based book in which we identify one common theme found in all our stories. Goal three is to introduce the children to new technology that allows them to share their voice with the world in a way in which they haven't been able to do yet. There are so many apps and websites in which they can record and listen to other peoples stories. It is my goal to combine these two worlds.

Goal One: Narrative Writing

Common Core- W5.3 Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

My objective is for the students to be able to clearly and concisely articulate their narrative story using various visuals. This goal will be broken down into various activities that will provide my students with adequate support in order for them to develop an organized story that has a clear beginning, middle, and end. The detail will be found more in their photograph than in their writing. (See steps two, three, and four)

Common Core- W5.4 Students will produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.

The audience that my students will be projecting to is their peers. I want them to inform their peers about who they are as individuals. Also we will be creating a group final piece in which the students will have to help me organize so that the final iBook flows systematically depending on the content of their photographs and stories. (See steps five and six).

Common Core- W5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.

I will be using Book Creator app in which the students can take photographs from the camera roll on our iPads and upload them right into the iBook we will be creating as a class. There is an inspector option in the app that allows the students to adapt different colors and different fonts to address some the visual storytelling elements that we had discussed in class. There is also another online website called video threads in which we could upload our class book and allows peers from all over to respond and critique it. (See steps six and seven)

Common Core- W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

We will not necessarily be doing research projects but researching different photographs and how to look at pictures to get a deeper meaning for what the photographer was trying to show us. I will be using culturally sensitive visuals to see if it helps the students connect and open up to the pictures. I will also be using family photographs and albums to get the students to open up and share their stories. I will be reference *Through the Lens Darkly* in this portion of the curriculum unit to hit on how it's important to remember where you come from and who your family is no matter how different they may seem. (See steps one and two)

Resources and Materials

Book Creator App for I pad

[Mario's Comic Book Strip](#)

[Multiculturalism PowerPoint for lesson](#)

Polaroid Cameras and film

[SIOP strategies](#)

[Word of the Days- For Multiple Lessons](#)

Reading List for Students

Lainez, Rene, and Fabricio Broeck. *My Shoes and I*. Honesdale, Pa.: Boyds Mills Press, 2010. This picture book is a great for making connections. Students can relate to the inspiring story of a young boy who travels with his father from El Salvador to America. The visuals vividly portray a young boy striving to start a new life on new land.

Park, Frances, and Ginger Park. *My Freedom Trip*. Honesdale, Pa.: Boyds Mills, 2010.

Thompson, Lowell. "Photography in the Elementary Classroom." *Insights into Open Education* 13, no. 2 (1980). This picture is also great for making connections and reeling in the children to a story of courage and faith. In this story the children get a different point of view, a young North Korean girl is escaping to the freedom of South Korea. However in contrast to *My Shoes and I*, Soo travels alone and has to find the courage within herself.

Bibliography for Teachers

"Gantt Symposium 2014: Common: A Lecture on Greatness." Harvey B. Gantt Center for African American Arts and Culture. October 2, 2014. Accessed October 19, 2014.

Lainez, Rene, and Fabricio Broeck. *My Shoes and I*. Honesdale, Pa.: Boyds Mills Press, 2010.

Park, Frances, and Ginger Park. *My Freedom Trip*. Honesdale, Pa.: Boyds Mills, 2010.

Thompson, Lowell. "Photography in the Elementary Classroom." *Insights into Open Education* 13, no. 2 (1980).

Hardy, Ernest. "Through a Lens Darkly Thomas Allen Harris Explains Why We Must Look Anew at Images of Black America." *The Village Voice*. November 12, 2014. Accessed November 14, 2014.