

## Researching and Documenting Ancestral Knowledge

CRT ELA Unit Planning Template	
<b>Class Vision:</b>	
Students will learn how to read, write, and analyze the world around them in order to enact changes that they see needed.	
<b>Essential Questions:</b>	
1. What does it mean to not just be a descendant of great people but to be an ascendant?	
<b>Assessment Format:</b>	
<ul style="list-style-type: none"> <li>2+ informative paper about an aspect of their ancestral identity, focusing on using those knowledges to improve their communities.</li> <li>Visual product for presentation</li> <li>Actual presentation</li> </ul>	
<b>Skills:</b>	
<ol style="list-style-type: none"> <li>Interviewing and Outreach</li> <li>Research Writing</li> <li>Photography</li> <li>Presentation</li> </ol>	
<b>Enduring Understandings:</b>	
<ol style="list-style-type: none"> <li>Our elders hold a host of information that can be accessed simply by asking questions and listening. “Expert” means many things.</li> <li>Each of us possesses the ability to learn more about anything. Learning about the world gives us the chance to change it. Ignorance is bliss, but knowledge is power.</li> <li>Culture is constantly happening and changing. Photography allows you capture a moment of culture and save it for others.</li> <li>Sharing what you’ve learned and done is the only way to make it matter. Sharing creates networks for understandings and pushes us all forward.</li> </ol>	
<b>Match and Track Standards:</b> What <a href="#">Common Core</a> standards do your Enduring Understandings cover? Check out the Anti-Bias Framework standards <a href="#">here</a> . Copy and paste below.	
<b>Common Core Standards</b> CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.9-10.6 CCSS.ELA-LITERACY.SL.9-10.4 CCSS.ELA-LITERACY.SL.9-10.5	<b>Anti-Bias Standards</b> ID.9-12.2 ID.9-12.4 AC.9-12.20
<b>Create Assessment:</b> Using your Enduring Understandings and Essential Questions, create your assessment.	
Research an aspect of your ancestor's knowledge and write a 2+ page paper that outlines the reason the	

knowledge is still relevant today, the details of the knowledge, and the how the knowledge can be applied to a problem today.

Present your artifact and a summary of your research in a visually appealing way during our ancestral knowledges fair.

### **Calendar Your Lessons**

1. Adoyami Dolls
2. Ask family and community members; research out to community organizations
3. Basic online research
4. SWOT analysis
5. Research question
6. Advanced online research
7. Annotated bibliography
8. Outline
9. Pictures; objects
10. Presentation

## Adayomi Dolls

<p>Objective:</p> <p>SWBAT share memories using paragraphs and target vocabulary as measured by the rubric.</p>	<p>Assessment:</p> <p>Completion of doll and quality of paragraph as measured by the rubric.</p>
<p>Key Points:</p> <p>Create an Adayomi doll to give to a relative in order to affirm identity and create cross-generational connections.</p>	<p>Materials:</p> <ul style="list-style-type: none"> <li>• Stretch fabric in any colours</li> <li>• Safety scissors</li> <li>• Scraps of colourful fabrics</li> <li>• Ribbons or cut strip from 'skirt' fabric</li> <li>• Flexible magnets (If making refrigerator magnet dolls)</li> <li>• Key rings (If making keyring dolls)</li> </ul> <p>Brazil Connection/Vocab:</p> <ul style="list-style-type: none"> <li>• Adayomi doll</li> <li>• <i>Bom dia</i></li> <li>• <i>Tudo bem?</i></li> <li>• <i>bonecas</i></li> </ul>
<p>Agenda:</p> <p>Do Now History of Dolls Make the Dolls Write a Memory Close Out</p>	<p>Homework:</p> <p>Give your doll to a relative and ask them to tell you a story about their lives or a relative's life. Come prepared to summarize their story.</p>
<p>Do Now:</p> <ol style="list-style-type: none"> <li>(1) Who is the oldest living person in your family?</li> <li>(2) What do you know about their childhood?</li> <li>(3) How is their life different from yours?</li> <li>(4) How is it different?</li> </ol>	
<p>I Do: History of Dolls</p> <p>I'll begin class with greetings in Portuguese, "bom dia" and "tudo bem." Practice call and response with students.</p> <ul style="list-style-type: none"> <li>• Children would often give separated from their parents on slave ships.</li> <li>• Women would find these children and try to console them.</li> <li>• Women would tear off cloth from their clothing to make dolls to help the children find moments of joy. These dolls are called "Adayomi," which comes from the Yoruba language and means "one who brings happiness."</li> <li>• While making the dolls, the women would remember moments of joy in their lives to imbue that happiness into the dolls so that the children would enjoy them.</li> <li>• These dolls continued on in the communities of enslaved peoples in Brazil.</li> </ul>	

- They represent resistance -- a way to reclaim joy and identity even in the face of the worst conditions.

After the lecture, I'll make a doll as a demonstration while sharing moments of joy I've had with my students.

We Do: Make the dolls

Important -- While making the dolls (*bonecas*), students should be talking about moments of joy they've experienced in small groups.

Instructions:

- Cut all the necessary parts as per instructions found under the 'measurements' heading.
- Gather 'body' rectangle and make a knot at one end leaving 1-inch flap for 'hair'.
- Fold 'shirt' fabric in the middle and make a small cut
- Insert 'shirt' through lower 'body'
- Take 'arms' rectangle and tie under 'shirt' and 'head'
- Make knots on both ends of 'arms' and trim if necessary
- Make 'legs' by folding lower 'body' in the middle and cutting up to 2 thirds of the way.
- Make knots on both 'legs' to form 'feet' and trim if necessary.
- Cut 'hair' into thin strips and tie a bow or a turban (a turban made of stretch fabric holds better).
- Dress Abayomi doll the way you wish.

Tips:

- Stretch fabric should not be too thick; thick fabric will make it difficult to tie the knots.
- Every doll you make will be different depending on the thickness of the stretch fabric you use.
- Make jewelry for dolls and add features if you wish (Traditional Abayomi do not have features)

Measurements:

- These measurements are to make an 8 inch (20 cm) tall Abayomi doll:
  - Body: One rectangle of stretch fabric: 12" X 5" or 30cm X 12cm
  - Arms: One rectangle of stretch fabric 3" X 10" inches or 8cm X 25cm
  - Clothes: One rectangle 11" X 4" or 28cm 10cm (skirt), one rectangle 2" X 5 " or 5cm X 13cm (shirt/top), one strip of fabric 6" inches or 15cm long and 1.2 inch wide (sash or belt). Alternatively, use a ribbon.

Source: <https://www.goldencarers.com/abayomi-rag-doll/4465/>

You Do: Students will write down a moment of joy that they shared in class. This will be turned in and assessed.

Closing: Class discussion on the importance of ancestral connections and sharing of stories and info.

## Asking Family and Community

<p>Objective:</p> <p>SWBAT send formal emails to prospective interviewees.</p>	<p>Assessment:</p> <p>Formal email sent to the teacher asking for an interview.</p>
<p>Key Points:</p> <ul style="list-style-type: none"> <li>• Our communities hold an incredible amount of knowledge. All we have to do to access it is ask.</li> </ul>	<p>Materials:</p> <ul style="list-style-type: none"> <li>• Computers</li> </ul> <p>Brazil Connection:</p> <ul style="list-style-type: none"> <li>• MST's use of traditional medicine handed down from elders and aided by Cuba.</li> <li>• <i>Senhor(a)</i></li> <li>• <i>Obrigado/a</i></li> </ul>
<p>Do Now:</p> <ol style="list-style-type: none"> <li>(1) If you want to know about something, what is the first thing you do?</li> <li>(2) Do you always remember the information that you find?</li> <li>(3) Is it always correct?</li> <li>(4) If you wanted to learn how to make one of your favorite foods or change a tire, who would you ask?</li> <li>(5) How would they give you that info? Would you remember it? Would it be correct?</li> </ol>	
<p>Lecture: Family and Community as Knowledge Source</p> <ul style="list-style-type: none"> <li>• What is the difference between information and knowledge? <ul style="list-style-type: none"> <li>◦ Information is simply facts. Knowledge is how to use those facts.</li> </ul> </li> <li>• With the internet, we have access to all of the information in the world. Knowledge, however, is much harder to find.</li> <li>• Our families and communities understand our contexts so they are able to help us apply information to our real lives so that we have knowledge.</li> <li>• Working with people is a much faster way to learn well than simply reading a wiki page.</li> <li>• Example: The MST, which is a group working to provide land to the poorest people in Brazil, uses traditional medicine to keep their community members healthy. They learned how to do this from asking their elders to share their knowledge and continuing to pass it down from generation to generation. They did need, however, technical knowledge that no one knew in their community. Fidel Castro, Cuba's leader, gave 60 scholarships to MST to help train doctors. Those doctors went to Cuba, studied, and returned to their communities to help with their new knowledge.</li> <li>• We are going to be researching in this class. First, we will reach out to our communities. Then, we will look for outside sources. Finally, we will return to our communities and share our knowledge with them.</li> </ul>	
<p>Brainstorm: Interests and Knowledge Sources</p> <ul style="list-style-type: none"> <li>• Silent five min free write: Students will make a list of things that they are interested in on a large sheet of blank paper.</li> <li>• Students will write family or community members that may be able to interview to learn more about those things.</li> <li>• Students will then rotate through their small groups, filling in the blanks as they go.</li> </ul>	

Two minutes of silent writing per paper.
<p>Lecture: Emails and Interview Questions</p> <ul style="list-style-type: none"> <li>● Three main parts: <ul style="list-style-type: none"> <li>○ Greeting <ul style="list-style-type: none"> <li>■ Titles (Ms. vs. Mrs.) (<i>Senhor/a</i>)</li> </ul> </li> <li>○ Body <ul style="list-style-type: none"> <li>■ Clear. Concise. Kind.</li> </ul> </li> <li>○ Sign Off <ul style="list-style-type: none"> <li>■ <i>Obrigado/a</i></li> </ul> </li> </ul> </li> </ul>
<p>Work Time: Students write an email with interview questions and send them to me.</p> <ul style="list-style-type: none"> <li>● Write email.</li> <li>● Peer check off using the checklist.</li> <li>● Teacher checks off and sends it in.</li> <li>● Send the real email to the community partner.</li> </ul>
<p>Closing: We discuss why knowledge from our communities is often better than outside knowledge and when it might not be.</p>
<p>Homework: Send an email asking for an interview with a family or community member.</p>

## Basic Online Research

<p>Objective:</p> <p>SWBAT conduct simple research using Dictionary.com, wikipedia.org, and britannica.com to avoid asking simple questions to their interviewees.</p>	<p>Assessment:</p> <p>Ten facts about area of interest.</p>
<p>Key Points:</p> <p>Using family and community members as sources of info is a great idea. However, you should do some research before talking to them to best use both your and their time.</p>	<p>Materials:</p> <ul style="list-style-type: none"> <li>Computers</li> </ul> <p>Brazil Connection:</p> <ul style="list-style-type: none"> <li>Phase one of Fulbright</li> <li><i>Palavra</i></li> <li><i>Eu tenho uma pergunta.</i></li> <li><i>Legal</i></li> </ul>
<p>Do Now:</p> <ol style="list-style-type: none"> <li>(1) Do you think there are such things as “stupid questions”?</li> <li>(2) What makes one question better than another?</li> <li>(3) Would you be able to come up with better questions about “quantum physics” or “high school”? Why?</li> </ol>	
<p>Thought Experiment: Imagine you are with a mastery of something that you are interested in, i.e. Messi for soccer, Einstein for physics, Picasso for art, etc. How would you want to spend your one hour with them?</p> <ul style="list-style-type: none"> <li>Through questioning get students to see that you would want to talk and practice specific things, not the generals. You wouldn’t ask Messi how many soccer players are on the field at one time, but how to do a fancy soccer move or how to practice most efficiently. You wouldn’t ask Einstein to help you with multiplication, but rather about the speed of light or the meaning of life. You wouldn’t ask Picasso to help you draw a circle, but rather about his creative process or inspiration.</li> <li>Complete “K” and “W” of KWL chart.</li> </ul>	
<p>Overview of Websites:</p> <ul style="list-style-type: none"> <li>Dictionary.com <ul style="list-style-type: none"> <li>Searching</li> <li>Definitions</li> <li>Origin</li> <li>Forms</li> <li>Contemporary Examples</li> <li>Historical Examples</li> <li>British Version</li> <li>Thesaurus.com <ul style="list-style-type: none"> <li>Synonyms</li> <li>Related Words</li> </ul> </li> </ul> </li> <li>Wikipedia</li> </ul>	

- Searching
- Good for basic research; not great for details
- Make sure you have the correct page first!
- Blue Underline
- Summary at top
- Contents box
- See Also
- Notes
- References
- Britannica
  - More reliable than Wiki, fewer articles
  - Dotted Underline
  - Shorter
  - Bottom Resources
- Other Things
  - Ctrl + F
  - Click on links.
  - "I couldn't find anything" doesn't count.
  - Use all three together.

#### Online Scavenger Hunt:

Students choose two of the options below to research via the three websites; they then fill out the worksheet.

#### Options:

- Quilombo
- MST
- Civil Rights
- Steve Biko
- Affirmative Action
- Resistance
- Zumbi

#### Work Time:

Students choose their area of interest and begin using those three websites **TOGETHER** to learn more about their topic. They complete the "L" of their chart; add to "W" if needed.

#### Closing:

We've got the power to do background research before any interview and so we should. It makes the interview better and affirms the value of both our time and our interviewees time.

#### Homework:

Create a list of ten interview questions for your interviewee based on your KWL chart.



Already <b>Know</b>	<b>Want</b> to Learn	<b>Learned</b>

## SWOT Analysis

<p>Objective:</p> <p>SWBAT analyze their communities strengths and weaknesses in order to know how to orient their research.</p>	<p>Assessment:</p> <p>SWOT analysis worksheet</p>
<p>Key Points:</p> <p>Learning for learning's sake is good. Learning to improve our communities (at whatever level) is the best. To be able to improve something, you must understand it first.</p>	<p>Materials:</p> <p>Brazil Connection:</p> <ul style="list-style-type: none"> <li>• College's purpose for MST</li> <li>• Quilombo education</li> <li>• <i>Eu posso ajudar.</i></li> </ul>
<p>Do Now:</p> <p>1. Questions about purpose of learning.</p>	
<p>Lecture on Purpose of Ed in Brazilian Land Movements:</p> <ul style="list-style-type: none"> <li>• Quilombos and MST =&gt; Pass on culture as well as fight for the future.</li> </ul>	
<p>SWOT Analysis Explanation and Example: [Worksheet below]</p> <ul style="list-style-type: none"> <li>• Strength =&gt; Things that are already successful, that can be built on.</li> <li>• Weaknesses =&gt; Things that need to be improved upon now</li> <li>• Opportunities =&gt; Chances to build on strengths, improve weaknesses</li> <li>• Threats =&gt; Outside influences that could harm the community.</li> </ul> <p>Walk through SWOT analysis of current classroom with students. Give an example or two then call on students for suggestions.</p>	
<p>Group Work:</p> <ul style="list-style-type: none"> <li>• In groups of four, SWOT analysis of school.</li> <li>• Jigsaw into new groups to add to material, then return to original groups.</li> <li>• IMPORTANT: Make changes, even if small, based on students' suggestions.</li> </ul> <p>Talk about the importance of seeing that our knowledge can enhance any space that we are in.</p>	
<p>Work Time:</p> <ul style="list-style-type: none"> <li>• Students choose a community that relates to their research interest.</li> <li>• They complete the SWOT analysis, then explain their SWOT analysis to a preselected student with a similar interest.</li> </ul>	
<p>Closing: Learning should serve a greater good.</p>	
<p>Homework: Ask your family about why they think education is important. Ask them about the purpose of life and how the two are connected.</p>	

Name: \_\_\_\_\_

SWOT Analysis of \_\_\_\_\_

<b>Strengths</b>	<b>Weaknesses</b>
<b>Opportunities</b>	<b>Threats</b>

## Research Questions

Objective: SWBAT write useful research questions.	Assessment: Research questions via feedback sessions based on handout.
Key Points:  Research is hard work, but it is worthwhile if you do it correctly. Research is what pushes the human species forward. It has made us smarter, stronger, and kinder. The first step is creating a good research question.	Materials: n/a  Brazil Connection: <ul style="list-style-type: none"> <li>• MST improving land use</li> <li>• <i>Eu tenho uma pergunta.</i></li> </ul>
Do Now: <ol style="list-style-type: none"> <li>1. What do you know about Quilombos or the MST movement?</li> <li>2. Why is education important to you? To your family and community?</li> <li>3. What does <i>Eu tenho uma pergunta?</i> mean?</li> </ol>	
Research Question Lecture: <ul style="list-style-type: none"> <li>• Introduce the information on <a href="#">the handout</a>.</li> <li>• Think aloud: What makes these good research questions? <ul style="list-style-type: none"> <li>○ How can we design a way to improve student engagement in the sciences?</li> <li>○ How can we design a way for our community to eat more healthily?</li> <li>○ How can we design a way to improve the status of immigrants in our country?</li> <li>○ How can we design a way to help students athletes be successful in athletics and schools?</li> </ul> </li> </ul>	
Informal Quiz: <ul style="list-style-type: none"> <li>• Rapid think, pair, share about the quality of the following questions... <ul style="list-style-type: none"> <li>○ What is the best way to play soccer?</li> <li>○ How can we design a way to make people smarter?</li> <li>○ How can we design a way to improve our community?</li> <li>○ How can we design a way to cure cancer?</li> </ul> </li> </ul>	
Creation Time: <ul style="list-style-type: none"> <li>• Students create their own research questions.</li> </ul>	
Peer Editing: <ul style="list-style-type: none"> <li>• Using the handout and a checklist [below], students edit each other's questions.</li> </ul>	
Closing: <ul style="list-style-type: none"> <li>• What is research? Why do we engage in it?</li> <li>• What is a research question? Why is it important?</li> </ul>	
Homework: <ul style="list-style-type: none"> <li>• Share your research question with a family or community member. Write down what they think about your topic and question. Have them sign the document.</li> </ul>	

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## Research Question Checklist

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**Your Name:**

**Partner's Name:**

**Partner's Research Question:**

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**Does it begin “How can we design a way to...”?**

**Is it *achievable*?** Could you actually answer the question? You shouldn't say “How can we design a way to cure cancer?” because you will cure cancer in this class.

**Is it *socially conscious*?** Is the research going to improve the world in someway? You don't have to be trying to solve a big social problem, but there should be some purpose behind your research.

**Is it *purposefully intelligent*?** Is the question specific enough? Are you going to be able to find research about it? Are you using key words within the question?

**Does the question show that you are *unafraid of hard work*?** If the question is too simple to answer, then dig a bit deeper. The question should be going to challenge you.

**Revised Research Question --**

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**Any questions, comments, or concerns?**

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Note: This lesson will likely take multiple days.

### Advanced Online Research

Objective: SWBAT find, read, and summarize research articles.	Assessment: Three articles with accompanying summaries.
Key Points:  Research is a long and often difficult process. However, it allows you to enter into the conversations that structure our lives. Learning how to do it now will make the rest of your academic lives easier.	Materials: <ul style="list-style-type: none"><li>• Laptops</li><li>• EBSCO subscription/code</li></ul> Brazil Connection: <ul style="list-style-type: none"><li>• Quilombo land research</li><li>• Afro-Brazilian female authors</li><li>• <i>O que ta fazendo?</i></li><li>• <i>To acordando Portugues.</i></li></ul>
Do Now: <ol style="list-style-type: none"><li>1. What are the steps for you making an important decision? Like which university to go to?</li><li>2. What does “research” mean?</li><li>3. What makes a source credible? (Review)</li></ol>	
Why Research: <ul style="list-style-type: none"><li>• Research is a long and often difficult process. However, it allows you to enter into the conversations that structure our lives. Want to change a school policy? You’ve got to do research first. Want to create a better engine? You’ve got to do research first. Want to write a law? You’ve got to do research first.</li><li>• Research has historically been primarily done by white men. This means that most of our “knowledge” comes from one point of view. We need to change this.</li><li>• Alcantar “studies” versus actual impact<ul style="list-style-type: none"><li>◦ Studies were done, but the impact wasn’t truly evaluated.</li></ul></li><li>• Quilombos researching land right laws and old documents to reclaim their land.</li><li>• The Black Movement and Black academics researching Afro-Brazilian female authors to enlighten us about the great books that had been lost.<ul style="list-style-type: none"><li>◦ Ursula -- Maria Firmina dos Reis</li></ul></li></ul>	
How to Find a Research Article: <ul style="list-style-type: none"><li>• Give students <a href="#">handout</a> and walk them through how to find an article.</li><li>• Using the steps listened, have all students find and download “An Unbreakable Link” to their drive.</li></ul>	
How to Read a Research Article: <ul style="list-style-type: none"><li>• You can either use the online PDF or this <a href="#">word doc version</a>.</li><li>• Give a brief overview of chunking, annotating, and <a href="#">summarizing</a>.<ul style="list-style-type: none"><li>◦ Chunking -- Breaking a text into digestible chunks. Reading articles can be long and frustrating. It is important that you have preset places for you to stop and think if you are going to remember what you read.</li><li>◦ Annotating -- As most teachers have their own process for this, use what you’ve already established with your students.</li><li>◦ Summarizing -- See handout.</li></ul></li></ul>	

- Depending on the level of the class, go through one to three chunks of the text. Think aloud, annotate, ask questions, etc.
- Have students finish the rest of the article in groups or solo.
- Check students work as they progress so that they don't solidify any bad habits.
- Scaffold -- [Guiding questions](#) for every chunk.

Solo Work:

- Have students find and read three articles for their paper.

Closing: Why is research important? How could you use it to improve your life, your family's lives, or your community?

Homework: Finish solo work.

## Annotated Bibliography

Objective: SWBAT create annotated bibliographies according to the APA criteria.	Assessment: Annotated bibliography via feedback session based on exemplar.
Key Points:  Annotated bibliographies have a lot of specific rules that must be followed. However, they are extremely useful as they help us summarize and organize our information before we begin writing.	Materials: <ul style="list-style-type: none"><li>• Computers</li></ul>
	Brazil Connection: <ul style="list-style-type: none"><li>• Example annotated bibliographies will be from Fulbright program.</li><li>• <i>Eu tambem.</i></li><li>• <i>Posso te fazer uma pergunta?</i></li></ul>
Do Now: <ol style="list-style-type: none"><li>1. What was the hardest part of doing research? Why?</li><li>2. What was the most interesting thing you discovered? Why did it interest you?</li><li>3. Why is it important that everyone learns to research? Think of Alcantar.</li></ol>	
Annotated Bibliography Lecture: <ul style="list-style-type: none"><li>• Go through <a href="#">the exemplar and instructions</a> with the students.</li><li>• Create a new entry on the exemplar using the article from the last lesson.</li></ul>	
We Do: <ul style="list-style-type: none"><li>• Create another entry using a student-selected source.</li></ul>	
Work Time: <ul style="list-style-type: none"><li>• Students create their annotated bibliography.</li></ul>	
Closing: <ul style="list-style-type: none"><li>• Annotated bibliographies can be difficult for many different reasons. Once you master them, however, the rest of your academic life will be much easier.</li></ul>	
Homework: <ul style="list-style-type: none"><li>• Students finish their annotated bibliography if not yet done.</li></ul>	



## Outline

Objective: SWBAT create an outline using the outline worksheet that fits their writings specific needs.	Assessment: Outline via feedback sessions based on outline worksheet.
Key Points:  Writing well isn't magic or a gift given to some and not others; writing well is the result of preparation, planning, execution, and revision.	Materials: <ul style="list-style-type: none"> <li>Laptops</li> </ul>
	Brazil Connection: <ul style="list-style-type: none"> <li>Artifacts from Brazil as examples for the homework.</li> <li><i>Certo.</i></li> <li><i>Do que voce gosta?</i></li> <li><i>Tudo.</i></li> </ul>
Do Now: <ol style="list-style-type: none"> <li>What is an outline?</li> <li>How do you outline your writing?</li> <li>Why do you think outlining is important?</li> </ol>	
Pre-Outline: <ul style="list-style-type: none"> <li>Students identify quotes in their articles that they want to use in their paper.</li> <li>They write those quotes on notecards.</li> <li>They arrange those quotes according to <a href="#">this handout</a>.</li> </ul>	
Outline: <ul style="list-style-type: none"> <li>Students begin filling in <a href="#">this outline</a>.</li> <li>They use the order of their quotes from the pre-outline to help them order their body paragraphs.</li> </ul>	
Closing: Outlines are incredibly important. To write a long paper well, it must be structured well. To structure a long paper well, you must create an outline before you jump in.	
Homework: Finish outline if not finished in class. Revise outline if finished in class. AND bring an object or picture to the next class that helps represent you, your family, or your community.	

## Pictures and Objects

Objective: SWBAT explain what makes a good cultural artifact/picture and use their explanation to find artifacts and take pictures for their project.	Assessment: Paragraph explaining what makes a good cultural artifact/picture.
Key Points:  The written word isn't the only way of sharing knowledge. Pictures and artifacts are more accessible and can often be more powerful. Adding them to your writing not only makes you more believable, but it makes the knowledge you want to share more accessible.	Materials:  Brazil Connection: <ul style="list-style-type: none"> <li>• Photos from Brazil</li> <li>• <i>Posso tirar sua foto?</i></li> </ul>
Do Now: <ol style="list-style-type: none"> <li>1. When you think of Detroit, what do you think of?</li> <li>2. What are the most beautiful things in your home?</li> <li>3. In your community?</li> <li>4. What object has the most meaning to you? How did it get that meaning?</li> </ol>	
Case Study -- Detroit Photography: <ul style="list-style-type: none"> <li>• Show pictures that fetishize the "ruin" in Detroit. Show pictures that emphasize the humanity and beauty of Detroit. Photos are below.</li> <li>• Talk about why "ruin porn" is problematic. Ask students if they have seen something similar in their communities. Ask them to keep their eyes open to it.</li> <li>• Use examples from the <a href="#">Fulbright Photo Drive</a>.</li> </ul>	
<p>"Do"s and "Don't"s of Photography:</p> <ul style="list-style-type: none"> <li>• Have students break into groups and write for three minutes about all of the ways to take great photos.</li> <li>• Change groups.</li> <li>• Have students write for three minutes about all of the ways to not take great photos.</li> <li>• Group discussion -- have the student keep track of info on large sticky notes. Post in class for the rest of the unit.</li> </ul> <p>My Advice</p> <ul style="list-style-type: none"> <li>• Find the right angle. <ul style="list-style-type: none"> <li>◦ Lower to make things look bigger and more important.</li> <li>◦ Higher to make them look small.</li> </ul> </li> <li>• Find the right lighting. <ul style="list-style-type: none"> <li>◦ Morning and evening. Direct sunlight is too harsh.</li> </ul> </li> <li>• Rule of Thirds <ul style="list-style-type: none"> <li>◦ Horizontally for landscape</li> <li>◦ Vertically to show movement</li> <li>◦ Doesn't always apply</li> </ul> </li> </ul>	

Cultural Artifact Discussion:

- Even better than taking a picture of something, bring it in.
- Class discussion on what counts as a cultural artifact.
  - Take away: Pretty much anything with meaning and/or purpose for/to a person or community is a cultural artifact.

Closing: We want to amplify, not demean. Be careful out there.

Homework: Find artifacts or pictures to enhance your paper as we begin turning your papers into presentations.







OCTOBER 5, 2009

Olympia Snowe: The  
Senator Who Holds the  
Key to Health Care Reform

Joe Klein on  
Obama's Foreign  
Policy Struggles

Heroes of the  
Environment: TIME's  
Green All-Star Team

# TIME

SPECIAL REPORT

## The Tragedy Of Detroit

How a great city fell—  
and how it can rise again

BY DANIEL OKRENT



www.time.com











## Presentations

<p>Objective:</p> <p>SWBAT turn their papers, artifacts, and pictures into a presentation that showcases everything they've learned.</p>	<p>Assessment:</p> <p>Their presentation based on the presentation rubric.</p>
<p>Key Points:</p> <p>Presentations are about visuals, not text. Keep to the 25:25 rule and make your presentation as professional as possible.</p>	<p>Materials:</p> <ul style="list-style-type: none"> <li>Laptops</li> </ul> <p>Brazil Connection:</p> <ul style="list-style-type: none"> <li>Example Presentation</li> <li><i>Parabens!</i></li> <li><i>Isso foi bom, ótimo, incrível.</i></li> </ul>
<p>Do Now:</p> <ol style="list-style-type: none"> <li>What makes a presentation look good?</li> <li>What makes a presentation look bad?</li> <li>What are the attributes of a good presenter?</li> <li>What are the attributes of a bad presenter?</li> </ol>	
<p>Example:</p> <ul style="list-style-type: none"> <li>Give example presentation based on example paper.</li> <li>Have students take notes about things I do and things about the presentation.</li> <li>Discuss when done.</li> </ul>	
<p>Rubric:</p> <ul style="list-style-type: none"> <li>Go over <a href="#">rubric</a>.</li> <li>Think aloud grading of example presentation.</li> </ul>	
<p>Instructions:</p> <ul style="list-style-type: none"> <li>Three minutes of silent reading and annotating of <a href="#">instructions</a>.</li> <li>Questions.</li> </ul>	
<p>Work Time:</p> <ul style="list-style-type: none"> <li>As some students are very computer literate, I like to jump into work time quickly to allow them to get working and helping other students.</li> <li>I circulate to help students as they need it and walk them through the more complicated processes or suggest a simpler alternative.</li> </ul>	
<p>Closing: How are presentations different from papers in the way they affect their audiences? Why is this difference important.</p>	
<p>Homework: Finish your presentation if not already done. If done, edit it.</p>	

## Annotated Bibliography Instructions

### Formatting your Document

1. Create a Google Doc for this assignment. [Double space](#) your document.
2. Change your font to 12pt Times New Roman.
3. Title the document "Annotated Bibliography -- *Your Name*."
4. Add the proper header to your document (Your first and last name, class, the date).
5. Type "References" and [center it](#) in the middle of the page. That one word should be the only thing in your document that is centered.

### Adding the Citation

6. Read over your chunk summaries. If you haven't read, annotated, chunked, and summarized your articles yet, do that now.
7. Find the APA citation for your source.
  - a. Are you using an EBSCO article AND at school? => Google "EBSCO login." Click on the first link. Search for the article you are looking to use. Click on the article title. On the right-hand side under "Tools," find and click on "Cite." Find the APA citation. Copy (ctrl + C) the citation.
  - b. Are you using a non-EBSCO article OR not at school => Read [these instructions](#).
8. Paste the citation into your document **without formatting** (ctrl + shift + v). Repeat for all of your citations. As you are adding your citations, make sure they are in alphabetical order.
9. Give each of your citations [a hanging indent](#).
10. Make sure that your citations are in alphabetical order, that they are not highlighted, and that they are all 12 pt. Times New Roman font in black.

### Writing your Annotation

11. Beneath the citation, [summarize](#) the source in 3-5 sentence. Start with the author's last name then use [a strong verb](#). The more detailed your summary, the easier it is going to be to write your paper. Put some time into this! Here is an example of a summary of a source talking about effects.
  - a. Example: Lynn describes the ways smoking tobacco affects your body. She talks about many effects of smoking and why people continue to smoke. She ends her paper with many statistics that can be shared to convince people to stop smoking.
12. Follow the summary up with one sentence about how you intend to use this source in your paper. Start your sentence the same way I start mine: "I will use this text to..." Finish the sentence by explaining if the source discusses your problem's causes, effects, or solutions.

- a. Example: I will use this text to analyze the three most common effects of smoking: cancer, lung disease, and liver failure.
13. Make sure your annotation is AT LEAST four sentences long (3 summary sentences + 1 “I will use this text to...” sentence = 4 sentences for your annotation).
14. Before you submit, make sure that your formatting is correct, that you have the correct number of sources, that each citation has a hanging indent, and that the sources are in alphabetical order.
15. Submit your assignment to Google Classroom.

#### Formatting Information

- Make sure you have the correct heading. Look at my example if you aren't sure.
- Each of your citations needs a hanging indent but none of the annotations do.
- Your entire paper should be double spaced.
- There needs to be an extra space between the citations and the annotations.
- **IMPORTANT: Ensure your citations are in alphabetical order.**

## Proto-Outline

Instructions: Put your quotes in this order. Write the question number onto the quote if they fit together. This will help you organize your essay. More than one quote can fit within each question. You are going to have some quotes that aren't going to fit into any of these categories. That is OK. Similarly, you will have questions without quotes. That is fine too. If you can find a quote to fill it, great. If not, NBD. This is your argument. Think about how you can best make it.

### Problem Quotes:

1. What is your problem?
2. Why should I care about your problem?
3. What is the broader context of your problem?

### Causes Quotes:

4. What recent issues have contributed to your problem?
5. What long term problems have contributed to your problem?

### Effects Quotes:

6. What are the short term effects of your problem?
7. What are the long term effects of your problem?

### Solution Quotes:

8. What are the possible solutions to your problem?
9. How do we know that the solution is going to work?
10. What are the weak points in your solution?

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Presentation Rubric

	Advanced	Proficient	Developing	Emerging
C o n t e n t	<p><b>Central idea</b> is well developed and clear.</p> <p><b>All four sources</b> are used purposefully.</p> <p><b>Reasoning</b> is detailed, critical, and enlightening.</p> <p><b>Audience questions</b> are answered expertly.</p> <p>All <b>required information</b> is well explained.</p> <p>The presentation <b>flows</b> naturally.</p>	<p><b>Central idea</b> is clear.</p> <p><b>Four sources</b> are used well.</p> <p><b>Reasoning</b> is appropriate but shallow.</p> <p><b>Audience questions</b> are satisfied.</p> <p>All <b>required information</b> is explained.</p> <p>The presentation <b>flows</b>.</p>	<p><b>Central idea</b> is unclear and underdeveloped.</p> <p><b>Four sources</b> are used; some are used haphazardly.</p> <p><b>Reasoning</b> is sparse and lacking.</p> <p><b>Audience questions</b> are minimally answered.</p> <p>All <b>required information</b> is mentioned.</p> <p>The presentation <b>flows</b> with brief interruptions.</p>	<p><b>Central idea</b> is not clear or missing.</p> <p><b>Four sources</b> are not used or some are not related.</p> <p><b>Reasoning</b> is not there or unrelated.</p> <p><b>Audience questions</b> are not answered.</p> <p>All <b>required information</b> is not present.</p> <p>The presentation doesn't <b>flow</b>.</p>
S p e e c h	<p><b>Vocabulary</b> is subject-specific, sophisticated, and purposeful.</p> <p><b>Tone and voice</b> are dynamic, commanding, and appropriate.</p> <p><b>Body movement and eye contact</b> is natural and engages the audience.</p> <p>The presenter is <b>dressed</b> professionally.</p>	<p><b>Vocabulary</b> is specific and varied.</p> <p><b>Tone and voice</b> vary and are strong.</p> <p><b>Body movement and eye contact</b> is natural.</p> <p>The presenter is <b>dressed</b> appropriately.</p>	<p><b>Vocabulary</b> is general and lacks subject specificity.</p> <p><b>Tone and voice</b> are unchanging and timid.</p> <p><b>Body movement and eye contact</b> is slightly distracting.</p> <p>The presenter is <b>dressed</b> unprofessionally.</p>	<p><b>Vocabulary</b> is simple and repetitive.</p> <p><b>Tone and voice</b> make it difficult to understand the presentation.</p> <p><b>Body movement and eye contact</b> is distracting.</p> <p>The presenter is <b>dressed</b> inappropriately.</p>
S t r u c t u r e s	<p><b>Visual aids</b> enhance the presentation.</p> <p><b>Introduction, transitions, and conclusion</b> are skillfully used.</p> <p><b>Notes</b> effectively aid, not distract you.</p> <p>Professional <b>format</b> is maintained.</p>	<p><b>Visual aids</b> help the presentation.</p> <p><b>Introduction, transitions, and conclusion</b> are appropriately used.</p> <p><b>Notes</b> aid, not distract you.</p> <p>Professional <b>format</b> is often maintained.</p>	<p><b>Visual aids</b> add little meaning to the presentation and act as a crutch for the presenter.</p> <p><b>Introduction, transitions, and conclusion</b> are underdeveloped.</p> <p><b>Notes</b> are a slight distraction.</p> <p>Professional <b>format</b> is often not maintained.</p>	<p><b>Visual aids</b> distract and take meaning from presentation.</p> <p><b>Introduction, transitions, and conclusion</b> are not used.</p> <p><b>Notes</b> are distracting.</p> <p>Professional <b>format</b> is not maintained.</p>