



## **This is Me**

By Rhonda Doe, 2020 CTI Fellow  
Barringer Academic Center

This curriculum unit is recommended for:  
Literacy, Social Studies, and Writing/ Kindergarten and First Grade

**Keywords:** poetry, writing, citizenship, identity, me, freedom, American Dream, hope, acceptance, children, collections, stanza, people, minority, opinion, different, similar, value, change, time

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** This is Me is a unit designed to allow students to express themselves through poetry. The content covered in this unit will focus on the areas of Social Studies, Literacy, and Writing. Students will learn about citizenship throughout the curriculum. They will use literary skills to create a collection of poems that describe their lives, culture and experiences. Students will apply their writing skills and knowledge of poems to create their own works for others to see. The unit will offer a collection of writings and drawings that students can use as a reference to assist them in telling their own stories. For example, some students may share how their lives have changed since coming to a new country, while others may choose to share their experiences of being born and raised in the United States, and whether their perceptions of the country are positive or negative overall. Being able to share this voice in Kindergarten helps mold students to become cultural patriots who are equipped to represent themselves or others who they feel are being mistreated. This unit will also allow Kindergarten students a chance to become leaders as they grow socially and emotionally, while also supporting their overall well-being and sense of self.

*I plan to teach this unit for two weeks at Barringer Academic Center to 18 Kindergarten students in the subject areas of Writing, Literacy, and Social Studies.*

*I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.*

## **Introduction**

### Rationale

When one thinks of America, they think of the American dream. This dream is desired to provide a new way of living. The American dream is the idea of happiness, hope, freedom, and equality that derived from the nation's founding documents (in particular the United States Constitution, the Bill of Rights) long ago. It is assumed that if one journeys to America this dream comes true and the worries of a previous life no longer exist. The curriculum unit, This is Me, highlights what it means to be an American citizen. This unit shares how American identity does not always fit a stereotypical narrative and it shares how identity can be lost, stolen, and even suppressed through the teaching of others. The "melting pot" implies all cultures are united and they live a happy fairytale. Instead, this unit allows students to share who they really are through their circumstances and beliefs.

I am creating this unit to allow students an opportunity to share their stories of who they are. Kindergarten students deserve to be heard and giving them a platform will help them develop their confidence and communication skills. The unit will help mold and shape the minds of the Kindergarten students so that they can experience culture, ideas, and pathways to their own identity. Kindergarten is one of the most impressionable and critical learning periods, and students in this age group are always willing to learn about themselves and others. In Kindergarten, students begin to view themselves and others as either similar or different both physically and experientially, and this unit will help them as they make those self-assessments.

Exposure to different cultures will help students with identifying who they are in society, and who they will become as adults. This unit will be helpful for students because it gives them a sense of belonging, understanding, and connections to who they are in this world. This unit will help students achieve that idea as they will do a lot of complex thinking, challenge their own thoughts, and even consult with their parents in regards to their experiences in other countries as opposed to their experiences in America.

### **School/Student Demographics**

My school is Barringer Academic Center. Barringer Academic Center is an elementary school located in the western part of Charlotte, North Carolina near the intersection of West Boulevard and Clanton Road. Barringer Academic Center is one of 178 schools in the Charlotte Mecklenburg Schools District. This school is academically diverse as it is a partial magnet school. Barringer currently has 510 students enrolled ranging from a variety of academic abilities and performance levels. There are 54.1% African American students, 26.3% Asian students, 12.0% Caucasian students, 5.3% Hispanic, and 2.2% two or more races.

Barringer Academic Center was named the Certified National Magnet School of Excellence by Magnet Schools of America during the 2017-2018 school year. Barringer caters to a unique audience with four separate programs uniting the school. These programs are Language Immersion, Academy, Talent Development, and Horizons. In addition, to academic diversity the students have diverse backgrounds and ethnicities.

I teach Language Immersion in Kindergarten at Barringer Academic Center. My students range from never attending school, to being able to read and recognize some sight words, while others are in the emergent and independent reading stages. I have a range of different learners and lessons are scaffold to ensure student's learning needs are met. In addition, students are given the opportunity to share their lives through poetry as they include their history, their experiences in other countries, and their tradition and customs. Essentially, they are sharing their identity through the eyes of a Kindergartener.

### **Unit Goals**

My unit goals include allowing students to understand the similarities and differences between each other. Students will understand how people have common traits while also having traits that makes them unique. We will focus on how similarities between people can bring unity while differences can cause conflict. We will learn how history tells a story of how people and events changed society over time. In that change, we will also learn about how people's identity changed with it. We will focus on what the 'American Dream' is, why it is expected and what happens to those who never achieve it. In that focus, we will look at poems that talk about identity and the American dream that most never received.

Additionally, we will discuss in Socratic Seminar why people journey to America for a dream so unreachable, what happens to people when they realize the dream does not exist for them, and how to make the best of who they are through their cultural patriotism, identity, and attachments to their birth countries. We will also discuss why some people choose to relinquish connections with their previous countries, and how dual citizenship can play into those thoughts. Additional unit goals will focus on literacy skills, writing skills, and speaking and listening skills.

Students will listen to a collection of poems from various artists. Students will read some poems in groups and act out some poems by showing their connections to the poems. They will demonstrate understandings of the poems by asking and answering questions about key details in the poems. Students will keep a poem journal where they will share if and how the poem is connected to them. When focusing on the writing portion of the unit, students will be able to use a combination of drawing, dictating, and writing to present their poem collections. Students will develop writing through experiences and exposure to different types of poems. Students will use these experiences to model the poems taught by recreating their own.

### **Content Research**

Students will learn about poetry through the eyes of many different poets. This curriculum is designed to allow students a chance to share their identity through poets who endured similar life experiences. These lessons will allow students to explore who they are and how they fit into the world. Students will use this as a platform to discover more about themselves. They can also make new discoveries about how they connect with other students. Students will use this new found identity as a way to understand what makes them a citizen, as well as what makes them who they are.

Children are viewed as diverse learners who actively contribute to social and cultural contexts. They mimic what they see and hear as they live through it. Family experiences create a pathway in which students learn outside and inside of school. They share these experiences through stories, behavior, and the way they view themselves. There are times when these views can be positive and times where they can be questionable due to past negative life changing experiences. This unit will allow students to share their story through a collection of poems as they discuss the American Dream, identity, and citizenship. Haggins suggests, “within the mythology of the Dream there is something tantamount to a promise that with ingenuity, perseverance, and ‘faith’, anyone can succeed in America” (Haggins, 1999).

The American Dream is an idea that persuades others to move to America in search of living out their dream. “However vague and undefined it has proved to be, the dream has had an unconscious influence in American mentality, crystallizing a specific *forma mentis* and, at the same time, differentiating it from the European tradition” (Stiuliuc, 2011). Most people had the idea of a house with a picket fence, 2.5 kids, and the luxury that came with it. Others were fixed on becoming successful through show business and the fairytale it holds. James Truslow Adams (qtd. in Stiuliuc) defines the American dream as “that dream of a land in which life should be better and fuller and richer for everyone, with opportunity for each according to ability or achievement” (363). This was the expectation although it did not plan this way for many.

This unit allows students to discuss and define their thoughts behind the American dream. It will also provide them a chance to share through poetry how they feel about leaving behind their previous life for this new one. Children do not get to choose and their voices are mostly silenced based on circumstances that make their parent choose what they feel is best. This unit reverses the roles and allows students to share how they feel and if they think, they would still choose America based on their experiences.

“Throughout the centuries, the United States has become a place for immigrants of all nations, it has been referred to as a *melting pot*, a *salad bowl*, a *kaleidoscope* or a *mosaic*. The immigrant experience sometimes becomes metaphorical for the individual’s sense of place lessness, of finding oneself socially and intellectually, as well as physically in a hostile environment and feeling a great discomfort arising from a sense of discrepancy between one’s insufficient resources and the abundance of goods just beyond reach” (Stiuliuc, 366).

As Langston Hughes wrote a poem, *A Dream Deferred*, the American dream is also seen in that same light. “Despite the melting pot rhetoric, for many ethnic groups in the United States, the American dream has been a dream deferred” (Stiuliuc, 368). The dream held different values and beliefs for different groups of people. “In this way, for many African Americans, the fulfillment of the American Dream meant the successful attempt to overcome individual and institutional racism, as well as other forms of segregation (class, religion, gender, etc.) (Stiuliuc, 368). Dr. Martin Luther King shares this dream through his famous “I Have a Dream” speech. In that speech, he shares a fight for freedom, equality, and justice that we are still fighting for today. Sundquist and Miller suggest, “King insisted that America be as good as its Declaration of Independence, as good as its Bill of Rights” (Sundquist & Miller, 2009).

Similar to the way the American Dream did not prevail for so many who depended on it, The *I Have a Dream* speech was taken for granted in the eyes of those still awaiting a piece of the pie. “It quickly became evident, however, that there was no general agreement as to what King’s dream actually was” (Sundquist & Miller, 2009). While some may feel Dr. King’s speech resonated to those who needed to hear about the fight of social injustices and freedom, others viewed it as a death sentence for challenging an authority. Ultimately, the *I Have a Dream* speech opened doors for some minorities within education, although adults who fought mercifully for equality are still enduring. “The concept of King’s dream and slogan such as ‘Keep the Dream Alive’ were pervasive in educational and social programs aimed at minorities” (Sandquist & Miller, 2009). As student received support in these areas, they also received backlash for programs such as lunch vouchers and affirmative action.

Sadly, students may encounter the fears of not knowing who they really are in life. They may struggle with acceptance and not knowing how to fit in with others, as well as fitting in with family members. Students may question if they are good enough to belong. Identity can involve dynamics that are not within one’s control, while others become influenced by external factors. Berkowitz says, “the way we see ourselves and the way others see us do not have to match” (Berkowitz, 2019). “This is Me,” will deter this by permitting students to share themselves in different ways through their poetry.

Identity in kindergarten falls in the realms of discovering who they are, while understanding what they like and dislike. When students begin to make a choice about things they begin to share a little about themselves. With identity comes values that are encompassed based on the idea of choice as suggested in the American Dream.

While students are exploring various types of poetry, they will discuss and share how citizenship affects them. Students will research their history to determine their citizenship. While some people hold dual citizenship, others may only belong to one country on paper. Citizens should be given the rights of everyone else in the country that services them. This does not equally service the people who have citizenship within the country.

Citizenship goes deeper than rights within a country. Citizenship can also pertain to a person’s belonging to their community, religion, and culture. Children become citizens of their schools and classrooms. When children are exposed to ideas of what it means to be a good citizen, as well as cultures and traditions, they learn to offer a sense of respect on the values that others have.

Kindergarten students learn to have a level of respect for their classmate’s differences and beliefs. We begin the school year discussing our names and sharing what they mean. In addition, we share how our names are unique and how they may sound different to others. We also talk about respect during this time a way to incorporate values and feelings. We develop a classroom that is designed to encourage the kindergartener’s voice by promoting dialogue on various levels. This includes developing classroom rules, giving opinions on topics and ideas pertaining to their learning, and being listened to as they share their emotions and feelings. Similar to adults, kindergarteners need to be validated too.

Poetry is used in this unit to share how others use words to express their feelings about identity and citizenship. Several works share in detail how the American Dream is nothing more than a thought. There are so many fighting for it, yet they are still trying to receive it. They do not feel validated and they are still trying to determine if they actually belong in a country that brutalizes and objectifies them. How can a person be a citizen but not receive the same rights as the next person? This question raises many concerns as it resurfaces throughout the curriculum. By encouraging the poetry, writing students are given a chance to answer these questions and shed light on an ongoing dilemma. Salamishah Tillet says, “by claiming and recasting these sites of slavery, contemporary artists and intellectuals provide slaves with an interiority and subjectivity denied them in American history, register the civic estrangement experience by African Americans in the post-civil rights era, and envision a more fully realized American democracy” (Tillet, 248). In the same way, students can reclaim the idea of recognition by telling the story of their ancestors through their works.

## **Instructional Implementation**

### Teaching Strategies

#### *Visuals*

A collection of poems and books by various children artists; Nikki Giovanni, Langston Hughes, Gwendolyn Brooks, Innosanto Nigara, Michael Tyler, Maya Angelou, and Claudia Rankine, etc.

#### *Analyze Poems*

Students will have open discussion through Socratic Seminar by sharing what they think the poems are about and why.

#### *Model*

Model for students how to write a poem by sharing the basic AABB patterns.

#### *Vocabulary*

Use Hilda Taba model of concept development through lists. Have students create lists as they pertain to vocabulary. Students will categorize the words they develop and use this practice as a way to understand vocabulary used in the poems.

#### *Gallery Walk*

Students will use gallery walks to share poetry and give feedback on classmates’ poetry. Students will respond to at least two poems.

#### *Drawing*

Students will use drawing techniques to create an image of what the author is sharing through poetry.

#### *Read Aloud*

Additional rereads of the poem over time as students complete various tasks with the poem. Underline things they notice. Jot down something they wonder.

*Writing*

Provide tiered plans for students who have difficulty writing. This will be done through hand over hand technique or the highlighting method. Allow students to edit and revise poems as they make final touches to it.

*Technology*

Students will use technology to type poems they wish to include in their collection.

*Share*

Students will share their poem readings with other Kindergarten classes.

Classroom Lessons/Activities

## Who Am I?

### Acrostic Poem

K.C.1-K.C.1.1- Understand how individuals are similar and different. Explain similarities in self and others.

Length: 45 minutes

#### Resources and Materials:

- The Name Jar Book/Read Aloud
- Acrostic poems
- Chart paper
- Markers/Crayons/Pencils
- Vocabulary
- Acrostic
- Identity
- Poem
- Rhyme

#### Procedures:

- Students will listen to the story read, *The Name Jar*. Students will make a connection between the events in the story and themselves. Students will answer discussion questions such as why does the main character want to give up her name? Why does she want to choose a more American name? What is an American name? Does Unhei give up her identity by choosing a name others may like? How does your name define you?
- Students will look at each other's names and share one positive adjective about each of their friends as it is recorded on chart paper.
- Students will observe an acrostic poem created by the teacher.
- Students will create their own acrostic poems.
- Students will use positive descriptive words they develop and/or shared by their friends to create their poem.

- Students will use a positive descriptive word that begins with the corresponding letter in their name.
- Students will be assessed through observations as they create their acrostic poems using adjectives that define them.

Assessment: Students will be assessed by observation as they create their name using positive descriptive words.

### **Haiku Poem**

K. H.1- Understand change over time.

Length: 30 minutes

Materials: Poetry notebooks, pencils, word wall

Vocabulary: Haiku, images, feelings, enlightenment

Procedures:

- Students will listen to a few Haiku poems about change.
- Students will pick a number and group based on their number.
- Students will receive a poem for their group to analyze.
- Students will use inquiry-based questions to access higher order thinking.
- Students will then gather to write a Haiku poem with the teacher.
- Students will think, pair, and share their topic for their Haiku.
- Students will write their Haiku in their poetry notebooks with support as needed.

Assessment: Students will self-assess using the poetry checklist to ensure they are completing all tasks required.

### **Citizenship**

K.C & G.I Understand the roles of a citizen.

Length: 30 minutes

Materials: Being a Good Citizen YouTube video, paper, pencil, markers, chart paper

Vocabulary: citizen, citizenship, acceptance, respect

Procedures:

- Students will answer the essential question: What does it mean to be a good citizen?
- Students will use the stop and jot to answer the question.





- Students will discuss why their answers are correct by justifying what it means to be a good citizen.
- Students will listen to the poem “I’m in Charge of Me.”
- Students will discuss how the poem makes one a good citizen.
- Students will then write their own poem about citizenship.
- Students will think of the qualities of a good citizen and present them to the class as the teacher records them on the chart paper.
- Students will choose one of the qualities to write their poem about.

Assessment: Students will be assessed through observation and their ability to complete all components of the lesson.

### ***The Skin I Live In***

Teaching/Learning Model(s): Blooms (with integration of elements Krathwhol and Banks)

- I.** *Generalization(s) to be Developed in the Lesson: Both multiculturalism and xenophobia involve learned behaviors. Multiculturalism and xenophobia can be linked to patterns.*
- II.** *Concept: Multiculturalism vs Xenophobia*
- III.** *Data: This lesson fits within the context of our concept unit, Patterns. Content overall covered in the unit focuses on how patterns are all around us. Patterns can help us understand the natural order of life, as well as show how history can be repeated through negative patterns. They can be found in our everyday activities, behavior, within weather, and through history as some patterns reveal culture and traditions good and bad. This text shares how multiculturalism and xenophobia can begin at an early age as children can be conditioned to think that their skin color obstructs acceptance. A pattern is repeated through the historical moments in history where skin color isolated individuals and those same patterns have resurfaced causing many rifts between cultures due to xenophobic beliefs.*

<b><u>Behavioral Objectives</u></b>	<b><u>Focusing Questions</u></b>	<b><u>Support Procedures</u></b>
<p><b><u>Step 1-Remembering/Receiving:</u></b> Students will listen to the story <i>The Skin You Live In</i> by Michael Tyler Students will discuss the answers to the questions in step 1-5 as a whole group. Depending on time, the discussion may be broken into multiple days.</p>	<p>If you could use only one word to describe this story, what would it be? What feelings did it evoke? What ideas did it raise? Who is referenced in the story? What words are repeated?</p>	<p>Display the story on the smartboard for all to see. YouTube has a read aloud. Large chart paper to record student responses. Adapt for remote learning.</p>
<p><b><u>Behavioral Objectives</u></b></p> <p><b><u>Step 2 Understanding/Responding:</u></b> Students will show understanding by unpacking the author's message to the audience.</p>	<p>What does skin color mean to you? Why? How do you think the author feels about the color of his skin? How do you feel about yours? Does skin color make you different? Same? How did this story make you feel? Does skin color refer to all cultures or just some? How do you know? Why do you think the author chose to write a book about skin color?</p>	<p>Probe thinking- follow-up with why? What makes you say that? Share</p>
<p><b><u>Behavioral Objectives</u></b></p> <p><b><u>Step 3 Applying/Valuing:</u></b> Students will apply concepts in the story, <i>The Skin You Live In</i> to current circumstances. (Black Lives Matter Movement, Proud Boys, Back the Blue).</p>	<p>In what way might this story be relevant in our current time and place in U.S. history? On the scale of current circumstances, how much does this relate? Thumbs up for very relative, thumbs down for not very relative. Why do you feel this way?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Relative</p> </div> <div style="text-align: center;">  <p>Not Relative</p> </div> </div>	<p>Provide context of when the book was published (2005) Share Mike Tyler's fight to get the book acknowledged as it was declined for publishing 147 times. Mike wrote the book to encourage acceptance especially since we are currently experiencing a division because of xenophobic beliefs.</p>
<b><u>Behavioral Objectives</u></b>	<b><u>Focusing Questions</u></b>	<b><u>Support Procedures</u></b>

<p><b><u>Step 4 Analyzing/Organizing:</u></b> Students will analyze the story and share descriptive words for all skin colors through a chart. Students will consider some of the descriptive words shared in the story.</p>	<p>How can someone's skin color determine how people feel about them? In what way might the author use skin color to inform the audience about multiculturalism and xenophobia through acceptance?</p>	<p>Probe thinking- follow-up with why? What makes you say that? Share the meanings of multiculturalism and xenophobia. Compare and Contrast how their meanings affect all people.</p>
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<b><u>Behavioral Objectives</u></b>	<b><u>Focusing Questions</u></b>	<b><u>Support Procedures</u></b>
<p><b><u>Step 5 Evaluating/Internalizing:</u></b> Students will evaluate the generalizations and make connections to the story.</p>	<p>Reflect on two of our generalizations: <i>Both multiculturalism and xenophobia are learned behavior.</i> <i>Multiculturalism and Xenophobia can be linked to patterns.</i> In what way does this story support one of the generalizations? Justify your response.</p>	<p>Probe thinking- follow-up with why? What makes you say that? Provide previous analytical information on multiculturalism and xenophobia for reference.</p>

<b><u>Behavioral Objectives</u></b>	<b><u>Focusing Questions</u></b>	<b><u>Support Procedures</u></b>
<p><b><u>Step 6 Creating:</u></b> Students will create a portrait of a classmate sharing a positive word that describes them.</p>	<p>Create a representation of an idea from the story.</p>	<p>Provide drawing paper, markers, color pencils, and crayons. Allow thinking time. Assign partners. Students can share their creations in a gallery walk noting one thing they like about 3 drawings.</p>

<b><u>Behavioral Objectives</u></b>	<b><u>Focusing Questions</u></b>	<b><u>Support Procedures</u></b>
<p><b><u>Step 7 Banks Matrix Extension (Banks and Blooms level (only 1 extension is required):</u></b> Students will have the opportunity to practice empathy and social action based on discussions related to the story.</p>	<p>(Social Action and Synthesis) Reach out to someone who may feel discouraged by their skin color due to negative experiences. Let them know that you love their skin color. In what way can you help them to love their skin color too?</p>	<p>Brainstorm ways that this action could be taken: a note, a drawing, sit with someone at lunch, play with them at recess, choose them as a buddy</p>

**V. Evaluation of Students**

<b><u>Objective(s)</u></b>	<b><u>Criteria</u></b>	<b><u>Method</u></b>
<p>Students will ensure that all peer voices are heard.</p> <p>Students will support each other's thinking through speaking and listening.</p>	<p>Students will track sharing and participate as a listener and a responder.</p> <p>Students will support answers with explaining why.</p> <p>Students will actively listen to their peers.</p>	<p>Group discussions, friend portraits, taking action (written note, book share on different cultures, or another action) to reach out to someone who may feel their skin color burdens them.</p>

**VI. Relationship to Other Activities in the Unit**

<b><u>Activities Prior to Lesson</u></b>	<b><u>Relationship to Purposes</u></b>
<p>Discuss, read, and analyze a variety of texts related to skin color. Taba concept development, On the Same Day in March, It's Okay to Be Different, and EL curriculum module one as it promotes including everyone.</p>	<p>Use a variety of content to analyze and interpret texts and art. Develop thinking, writing, and communication skills, and understand the concept of multiculturalism and xenophobia.</p>
<b><u>Activities After Lesson</u></b>	<b><u>Relationship to Purposes</u></b>
<p>Follow up on the social action that was taken by students.</p>	<p>Support SEL; provide an opportunity to build empathy and social action.</p>

**VII. Teacher Evaluation of Lesson**

<b><u>Objective</u></b>	<b><u>Criteria</u></b>	<b><u>Methods</u></b>
<p>The teacher will listen to student responses without repeating back answers.</p> <p>The teacher will listen to student responses without giving praise.</p> <p>The teacher will require students to support their answers.</p>	<p>The teacher will wait 5 seconds before speaking again.</p> <p>The teacher will thank the student for participating.</p> <p>The teacher will follow up with a "why" question after the student's answer.</p>	<p>The teacher will monitor the objectives by reflecting on the days teaching, students' progress and justifications.</p>

## Appendix I: Teaching Standards

*K,H.1-History* Understand change over time.

Students will understand how both people and things can change over time. These changes can be good and bad. Students will understand how they may also change their views of things or people based on their feelings. This standard allows students to understand that some experiences that happened long ago can affect the way people see things.

*K.C.1-K.C.1.1-* Understand how individuals are similar and different. Explain similarities in self and others.

This standard allows students to understand how they can be different from a peer, as well as how they can be very similar to a peer. Students are allowed to experience these similarities through the similar feelings about past or present events that offended them. Students may realize they have something in common with their peers, while others may discover they are very different from their peers. This standard helps set the tone for inquiry-based questions as students begin to indulge in conversations that help them to deliver their thoughts and opinions clearly.

*K.C.1.2* Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).

This standard allows students to experience cultures other than their own. Students can develop respect from learning about these cultures, therefore developing necessary friendships and understanding its okay to be different.

*1.H.1* Understand that history tells a story of how people and events changed society over time.

This standard is included to help students explain how things and events, as well as people can change. Students will make connections to understand how history changes over time based on when and how it occurred. Students will also understand how poems can talk about experiences that are good and bad.

CCSS.ELA.-Literacy. RLK.1 With prompting and support ask and answer questions about key details in a text.

This standard will allow students to listen to and read a variety of poems. They will be able to ask and answer questions about the poems. Students will consider who, what, when, where, why, and how when asking and answering questions. The students will be assessed through observations and their abilities to write poems based on the poem rubric.

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

This standard was included because students will have group discussions about the poems given. They will use the Taba concept method to relate the poems to their lives. Students will read with understanding because they will gain a better idea of how the poems connects to them. This will help students when writing their own poem collection.

### **Assessments**

Students will be assessed through observations, a poetry self- checklist, and the final collections of poems will be assessed through the poetry rubric. The poetry rubric, originally created by Corinne Korval is based on the student's understanding of a relevant catchy title, following poetry directions, creativity, conventions, and handwriting. Students will use the poetry self-checklist to ensure their work meets the requirements before submitting. The poetry self-checklist involves students shading in the box that represents their work. Students are encouraged to be honest when completing the poetry self-checklist. Assistance is provided where needed.

## Appendix 2: Poetry Rubric Assessment

# Poetry Rubric

	4	3	2	1
Title of Poem	Presents creative titles related to the poem	Presents some creative titles related to the poem	Presents titles with little creativity	There are no clear titles
Follow Poetry Directions	All poems are written correctly according to directions	Most poems are written correctly according to directions	Some poems are written correctly according to directions	Little or no evidence of following poetry directions
Creativity	Wow! Very creative ideas and illustrations!	Has many creative ideas and illustrations.	Has some creative ideas and illustrations	Shows little or no creativity
Conventions	Evidence of strong grade-level grammar, capitalization, punctuation, and spelling	Evidence of adequate grade-level grammar, capitalization, punctuation, and spelling	Evidence of limited grade-level grammar, capitalization, punctuation, and spelling	Little or no evidence of grade-level expectations in grammar, capitalization, punctuation, and spelling
Handwriting	Handwriting is neat with little visible eraser marks.	Handwriting is mostly neat with some eraser marks.	Handwriting is somewhat neat with many eraser marks.	Handwriting needs improvement.

Total points \_\_\_\_\_ Comments:

**Appendix 3: Poetry Checklist**

Did I write the correct type of poem?	Always	Most of the time	Somewhat	Never
Does my poem meet the lesson requirements?	Always	Most of the time	Somewhat	Never
Did I use capital letters correctly?	Always	Most of the time	Somewhat	Never
Did I use punctuation correctly?	Always	Most of the time	Somewhat	Never



## Materials List

Chart paper- Chart paper will be used to help record student's responses when sharing positive descriptive words.

Pencils- Students will use pencils when writing poetry so that they may edit where needed.

Primary Writing Notebooks- Students will use these notebooks as their poem books.

Examples of poetry- Students will use examples of poetry to expose themselves to different types of poetry. Students will cut and paste poetry into their notebooks as they analyze what the poems mean.

Technology- The smartboard is used to show readings of poems video clips of people in their culture with different experiences sharing a poem about their life. Students will also watch short clips of poetry slams shared by students as they relate to identity.

Poetry checklist-The poetry checklist is a checklist students will keep near their seats as they begin writing poetry. Students will check off the areas of the checklist to demonstrate their understanding of the poetry they are writing.

Sticky notes-Sticky notes will be used to record quick, short answers. Students will use them during stop and jot times or gallery walks.

## Student Resources

*The Name Jar* by Yangsook Choi- The Name Jar will be used with a lesson. Students will identify with the story to tell a story about their names. This book is meant to encourage students to be themselves and to be proud of who they are.

*A Dream Deferred* by Langston Hughes- This poem is included to allow students to understand ideas and examples of dreams that do not come true. Students will use this poem to communicate their thoughts of dreams being lost.

*Still I Rise* by Maya Angelou- This poem is included to promote discussion. Students will connect parts of this poem to individuality and non-conformity as we share how some people lose who they are, while others are able to maintain.

*Heritage* by Countee Cullen- This poem is included to share the style as well as the words chosen. Students will pay close attention to the vocabulary in this poem to gain an understanding of the pain endured during a time of hurt and pain.

*Dreams* by Langston Hughes- Students will learn this poem to recite to other classes. Students will include this poem in their personal collections as it talks about holding on to the dreams that we do have and not letting them go because they can be gone forever.

*Don't Let Me Be Lonely* [Mahalia Jackson is a Genius.] Claudia Rankine- This excerpt was included because it touches subjects such as classism, sexism, and racism. Students will listen to the excerpt and share how a person can be valued based on their gift or contribution, but not seen and respected for who they are.

*The Skin I Live In* by Michael Tyler- This story was included because it addresses all types of skin colors and adjectives are used to describe the skin colors. However, the shift occurs when the skin colors change from negative comparisons of skin, to positive descriptive words of skin colors. Students will use this book to complete a Bloom's lesson plan that promotes higher order thinking.

*A is for Activist* by Innosanto Nagara- This alphabet board book discusses activism and social justice. It is included as it talks about being in a world of "pro" everyone.

## Teacher Resources

Think, Pair, Share- Students will think about their topic or idea. They will pair with 1 or more partners and share their ideas after each poem. Students will share their responses with each other to help engage questions, resolve comprehension issues, promote deeper ideas, or share parts of the poem that are relevant to them.

Writing -Writing is very essential to a Kindergarten student's development, as well as critical to the poetry unit. This unit helps to develop those skills. Due to developmental abilities, this will be a projected learning outcome for all students. Students will work at their pace, while continuing to improve in the writing process. While students may work on different levels, the overall goal is to write a collection of poems as it pertains to them. Students will be assisted with the writing process throughout. Students who are not yet developed writers will begin by working closely with the teacher to develop their writing skills and poetry. Students may even receive additional support such as highlighted sentences to encourage writing through tracing, as well as hand over hand technique.

Speaking- Students will present their poems to the class, possibly inviting some other Kindergarten friends over to observe. In this process, students will read their poetry aloud while the other students serve as the audience.

Open Discussion- Students will use open discussions to talk about the meanings of poems and to connect poems and ideas to previous readings.

Kiva Protocol- The Kiva protocol allows large groups of students to fully participate in a discussion with representatives to voice opinions that are then discussed in smaller groups. Students will utilize this protocol to ensure all students participate, to hear each person's opinion, and to help students create an action plan for their poetry collections.

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