

## BCA - Lesson Plans – Stowe School

**Unit Theme:** Bridging Latino Traditions

**Curriculum:** Reading, Art, Technology

**Grade level:** 2<sup>nd</sup> through 3<sup>rd</sup> grade

**Purpose:**

Introduce to students the historical culture and traditions of the original inhabitants of North America. This unit highlights the similarities between the Aztec (Mexican) and Taino (Puerto Rican) cultures; food, language and family traditions will constitute the main focus of the unit. The goals of the unit are to have the students investigate, define, conclude and document their understanding of who is considered a native of this continent. This unit will be carried out through readings, art, and multimedia vehicles; the objectives, learning methods, and procedures will follow Benjamin Bloom's taxonomy.

**History:**

This unit took hours of planning and collaboration between artists and teachers. After various discussion meetings, the artists and the school agreed to work on a project that would value the cultural background of the students. It was agreed that the artists would share their aesthetic expertise and the teachers would create a unit around the agreement. Two classrooms from Harriet Beecher Stowe Fine and Performing Arts Academy were selected to participate in this project: 004, a third grade bilingual class and 509, a second grade bilingual class. A total of 43 students and two classroom teachers were involved.

The project purchased 15 digital cameras, a DV digital camcorder, two inkjet printers, avocados and plastic cups. The artists came to the school for the following sessions:

Session	Discipline	Date	Time
1	<i>Reading</i>	April 16, 2007	9:00 to 10:30 am
2	<i>Reading</i>	April 24, 2007	9:00 to 10:30 am
3	Seed Cultivation	April 24, 2007	1:00 to 2:00 pm
4	Digital Imaging	April 26, 2007	11:00 to 12:00 pm
5	Horticulture drawings	May 8, 2007	1:00 to 2:30 pm
6	Computer prints	May 10, 2007	11:00 to 12:00 pm

**Assessment:**

It is better to assess the process of how students learn the objectives and goals of the plan. Very often schools are forced to assess the final product rather than the process. It is more important to assess how the students learn by getting from point A to point B, rather than give them a raw total score. The traditional way of grading puts too much

pressure on the student. In the traditional method, the students will create something that pleases the teacher, it robs the project of being uniquely creative, and plus in the end it cannot be a purely authentic learning experience.

The process was documented through portfolios, multi-cultural presentations, journals and photographs. These were used in lieu of term papers or formal letter grading. This method of assessment was used to authenticate their learning experience.

**Rubrics:** Rubrics in this unit were used as a guide to maintain the focus of each lesson, and many of those that have been used in this unit are listed below.

#### Library Information Learning Standards

IL-CAS.LIS.3.F	P: Encourages and guides the student to produce and communicate information and ideas in appropriate formats using critical thinking and problem-solving skills
IL-CAS.LIS.3.J	P: Encourages and assists the student to seek information from diverse sources, contexts, disciplines and cultures through equitable access to information
IL-CAS.LIS.4.C	K: These core abilities, along with writing and communication, form the basis for developing information literacy skills for today's students
IL-CAS.LIS.4.E	P: Models the effective and enthusiastic use of print and non-print materials as sources of pleasure and information.
IL-CAS.LIS.5.B	K: Models and promotes collaborative planning and curriculum development that includes creative, effective and collaborative teaching
IL-CAS.LIS.5.G	P: Co-teaches and mentors along with the classroom teacher on projects and assignments for students
IL-CAS.LIS.6.D	K: Applies effective methods and strategies for teaching the use of technology too
IL-CAS.LIS.8.H	P: Builds support for the role of the library media program in teaching and learning through the effective use of influence strategies
IL-CAS.CTECH.3.A	K: Understands how to apply learning technologies that support instruction in their grade level and subject areas.
IL-PTS.4.E	K: TCT understands how to integrate technology into

classroom instruction.

- IL-PTS.4.H K: TCT understands the uses of technology to address student needs.
- IL-PTS.6.C K: TCT knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.
- IL-PTS.6.G P: TCT uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
- IL-PTS.6.N P: TCT uses technology appropriately to accomplish instructional objectives.

## **LESSON PLAN # 1**

Read "The First Americans" by Jane Werner Watson

### **CURRICULUM**

Language Arts; Reading; vocabulary

### **OBJECTIVE**

To build comprehension skills, analyze author's purpose and ask the focus questions:

*Who do you think were the first Americans of this country? How might they have felt when others "discovered" their land?*

### **COGNITIVE**

*Knowledge*---By reading this story, students will obtain knowledge of the topic and will solve the aforementioned questions.

*Analysis*---This lesson will prompt students to use their higher order thinking skills to think "critically and in depth" by drawing their own conclusions of who is an "American."

### **AFFECTIVE**

*Responding*---During the reading students will have a chance to discuss relevant points about the story in an open forum with the teacher.

### **PSYCHOMOTOR**

*Organization*---students will compare Native American social value systems with those of modern America (or Europe).

### **LEARNING METHOD**

Open Court student textbook pgs. 248-265; list of vocabulary words in English, Spanish, Nahuatl and Awarak (Taino); chalk board for demonstrations and clarifications; use Open Court audio cassette; classroom map of the world.

### **LECTURE MODE (WHOLE CLASS)**

Students will read the story orally using strategies for decoding the sounds of words.

### **ONE ON ONE**

Struggling readers will be assisted to blend words into coherent sounds.

### **SMALL GROUP**

Partners will read to assist those who have problems reading difficult passages or to help develop fluency.

### **Steps/Procedures/Assessment (use other side as needed)**

1. Review vocabulary lists and decode meaning of terms bi-linguistically
2. Read selection
3. Generate questions from the story to prompt participation
4. Discuss the focus questions
5. Listen to audio cassette of selection
6. Read the story again in English.

**Assessment:** Observe individual students as they read and record anecdotal information about their strengths and weaknesses.

## **LESSON PLAN # 2**

Read "Jalapeno Bagles" by Natasha Wing

### **CURRICULUM**

Language Arts; Reading; vocabulary

### **OBJECTIVE**

To build comprehension skills, analyze to make connections and ask the focus questions:

*Are you alike because we all live in America? How do our differences make our country stronger?*

### **COGNITIVE**

*Knowledge*---By reading this story, students will obtain knowledge of the topic and will solve the aforementioned questions; recall data/information of prior knowledge.

*Evaluate*---This lesson will prompt students to use their higher order thinking skills to make judgments about the learning material and explain importance of cultural traits.

### **AFFECTIVE**

*Valuing*---During the reading students will have a chance to share relevant points about the story and self-worth as multicultural individuals and become sensitive about their similarities to others.

### **PSYCHOMOTOR**

*Organization*---students will compare Mexican/Aztec language and food to Taino/Puerto Ricans.

### **LEARNING METHOD**

Open Court student textbook pgs. 362-372; list of vocabulary words in English, Spanish, Nahuatl and Awarak (Taino); chalk board for demonstrations and clarifications; use Open Court audio cassette; classroom map of the world.

### **LECTURE MODE (WHOLE CLASS)**

Students will read the story orally using strategies for decoding the sounds of words.

### **ONE ON ONE**

Struggling readers will be assisted to blend words into coherent sounds.

### **SMALL GROUP**

Partners will read to assist those who have problems reading difficult passages or to help develop fluency.

### **Steps/Procedures/Assessment (use other side as needed)**

7. Review vocabulary lists
8. Read selection
9. Generate questions from the story to prompt participation
10. Discuss the focus questions
11. Listen to audio cassette of selection
12. Read the story again in English.

**Assessment:** Determine whether a student is using the strategies being taught by their observation through participation.

## Taíno words in the Puerto Rican Vocabulary

**areyto** - Taíno ceremony that includes song, music, dance, and history

**barbacoa** - a 4 legged stand made of sticks used for cooking

**batea**: large tray

**batey** - yard area -

**bohio** - typical round home of Taínos

**Boricua** - valiant people

**Borikén** - Great Land of the Valiant and Noble Lord

**burén** - flat cooking plate or griddle

**cabuya** - fishing line

**cacique** - chief

**canarís**: water vessels

**caney** - square house for Chiefs and Shamans only

**canoas/piraguas/cayucas/kurialas**: canoes

**Caribe** -strong people

**casabi** - yuca bread

**cibucanes**: used to extract poisonous juice from Yuca

**coa** - farming tool - a wooden stick used to work the soil

**cokí** - coquí - small tree frog

**colibri** - hummingbird

**conuco** - farming area - mounds of loose soil

**cucubano** - lightning bug

**ditas y jitacas**: food vessels made from higüero

**dujo** - chair with short legs

**fotuto** - sea shell trumpet

**guanín** - chief's medallion

**Guaraguao** - red tailed hawk

**guatiao** - exchanging names and becoming blood brothers

**iguana** - lizard

**Inrirí** - Wood Pecker

**jamaca** - hammock

**jicotea** - land turtle

**jurakan** - storm

**jutía** - small rabbit-like creature

**Lukiyó** - sacred mountain

**mabí** - fermented drink made from Mabí tree

**macana** - weapon - club

**mime** - small fly

**nagua** - loin cloth used by married women

**nasa**: fishing mesh or net

**natiao** - brothers

**tabacú** - tobacco

**uguaca** - parrot

**Yocahú** - God

**yucayeque** - Taíno village

## **Taino Word Set**

### English (Français)

One (Un)

Two (Deux)

Three (Trois)

Four (Quatre)

Man (Homme)

Woman (Femme)

Dog (Chien)

Sun (Soleil)

Moon (Lune)

Water (Eau)

### Taino

Heketi

Yamoca

Canocum

Bibiti

Iro

Inaru

Aon

Guey

Karaya

Ni

## Nahuatl Borrowings in Mexican Spanish Vocabulary

Mexican Word	Nahuatl Word	English Translation
Aguacate	<i>Ahuacatl</i>	Avocado
Amate	Amatl	paper made from bark
Asquel		A small ant
Cacahuate	<i>Tlacucahuatl</i>	Peanut
Cacle		Shoe
Camote	<i>Camotli</i>	Sweet potato
Capulín		Cherry
Chamaco	Chamahuac	Young Boy
Chante		Home
Chapopote		Tar
Chayote	<i>Chayotli</i>	A type of Mexican squash
Chicle		Gum
Chile	<i>Chilli</i>	
Chipotle	<i>Chilpoctli</i>	Chipotle (same name) type of red chile
Chiquito		Very small
Chocolate		Chocolate (same name)
Copal		
Coyote	<i>Coyotl</i>	Coyote (same name)
Cuate	<i>Cuatl</i>	Twin or slang for buddy
Elote		Corn on the Cob
<i>Escuincla</i>	<i>Itzcuintli</i>	Small Child (also is a hairless prehispanic dog)
Guacamole	<i>Ahuaca-molli</i>	Guacamole (same name)
Guajolote		Turkey
Huacal	<i>Huacalli</i>	Cage made from sticks
Huarache		Sandal
Hule	<i>Olli</i>	Rubber
Jicama	<i>Xicamatl</i>	
Jícara	<i>Xicalli</i>	cup or cup made from Jicaro tree
Jitomate	<i>Xictomatl</i>	Tomato Variety
Mecate		Rope
Mescal	<i>Mexcalli</i>	Mescal (same name)

Mezquite	<i>Mizquitl</i>	Mesquite (same name)
Molcajete		Kitchen Mortar
Malacate		Winch
Mayate	<i>Mayatl</i>	Beetle
Moyote	<i>Moyotl</i>	Flying Beetle or Horse Fly
Milpa	Milpa	Agricultural field
Mitote	<i>Mitotiqui</i>	Cause an Uproar, racket
Nopal	<i>Nopalli</i>	Nopal a cactus which is eaten
Ocelote	Ocelotl	Ocelot similar to a jaguar but smaller
Olote	<i>Olotl</i>	Corn Husk - espiga del maíz (sin los granos)
Papalote	Papalotl	Kite and Windmill
Petaca		Suitcase
Petate		Weaved mattress
Peyote	<i>Peyotl</i>	Peyote (same name)
Popote		Drinking Straw
Pozole	Potzolli	Traditional pre-Columbian soup or stew
Pulque	<i>Poliuhqui</i>	means spoiled but is an alcoholic drink with the same name
Tamale	<i>Tamalli</i>	<i>Tamale (same name)</i>
Tecolote	Tecolotl	Owl
Tequila		Tequila (same name)
Tianguis	Tianquiztli	Tianguis Market (same name)
Tlacuache	Tlacuatzin	Opossum
Tlapalería		Type of hardware store
Tocayo		Namesake
Tomate	<i>Tomatl</i>	Tomato (same name)
Zacate		Grass, Weeds
Zopilote	Tzopilotl	Vulture
Zapote	<i>Tzapotl</i>	A tropical tree and its fruit

Nahuatl has given the English Language some words for indigenous animals, fruits, vegetables, and tools. The most prominent are **chocolate**, **tomato**, **coyote**, **avocado**, and **chile** or **chili**. Chiclets gum's name comes from the Nahuatl word **chicle**!

Nahuatl is related to the languages spoken by the Hopi, Comanche, Pima, Shoshone, and other peoples of western North America, as they all belong to the Uto-Aztec language family.

jocoque  
zenzontle  
Zoquete

yoghurt  
mocking bird  
Mud, a fool

Source: <http://www.azteca.net/aztec/nahuatl/nahuawds.html>

**LESSON PLAN # 3**

Learn how to plant and identify the parts of the avocado seed.

**CURRICULUM**

Drawing/Art

**OBJECTIVE**

To connect the similarities of food among Mexican and Puerto Rican cultures.

**COGNITIVE**

*Comprehension*---Have students understand how a fruit is divided into its different parts.

**AFFECTIVE**

*Receiving*---Students will be focus on the lecture to understand how to describe the avocado.

*Respond*---students will draw several pencil drawings of the avocado through observation.

*Valuing*---Students will appreciate the cultivation of the avocado and its connection to them.

**PSYCHOMOTOR**

Because drawing can be both of an intuitive and acquired nature, this lesson will address all of the psychomotor skills such as *reflex, basic-fundamental, perceptual ability, skilled movement, and non-discursive movements*. Students will need to assemble an apparatus for the seed of an avocado to grow the correct way.

**LEARNING METHOD**

Observation of specimens/models.

**LECTURE MODE (WHOLE CLASS)**

Artist will present his lesson to the entire class by demonstrating the objective through modeling and actual examples.

**ONE ON ONE**

Students will be guided on how to draw or grow their avocado seed on an as needed basis.

**SMALL GROUP**

Students who are absent will be briefed on how to accomplish missed tasks.

**Steps/Procedures/Assessment (use other side as needed)**

1. Demonstrate avocado specimen.
2. Teach through lecture and modeling the parts of the avocado
3. Demonstrate how to peel the avocado
4. Demonstrate how to assemble a watering container for the seed.
5. Draw the avocado and all its parts.

**Assessment:** Determine whether a student is using the strategies being taught through the correct order of objects/or steps drawn in the correct sequence as demonstrated by the teacher.

## **LESSON PLAN # 4**

Digital Imaging through a digital camera

### **CURRICULUM**

Technology

### **OBJECTIVE**

Teach students how to use a digital camera for photo documentation.

### **COGNITIVE**

*Comprehension*---Have students understand parts of a digital camera and how to use it.

*Application*---Students will independently determine the photos they can take documenting their every day lives at home, school, or play.

### **AFFECTIVE**

*Receiving*---Students will be focus on the lecture to understand how to use the camera.

*Respond*---Students will practice taking pictures and take the camera home for one day.

*Valuing*---Students will appreciate the camera as a new tool for learning and source of expression.

### **PSYCHOMOTOR**

*Perceptual abilities*---Students will think critically to take pictures that are relevant to the task.

*Guided response*---Students will learn how to use the functions of the digital camera.

### **LEARNING METHOD**

Students will learn that a digital camera is a technology tool used to document passing moments of their young lives to be archived for posterity's sake and to value their traditions.

### **LECTURE MODE (WHOLE CLASS)**

Artist will present his lesson to the entire class by demonstrating the objective through modeling and actual photographing examples.

### **ONE ON ONE**

Students will be guided on how to take digital pictures.

### **SMALL GROUP**

Students who are absent will be briefed on how to accomplish missed tasks.

### **Steps/Procedures/Assessment (use other side as needed)**

1. Show students how to use a camera
2. For practice ask students to take pictures of classroom objects.
3. Provide feedback to improve quality of photo taking.
4. Instruct students to take the maximum amount of photographs at home.

**Assessment:** Additional feedback will be provided to students through an objective critique of their work to enhance their picture taking abilities. All of the photos will be laid out for the group to comment and provide feedback from each other as well as the teacher.

## **LESSON PLAN # 5**

Horticulture drawing

### **CURRICULUM**

Art

### **OBJECTIVE**

Teach students how to draw the phases of a sprouting avocado seed.

### **COGNITIVE**

*Analysis*---student will discover the development of how a plant matures from a seed to a life giving organism that produces food. Students will understand the cycle of life.

### **AFFECTIVE**

*Internalizing values*--- By working hands-on students will change their beliefs about a different culture and respect its endemic qualities. It is hoped that students will make stronger connections with peers belonging to the same group and aspire to value other cultural differences.

### **PSYCHOMOTOR**

*Origination*---After exposure to these learning modalities it is hope that the students will be able to construct new experiences to explore other cultures, perhaps have the initiative to go beyond living a passive life in their neighborhood—befriend people from other countries; learn a new language; or even travel to another part of the world upon entering adulthood. Or this lesson may inspire them to continue their studies from the elementary school to high school and then college.

### **LEARNING METHOD**

Students will be actively engaged in observing the growth of their plant. By assembling an apparatus they will be instill with the foundations to gain confidence to undertake other projects requiring similar commitments. It is hope they can take ownership of what they have learned.

### **LECTURE MODE (WHOLE CLASS)**

Artist will present his lesson to the entire class by demonstrating the objective through executing several drawing exercises that the students will attempt to recreate.

### **ONE ON ONE**

Students will be guided on how to take digital pictures.

### **SMALL GROUP**

Students who are absent will be briefed on how to accomplish missed tasks.

### **Steps/Procedures/Assessment (use other side as needed)**

1. Clean the avocado seed.
2. Poke three toothpicks into the round part of the seed.
3. Rest the seed on the edge of plastic cup filled with water with the top end facing up.
4. Place the seeded cup in a sunny window.
5. Draw the set-up every other day.
6. Conclude the drawing sessions when seed has sprouted to a determined height.

**Assessment:** The drawing process will be assessed; students will be given feedback as needed. Assessment will not be based on the sophistication of the drawing but rather the observation process of the student. Did they attempt to draw an object that resembles a seed, a cup, or water? Are they demonstrating the changes of plant growth or does the scale of the stem is uniform throughout (in other words no change in size)?

## **LESSON PLAN # 5**

Graphic Design through the use of a computer software.

### **CURRICULUM**

Technology/Art

### **OBJECTIVE**

Teach students how to use a computer to manipulate images with a publishing software.

### **COGNITIVE**

*Knowledge*---Students will recall their computer knowledge from their library media center class.

*Application*---Will use a computer to manipulate the images taken with a digital camera. This means that after learning the basics in the computer lab students will take their intangibles images and make them tangible by printing hardcopies.

### **AFFECTIVE**

*Responding to Phenomena*: Once the students learn the steps, commands and rules of computer usage, they will be able to practice them by performing the task; once the students have attained a certain level of mastery then they too will be able to take the role of an assistant and help other students complete their work.

### **PSYCHOMOTOR**

*Perception*---Students will be able to adjust size or contrast of the photographs.

*Set*---Students will be motivated to accomplish the computer task because it is a new medium they have limited exposure to. The project is intrinsically engaging. Students are naturally excited to work with the relatively new medium.

*Guided Response*: From the instructor students will learn how to use a keyboard and read the commands of a computer, and learn how to navigate a mouse. They will make mistakes but through trail and error they will be able to feel comfortable with the medium to complete their work.

### **LEARNING METHOD**

Use of a computer and digital manipulating software like Adobe. Students will be guided every step of the way to accomplish the tasks at hand.

### **LECTURE MODE (WHOLE CLASS)**

Because the students are not familiar with a PC, the same way they are comfortable with a portable video game player, the class needs to be done in a whole class setting to be able to reach the maximum amount of minds. Also since the implementation time for the unit is short, this lesson cannot be taught in a small group setting in an extended format.

### **ONE ON ONE**

Available teachers (Library Media Specialist or classroom teacher) will work with students who may have special needs so that they can have the pace of the lesson adjusted to their level.

### **SMALL GROUP**

Students who are absent will be briefed on how to accomplish missed tasks.

### **Steps/Procedures/Assessment (use other side as needed)**

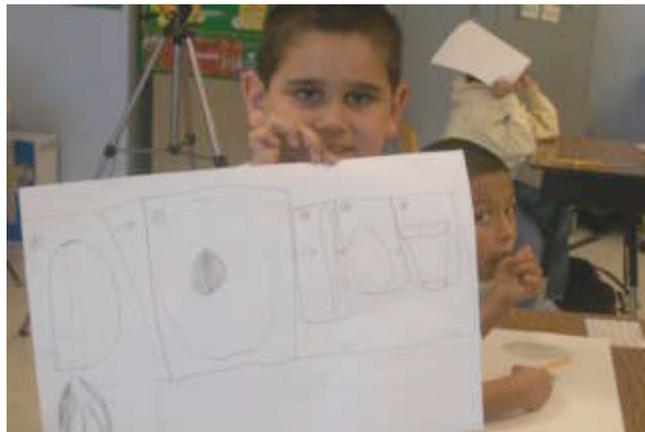
1. Teacher loads the content of each camera on to the hard drive prior to the beginning of the class.
2. Teacher erases the files of the cameras to free up memory for continued used of the camera.
3. Teacher introduces an overview of computer terminology and commands.
4. Teacher demonstrates how to use Adobe or another software program.
5. Teacher demonstrates to students how to open their folders containing their pictures.

6. Teacher demonstrates the use of the software program so students can understand how to format a picture of their choice.
7. Teacher demonstrates to students how to print samples and to determine if the hardcopy is suitable for use.

**Assessment:**

Students will create a portfolio of the pictures they took and present to the class their thoughts and reasons for selecting the final photos; they will also try to describe what they learned from the unit.

Lesson 3---Avocado, CAPE Instructor: Mr. Javier Lara



**Photos:** Juan Fernandez Saines April 2007

Lesson 4— Digital Imaging, CAPE Instructor: Mr. Michael Bancroft



**Photos:** Juan Fernandez Saines, April 2007

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