

Lesson 1 Establishing Community

GRADES 3-5 MODULE OVERVIEW

Lesson 1: Establishing Community (120 minutes)	Lesson 2: The Immigrant Experience A Literature-based Discussion <i>Mama's Nightingale</i> (120 –180 minutes)
<ul style="list-style-type: none"> ▪ Activity 1: Symbols for Me ▪ Activity 2: My Emoji ▪ Activity 3: “Disbelief to Despair” –Exploring Our Feelings through Poetry 	<ul style="list-style-type: none"> ▪ Discussion 1: Coping with Separation ▪ Discussion 2: Pain of Separation ▪ Discussion 3: Despair and Acceptance ▪ Discussion 4: Persistence and Hope ▪ Discussion 5: Fighting for Justice

Preface

The intent of this Module is to create a safe space where students can share their feelings through activities and the reading of powerful literature conducive to elicit personal responses from the children, provided students feel comfortable and safe doing so. Due to the sensitive nature and topic of this Module, it is strongly suggested that teachers communicate with parents the reason for making this a part of the Language Arts curriculum before starting the lessons in the Module and make clear that schools are safe zones and all classroom discussions and information are strictly confidential and protected.

Most teachers develop a system for establishing community (or a positive classroom climate) in order to get students to feel comfortable sharing and expressing their ideas and feelings with their peers, such as, through a “Magic Circle”. If the class is not used to sharing their feelings and ideas, it will be important to develop a level of trust and comfort so such things may happen. The first step is to establish norms by teaching and modeling behaviors that are conducive to a positive social climate. With older students, norms that promote a feeling of safety, confidentiality, and establish trust in a group can be developed by the group themselves. Younger students would need to be given the norms. In either case, what is important is that the students **own** these rules and understand that the norms will not only help them get along together by getting to know each other better but feel good about themselves and others.

There are four essential norms for establishing community:

1. We listen attentively to what others have to say.
2. We show appreciation and don't make fun of or put down anyone.
3. We have a right to decide if, what, and when we'll share.
4. We don't tell anyone/gossip about what was shared in our group.

An essential component to ensure the successful practice of these behaviors is teacher modeling. This can only happen if as teachers we are true and authentic to the message. What Jeanne Gibbs (1976) called being REAL and HEART-CONNECTED.

Setting is important. Sitting in a circle, where everyone can see and hear each other is more conducive to establishing communication and feeling of community. Likewise, it would be important for the teacher to be part of the group and not place himself/herself in a position that establishes hierarchy or is perceived as one of power, especially with older students. Be willing to share your experiences and feelings whenever you ask students to share either orally or in writing.

This lesson is comprised of three activities intended to begin the process of establishing trust and an atmosphere conducive to sharing feelings and emotions within the classroom community.

Activity 1: Symbols For Me

I. Objectives

1. To encourage students to talk about their feelings and build trust among the class community.
2. Expand students' vocabulary of descriptive words

II. Standards

CCSS ELA Speaking and Listening Strands 1 and 2
ELD Standards I.A.1, 3 and 4; I.B.5

III. Materials and Resources

1. Handout of Blank Coat of Arms
2. Handout "Design a Coat of Arms"
3. Crayons, markers

IV. Vocabulary

Adjectives: descriptive words

V. Introduction

Tell students they will create a coat of arms that represents who they are.

VI. Input

1. Distribute a blank copy of a Coat-of-Arms and the directions, “Design Your Coat of Arms”. Explain that a long time ago, individuals were identified by their Coat of Arms instead of an ID card, such as a driver’s license. They used colors, symbols and words to represent themselves and what was important to them.
2. Explain that they will design their own coat of arms to share something important about themselves so they can get to know one another better.
3. Review the directions as you model the steps by designing your own coat of arms:
 - a. Write your name in the banner.
 - b. On the top left quadrant write or draw two things you do well.
 - c. On the top right quadrant write or draw a wish you have for yourself or someone you love.
 - d. On the bottom left quadrant write or draw something that represents what you would like people to say when they describe you.
 - e. On the bottom right quadrant write a quality you like in a friend.
4. Tell students they might use the list of symbols provided if they need ideas. Make sure to review the table of symbols when modeling the activity.
5. Provide time for students to design their Coat-of-Arms.

VII. Reflective Discussion

1. <Small Group Sharing >
 - a. Have students form small groups.
 - b. Have each participant share his/her Coat-of- Arms with the other group members.
 - c. Ask listeners to give their full and caring attention to the speaker.
 - d. When finish sharing, ask each small group to select one participant to share his/her Coat-of-Arms with the whole class.
2. Have students selected by each small group share his/her Coat-of-Arms.
3. Debrief by asking the class questions such as:
 - What did you learn about the members of your small group that was new or surprising?
 - What were the similarities/differences in the qualities you look for in a friend?
 - Were there any similarities in the wishes/hopes you have?

VIII. Closure

1. Discuss with students how they felt sharing about themselves.
2. Ask if people were listening and how they could tell.

Activity 2: My Emoji

I. Objectives

1. To encourage students to talk about their feelings and build trust among the class community.
2. To build acceptance

II. Standards

CCSS ELA Speaking and Listening Strands 1 and 2
ELD Standards I.A.1, 3 and 4; I.B.5

III. Materials and Resources

Teacher Resource – emoji cards

IV. Vocabulary

Adjectives: Feeling words

V. Introduction

Tell students that they will be participating in an activity that will help them understand that every day we feel different emotions depending on our experiences. Review the class norms.

VI. Input

1. Show the emoji cards and review the feeling words for the emotions depicted.
2. Explain, “*We arrived at school with different feelings: some of us are happy, others are tired or sad*”. Tell students to choose the emoji that best describe how they are feeling at this moment.
3. Model the activity by honestly sharing how you feel and why.
4. Have each student share. If a student is not comfortable sharing, allow them the opportunity to “pass”.

VII. Reflective Discussion

1. If applicable, model asking questions of the sharer to help him/her respond to why they are feeling a certain way or if they have a problem finding possible solutions.
2. Ask what were some of the feelings shared and if they felt differently after sharing them.
3. Ask how they felt sharing with the rest of the class.

VIII. Conclusion

Encourage students to share about a time when they had similar feelings as some of the ones shared.

NOTE: If time allows, this can be done after students have had time to write about their experience in their Literature Log.

Activity 3: Exploring Our Feelings through Poetry

I. Objectives

1. Explore poetry as a way to express feelings
2. Identify the language in a poem that shows how the author feels.

II. Standards

CCSS ELA Reading Strands 1,2 and 4
ELD Standards: I.A.1, I.B.5 & I.B.6, I.C.11

III. Materials and Resources

1. Handout of poem: "Disbelief to Despair"
2. Literature Logs
3. Emoji Chart

IV. Vocabulary

Despair disbelief rage clutter

V. Introduction

1. Tell students that today they will listen to and read a poem. Explain that the poem was written by a Grade 8 student. Tell them that, as they listen and read it, you hope they will think about and share how the poem made them feel, or the ideas it brought to mind.
2. <Explicit Vocabulary Instruction>
 - a. Show and pronounce the word *rage*. Ask students to pronounce it. Guide in correctly pronouncing the word if necessary.

- b. Ask for a show of hands if they think they know what the word *rage* means and choose volunteers to give their definition.
- c. Provide a student-friendly explanation of the word's meaning.
- d. Do the same with the word *clutter*.

VI. Input

1. Write on the board and read the poem's title "Disbelief to Despair"
2. Ask students what they think the poem will be about. If students do not know the meaning of the words, define the words. (See Vocabulary Instruction above).
3. Reread the title and point to the preposition *to*. Guide the discussion so that students arrive at a prediction around the idea that someone went from a feeling of not thinking something was true **to** a feeling of great sadness or hopelessness as indicated by the use of the preposition.
4. Ask students to listen to the poem and think about the connection to the title.
5. Read the poem aloud slowly. Dramatize verses such as "My disbelief twisted to rage..."

VII. Reflection

1. Ask students to share how the poem made them feel as they were listening to the poem and what connection they found to the title and why.
Note: If students are reluctant to share or struggle with words to express their feelings make the Emoji Chart available or create a table and have students put a check next to the emoji that best describes how they felt. Then discuss their reasons.
2. Distribute copies of the poem and ask students to read it as a choral read.
3. Reread the poem to help the children make sense of the words and arrive at a deeper meaning.
Ask questions such as the following to facilitate reflection:
 - What do you think about the following verses:
My mind cluttered with
Despair
-Is it fair for paperwork to decide your fate?
 - Discuss the meaning

VIII. Closure

- Literature Log: Does the poem "Disbelief to Despair" reminds you of anything you know about or have experienced?
- a. Ask students to respond to the prompt to provide an opportunity to link the poem to their personal knowledge about the immigrant experience.
 - b. Students can share in small groups and a few volunteers can share with the whole class.

IX. Follow-Up Activities

1. Tell students that poetry can be a way to show/express our feelings and thoughts.
2. Ask students to write their own Acrostic or Cinquain poems focused on the word *undocumented* or *immigrant*.
 - a. A **cinquain** has five lines that follow this sequence:

Line A: One-word subject or topic – undocumented, immigrant

Line B: Two **vivid adjectives** that describe the topic

Line C: Three interesting **-ing action verbs** that fit the topic

Line D: Four-word phrase that **captures feeling** about the topic

Line E: A very specific term that **explains Line A**

- b. An **acrostic** follows this sequence:

Step 1. Write the word down vertically - undocumented, immigrant

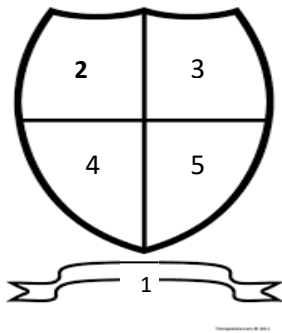
Step 2. Brainstorm as many words or phrases you can think of that describe the idea.

Step 3. Place the brainstormed words, phrases or sentences on the lines that begin with the same letters.

Step 4. If needed, brainstorm additional words, phrases, or sentences to fill in the remaining lines of the poem.

3. 4 – 5th Grade Literature Log: Write about a time when you heard or observed a similar conversation as the one in the poem either a person you know or in the news. What happened and how did the person feel?

Design Your Coat of Arms



Include the following information:

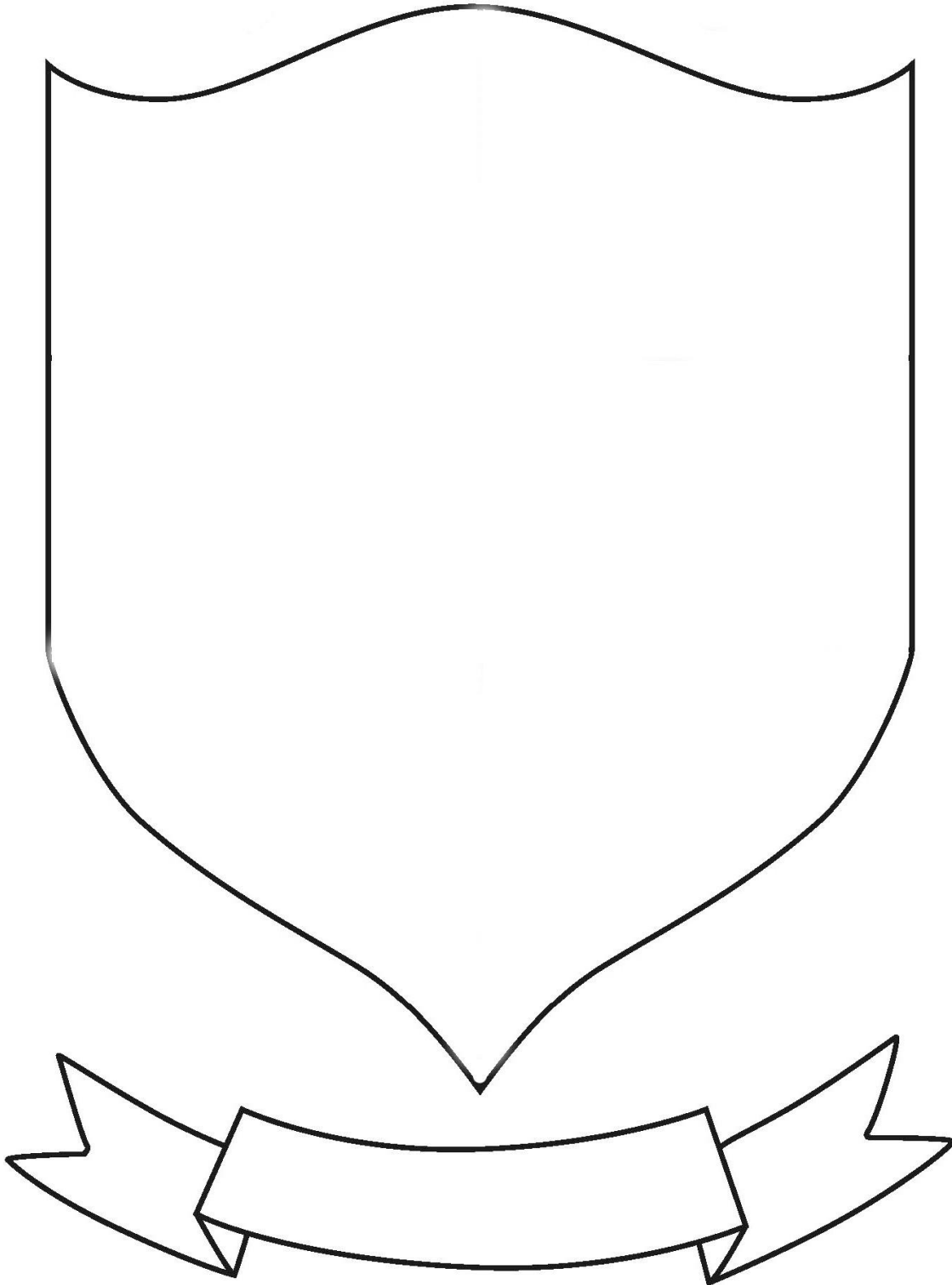
1. Write your name in the banner.
2. On the top left quadrant write or draw two things you do well.
3. On the top right quadrant write or draw a wish you have for yourself or someone you love.
4. On the bottom left quadrant write or draw something that represents what you would like people to say when they describe you.
5. On the bottom right quadrant write or draw a quality you like in a friend.

In the table below you can find the meaning of colors and animals used as symbols in coats of arms during medieval times. You might choose one that applies to you when designing your coat of arms.

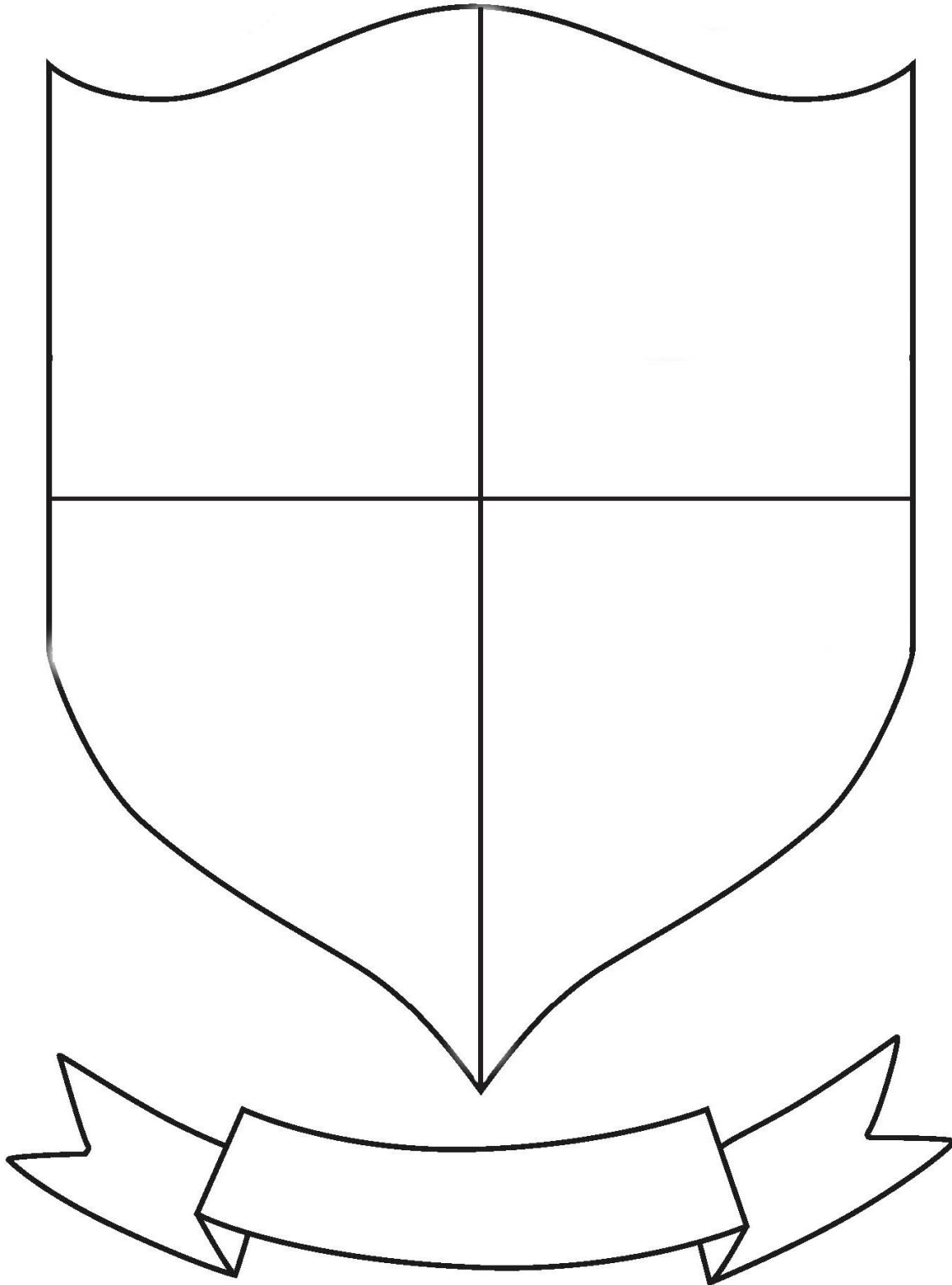
Symbols that May Represent Qualities Important to You

COLORS	ANIMALS
Yellow or Gold - Generosity	Bear - Protectiveness
White / Silver – Sincerity (Keep your promise)	Bee – Hard Working (Industrious)
Black –Loyalty	Camel –Perseverance (Determined)
Blue - Truthfulness	Dog - Loyalty
Green - Hope, Joy/Happy	Eagle - Leadership
Purple – Fairness (Justice)	Fox – Cleverness (Intelligent)
	Horse - Helpful
	Lion – Courage (Brave)
	Crow - Dependable
	Snake – Motivated (Ambitious)
	Elk or Deer - Peace & Harmony

Design Your Own Coat of Arms



Design Your Own Coat of Arms (with quadrants)



Emoji Cards

Excited



Loved



Emoji Cards

Happy



Sad



Angry



Emoji Cards

Scared



Nervous



Emoji Cards

Worried



Glad



Emoji Cards

Lonely



Confused



Embarrassed



Emoji Cards

Proud



Emoji Chart

Scared



Sad



Emoji Chart

Confused



Angry



Emoji Chart

Lonely



Nervous



Emoji Chart

Worried



Disbelief to Despair

“Bad news” said he
“Deportation”
I stood in disbelief
My face calm, my body still
The hole of despair ripping through my insides screamed
-Not Possible!
Everything I had believed about justice and fairness
Was now torn
In two
But we had to try
“Worse news” said he
“No hope”
My disbelief twisted to rage
My face no longer calm,
My body no longer still
My mind cluttered with
Despair
-Is it fair for paperwork to decide your fate?...
His hopes for a future torn away.

James Hogan

Precious Blood School, Grade 8

Age 13

Honourable Mention – 2010

Excerpt From: A Book of Poems, Expressions From Our Youth

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