

OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES



Grade: PK-1

BPS INSTRUCTIONAL PRIORITIES

As you execute these lessons please remember:

Use of District Approved Materials with Fidelity · All Students Read · All Students Write · All Students Explain Their Thinking · All Students Engage in Grade-Level Content · Differentiation

LESSON TITLE: [A Kindergarten Song](#)

By reading a poem and looking at artwork, students will identify and discuss how different cultures are represented. Students will then design a paper quilt square that illustrates one of their own family traditions. This lesson plan addresses the Black Lives Matter Guiding Principle of Diversity, which is the celebration and acknowledgement of differences and commonalities across cultures.

LESSON OBJECTIVES

Students will be able to:

- identify and discuss different cultures.
- identify rhyming words by listening to them after they are given rhyming and non-rhyming words orally.
- think critically about one or more characteristics of their own culture by creating a paper quilt square that represents their family traditions.

ESSENTIAL QUESTIONS

- What does *culture* mean?
- How do different groups of people celebrate their culture?
- What is poetry?

NYS STANDARDS

NYS ELA:

- PK.R.9: Make connections between self, text, and the world. (RI&RL)
- PK.SL.1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
- K.R.9: Make connections between self, text, and the world. (RI&RL)
- K.SL.1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
- 1.R.9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 1.W.2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.

NYS Social Studies:

- K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.
- K.2 Children, families, and communities exhibit cultural similarities and differences. K.2a Each person is unique but also shares common characteristics with other family, school, and community members.

- 1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.
- 1.2 There are significant individuals, historical events, and symbols that are important to our cultural identity as Americans.

Visual Arts

- VA:Cr2.1.PK a. Use a variety of artmaking tools
- VA:Cn10.1.PK a. Create art that tells a story about a life experience
- VA:Cr2.1.K a. Through experimentation, build skills in various media and artmaking approaches.
- VA:Cn10.1.K a. Explore the world using descriptive words and artistic work
- VA:Cr2.1.1 a. Explore uses of materials and tools to create works of art or design
- VA:Cn10.1.1 a. Create works of art about events in home, school, or community life

BLACK LIVES MATTER GUIDING PRINCIPLES (5 min)

Discuss one or two of these principles and have students talk about how they connect to them.

Recommended principle for discussion in bold.

- Collective Value means that all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status, or location, matter.
- Empathy is one's ability to connect with others by building relationships built on mutual trust and understanding.
- **Diversity is the celebration and acknowledgement of differences and commonalities across cultures.**
- Loving Engagement is the commitment to practice justice, liberation, and peace.
- Restorative Justice is the commitment to build a beloved and loving community that is sustainable and growing.
- Black Men: We are committed to building a Black men affirming space. We reject the over sexualization, criminalization and mass incarceration of our Black boys and men. Furthermore, we are committed to dismantling the school to prison pipeline, adultification of Black and brown boys, and the senseless killing of unarmed Black and brown men.

VOCABULARY

Explicit instruction for vocabulary can be found in the Launch.

- **Zulu, Inuit, Saxon, and Jewish:** religions or groups of people who have strong beliefs
- **Crinkled:** to make small ripples or wrinkles in
- **gaily:** in a cheerful or happy way
- **shirk:** to escape from or avoid doing
- **Indigenous:** people who are native to a particular place
- **quilt making:** joining a minimum of three layers of fabric together
- **tradition:** passing on customs or beliefs from generation to generation
- **extended family:** family members who live nearby or in one household (such as grandparents, aunts, or uncles)

LAUNCH (10 min)

Pull up PowerPoint and poem video prior to beginning lesson

1. Anticipatory Set: Begin by showing image, *Jamming* by Peggie Hartwell.
2. While looking at [Jamming by Peggie Hartwell](#), begin a discussion (ask):
 - What do you see?
 - What do you hear?
 - What do you think is happening in this image?
 - How can you tell?
3. Show vocabulary [PowerPoint](#).
4. Have class discussion about vocabulary definitions (provided in the [PowerPoint](#)).

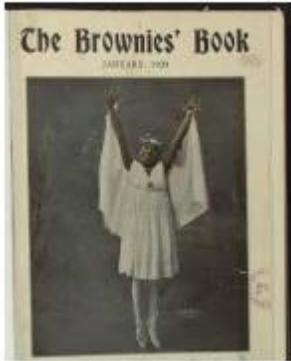


TEXT

Title: A Kindergarten Song

By: Carrie W. Clifford

Source: Brownies' Book - April 1920, W.E.B. Du Bois, Editor



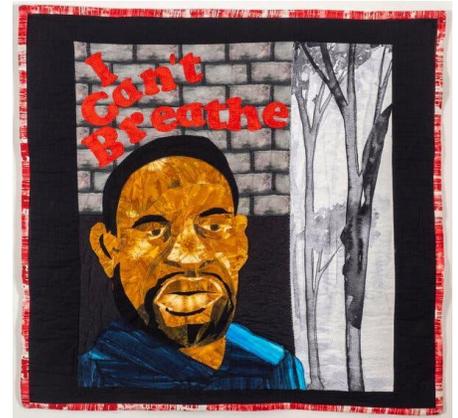
Summary: The Brownies' Books are comprised of stories (folktales, fantasies, as well as more realistic stories), poems, games, articles on current events of the era, letters from young readers, and photographs. In 1920, these literary magazines celebrated American and African American identity, urged racial pride, and encouraged its young readers to aspire to positions of leadership within their communities. Many of the life lessons taught in the books are applicable to the uplift of young people of all races today.

Text available:

*LITTLE babies in a row,
Little dresses white as snow;
No hair, crinkled hair, straight hair, curls—
Lovely little boys and girls!
LITTLE children in a ring.
Hear them as they gaily sing!
Indigenous child, Asian child, Black child, White—
That's what makes the ring all right.
LAD and lassie, youth and maid,
Born in sunshine, born in shade;
Zulu, Inuit, Saxon, Jewish too,
United, make the world come true!
GOD'S big children all at work
Not one dares his task to shirk;
"All for each, and each for all"—
White man, Indigenous man, Black man, tall.*

PROCEDURAL STEPS (35 min)

5. Read poem: A Kindergarten Song.
 - Teacher reads poem once in full.
 - Teacher reads poem line by line and asks probing questions throughout to guide students in explaining/understanding what the poem means.
 - Ask students, “*What is culture?*” (The feeling you belong to a group of people like you—shared qualities). Teachers should give an example of their culture, traditions, and/or background.
2. Show students [YouTube Video: Kids Share Their Cultural Traditions \(Show & Tell\)- Hiho Kids](#)
3. Ask students to provide examples of different cultures, as well as their own cultural backgrounds and write them on the board.
6. To start art activity: share bio on the quilt maker, Peggie Hartwell, and discuss how she uses images to tell a story.
7. Show students her recent needlework: “Ode to George Floyd.”
8. Discuss how she uses her artwork to address contemporary issues (social justice).
9. Recall some of the cultural backgrounds the students listed previously.
10. Ask students to share out some of their own family cultural traditions (holidays, food, clothing, celebrations, etc.).
11. Students will design their own paper quilt square on colorful paper by illustrating one of their family traditions (lesson appendix).
12. Lastly, they will complete a written reflection of their artwork.



CLOSURE (10 min)

*How will you check for understanding?
How do you evaluate student learning?*

13. Gallery Walk: Teacher will display student artwork. Students will follow the **TAG** protocol
 - **T**: Tell something you liked about the artwork.
 - **A**: Ask a question about the artwork.
 - **G**: Give yourself a high five.
14. Other options (differentiate as needed)
 - Whole class discussion (Grades PK/K)
 - Think-pair-share (Grade K)
 - Exit ticket/written response (Grade 1)
15. Class discussion:
 - “What was the message from the poem?” (Inclusivity, celebrating cultural diversity)
 - “Can you think of anything that has happened in the world recently that shows diverse/different people working together on the same team?”
16. Have a conversation about President Biden’s diverse cabinet and how it more closely represents the people who live in our country and what Americans look like. See the above image.



DIFFERENTIATION

- Read poem out loud for students
- Depict response using play doh
- Writing:
 - Pre-writers: draw pictures and dictate responses to a teacher/adult
 - Emergent writers: attempt to label items in their pictures and/or write a caption for the picture
 - Early writers: copy a sentence starter or sentence frame and fill in the blanks
 - Writers: write 1-3 sentences for their response
- Gifted / Extension / ELL Option:
 - Make a diorama of a culture from the poem or the student's own culture. Students can use materials from home and/or school (for example: construction paper, coloring supplies, scissors, glue, shoebox, play doh, clay, Legos).
 - Inuit Diorama Example:



SPECIALLY DESIGNED INSTRUCTION

How will you incorporate specially designed instruction strategies?

(Intentionally left blank, for Special Education teachers to add the appropriate SDI for the lesson)

TECHNOLOGY AND VIRTUAL INSTRUCTION

- Use of Microsoft Teams to show PowerPoint and visuals for the lesson (vocab words, artwork, examples of cultural traditions).

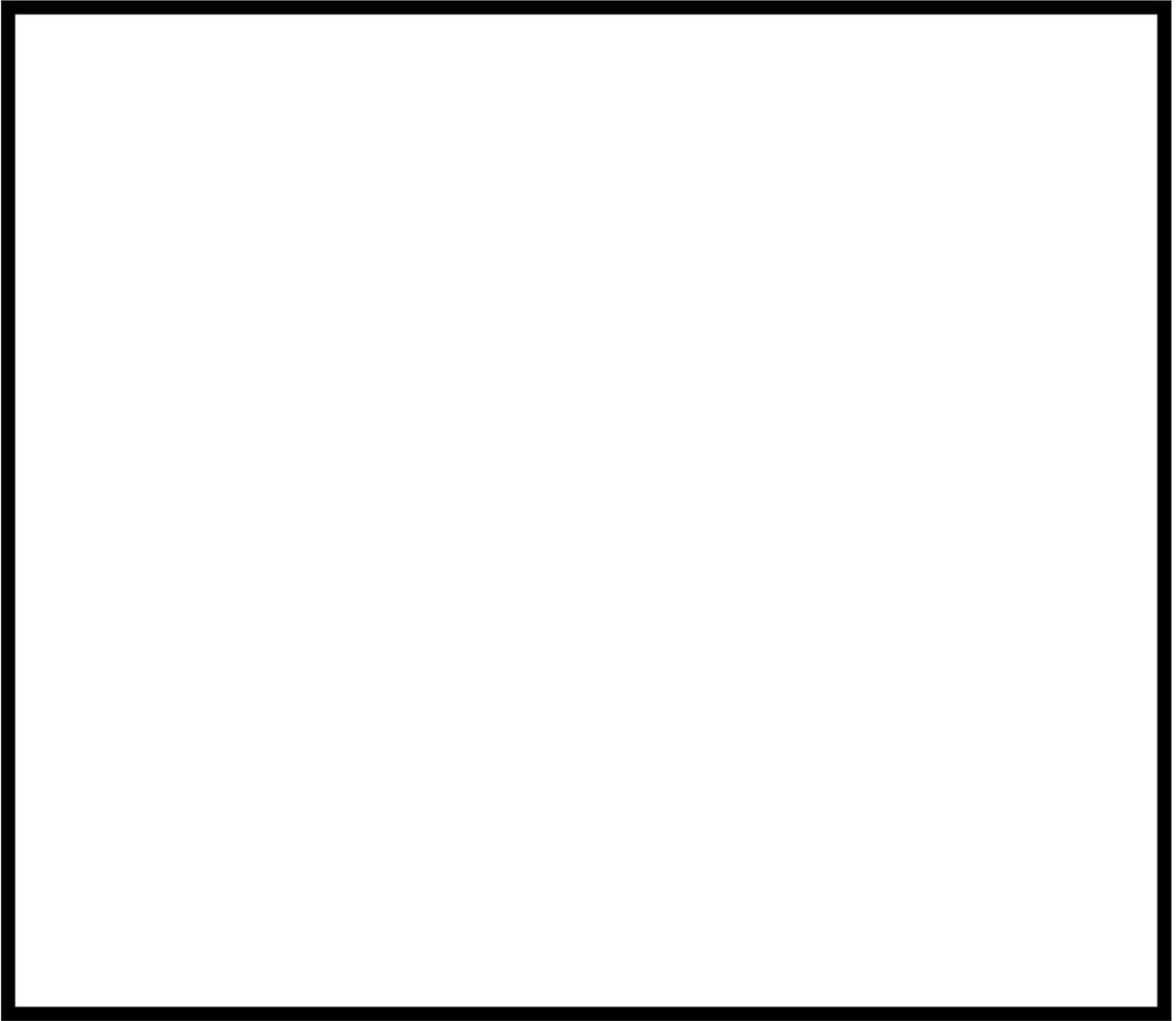
TEACHER REFLECTION

Teacher Thoughts Prior to the Lesson

Teacher Reflection Following the Lesson

The _____ Family Traditions

Design your own quilt square to illustrate your favorite family recipe or tradition.



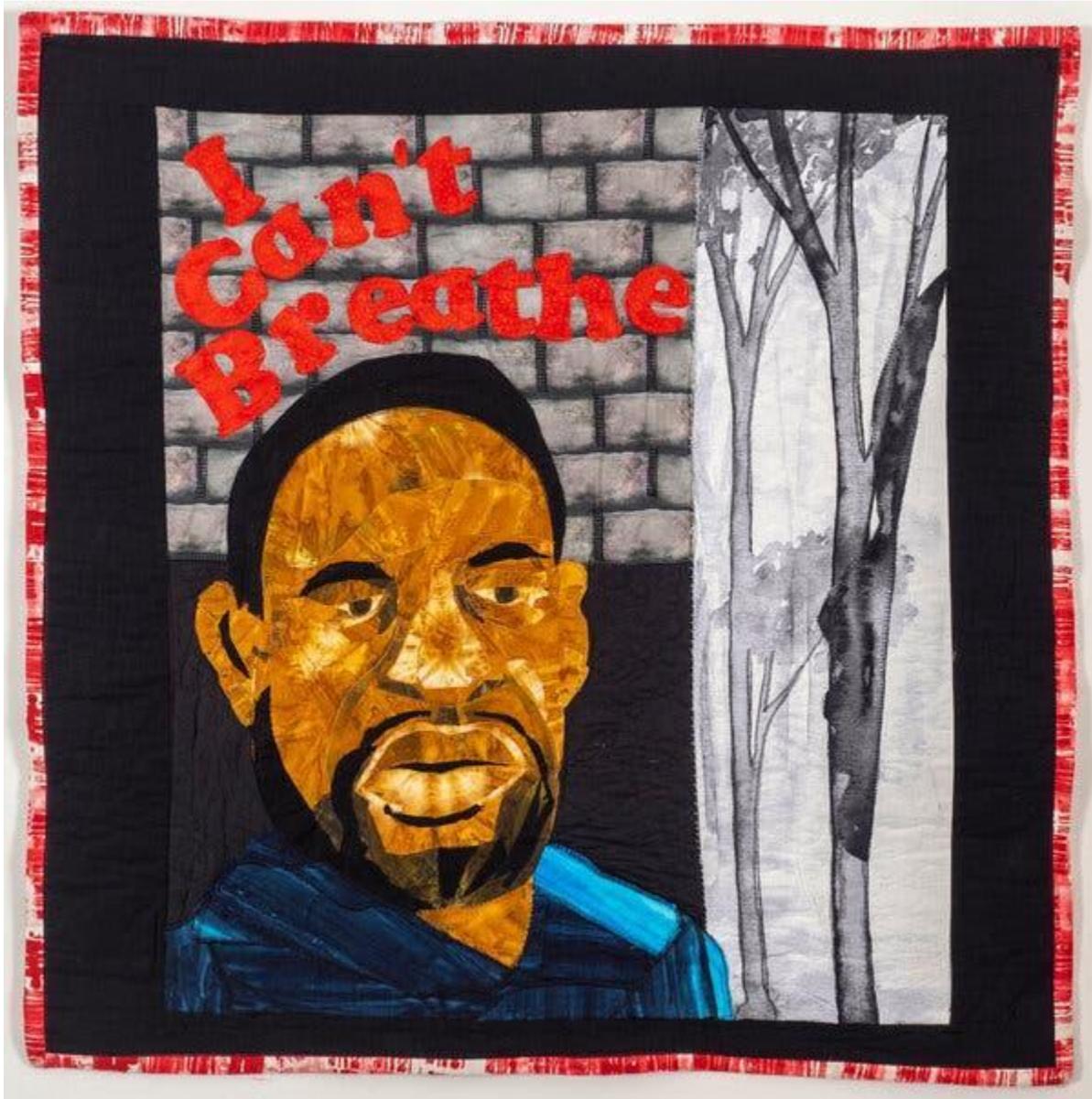
My family has special traditions.

We _____

The traditions are special because _____



***Jamming* by Peggie Hartwell**



Ode to George Floyd by Peggie Hartwell