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| New York university |
| **The Diverse Communities of Brooklyn** |
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| Unit Design by: Rachel Diaz, Erin Fitzgerald, and Kim Konopka |
| May 2, 2012 |
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**Part I:**

**Unit Framework**

**Grade Level**: Third Grade General Education

**Number of Students:** 25

**Topic/Theme/Description:** The topic of the unit is exploring Brooklyn through the lens of various ethnic and religious communities, including Jewish, Italian, Middle Eastern, Chinese, Russian, and African American. This is an inquiry based unit that follows the ideas of both project and place based learning. We implement the ideas of both the constructivist theory and cooperative learning to create authentic learning experiences where students work together to develop an understanding of these specific diverse communities of Brooklyn.

**Common Core Standards:**

* ***Reading Standards for Literature***

*Key Ideas and Details*

-Ask and answer questions to demonstrate understandings of a text, referring explicitly to the text as a basis for the answers

-Determine the main idea of a text; recount the key details and explain how they support the main idea.

-Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in text, using language that pertains to time, sequence, and cause and effect.

*Integration of Knowledge and Ideas*

-Use information gained for illustrations (e.g. maps or photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

*Foundational Skills*

Know and apply grade-level phonics and word analysis skills in decoding words.

a) Identify and know the meaning of most common prefixes and derivational suffixes

c) Decode multi-syllable words

* ***Writing Standards***

-With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose

*Text Types and Purposes*

1) Provide reasons to support and opinion

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas

and information clearly.

*Research to Build and Present Knowledge*

7) Conduct short research projects that build knowledge about a subject

* *Speaking and Listening Standards*

-Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly

-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

-Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others

-Explain their own ideas and understanding in light of the discussion

-Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

-Report on a topic or text, tell a story, or recount and experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace

-Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

* ***Conventions of Standard English***

-L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

-L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

-L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

-L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**NYC Social Studies Scope & Sequence Standards – 3rd Grade:**

*World Geography:*

Standard 1- History of New York

*Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.*

Key Idea 1.1:

1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

1.1a: know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it

Key Idea 1.2:

2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

1.2a: gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

1.2b: recognize how traditions and practices were passed from one generation to the next

1.2c: distinguish between near and distant past and interpret simple timelines

Key Idea 1.4:

4. The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple-causation, and understand the importance of changing and competing interpretations of different historical developments.

1.4a: consider different interpretations of key events and/or issues in history and understand the differences in these accounts

1.4b: explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state

1.4c: view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifact

-People adapt to the environment – 3.1e

-Communities use human and natural resources in different ways – 2.3c, 3.1d, 4.1d

-All peoples have beliefs, religion, traditions – 2.1a, 2.1c

**Essential Questions:**

* What makes a community?
* How did Brooklyn become such an ethnically diverse community?
* What are some of the diverse communities of Brooklyn?
* What are some of the beliefs and traditions that bind these groups together?
* What are the similarities and differences between these groups of people?

**Enduring Understandings:**

* Brooklyn is a large community home to a wide array of ethnic and religious groups of people. Each religious and ethnic group
* Brooklyn’s diverse ethnic makeup is the result of a large influx of immigrant people during the 19th century.
* Each ethnic and religious group has a set of traditions and beliefs that make them unique.
* It’s important to acknowledge and respect the diversity among groups of people. This helps us become socially aware of our surroundings and those we encounter on a daily basis.

**Part II: Thematic Brainstorm**

**Chinese Avenue U**

**●Read Aloud discussion** about The Chinese Violin

**●Imagining life as an immigrant** from China

**●Describe and identify different aspects** of a **community** and their **purposes**

**●Create a visual representation** of a community that populations of people may reside inwhile exploring Cantonese language

**●Make observations using photographs** that depict present-day Avenue U/Homecrest

**●Visit Avenue U** with a local woman who provides a tour and brings students to **local dumpling house**

**●Cantonese and Mandarin identities**

**●Community differences**

**Jewish Population of Crown Heights**

**●Exploration of historical perspective and immigration (**focusing on3 waves of immigration and 3 groups of Judaism)

**●Investigating cultural delicacies** through analyzing photographs of bread (symbolism of unleavened and leavened bread)

**●Conducting interviews of family members/ hearing stories through sharing of oral accounts**

**●Visiting Weiss Homemade Kosher Bakery** in Borough Park

**●Creating a class cookbook**

**●Faith** and **oppression**

**●Strength**

Unit Map:

**Diverse Communities of Brooklyn**

**African American Community of Bedford Stuyvesant**

**●Conducting research/ practicing technology and research skills** through investigation of famous African American artists

(Who are they, where are they from, what type of artistic style are they known for)

**●Visit the Fulton Art Fair** to indulge in African American delicacies such as art, food, and music

**●Oppression** and **stereotypes**

**●Art** and **cultural identity**

**Middle Eastern Atlantic Avenue**

**●Analyze historical documents** (primary and secondary), **books, and news articles** to explore Atlantic Avenue’s history

**●Create a timeline** of significant events

**●Visit the Ethnic Festival** on Atlantic Avenue and re-visit their experience through photographs that were taken on the trip

**●Faith**

**●Oppression**

**●Stereotypes** and **Identity**

**Italian Carroll Gardens**

**●Interview**

Italian guest-speaker about culture and heritage

**●Analyzing an atlas**

**●Exploring maps** to understand past and present development of communities, noting similarities and differences as well as **labeling** current day Italian hotspots

**●Visitation of** Carroll Gardens accompanied with **writing** activity about what students learned

**●Cultural pride-** mom and pop shops

**Russian Brighton Beach**

**● Practice interview skills, techniques, and etiquette**

**●Listening and note-taking skills** practiced when students hear an oral history account

**●Develop an understanding of how** Russian culture impacted Brighton Beach overtime

**●Visit Oceana Theater** for Russian Opera

**●Group dynamics** and **oral history**

**And** oral history

**Part III:**

**Unit Map**

**Prior Knowledge:** Students will be familiar with Brooklyn as a borough of New York City. Students are comfortable using computer lab as well as library resources. Students are able to differentiate between primary and secondary resources. Students are gaining familiarity analyzing and interpreting these resources. Students are aware of the historical impact of immigration on New York City.

**Six Part Unit:**

* Part One: The Chinese Communities of Avenue U/Homecrest
* Part Two: The Italian Communities of Carroll Gardens
* Part Three: The Middle Eastern Communities of Atlantic Avenue
* Part Four: The Russian Community of Brighton Beach
* Part Five: African American Art of Bedford/Stuyvesant/Exploration of Oppression
* Part Six: The Jewish Community of Borough Park

**\*\*** This unit is meant to be taught over a six week period dividing each part into weekly lessons. The dates and times of each lesson are flexible in accordance with the curriculum.

**Part One:**

1. *What makes a community?*
   1. Do people in a community usually look similar or different?
   2. Exploring Ethnic Makeup Map on New York Times using the Smartboard
2. *Creating a Community* 
   1. Reading of The Chinese Violin
   2. Students work in groups using large paper and art supplies to create a visual representation of a Chinese American community
3. *Present Day Separation of Communities*
   1. a. Students and teacher participate in a Social Studies congress about the Cantonese speaking immigrants and their struggles with the Fuzhou immigrant community
4. *Trip to Avenue U Homecrest*
   1. Tour provided by local resident

**Part Two:**

1. *What was the impact of Italian immigration on Brooklyn?* 
   1. Where did Italian immigrants settle? What did they look like?
   2. Analyzing primary sources (such as photographs from the 1900’s) and drawing conclusions from the visual representations
   3. Looking for landmarks on a geographic map of Carroll gardens from the early 1900’s (such as churches, factories, and docks/piers)
2. *Analyzing current day map of Carroll Gardens*
   1. Comparing and contrasting the maps using a document camera
   2. Looking for modern day cultural sites of Italian influence in Carroll Gardens
3. *Student Report on “Cultural Hotspot”*
   1. Homework activity. Encouraging students to explore local neighborhood.

**Part Three:**

1. *Exploring the local history of Atlantic Avenue*
   1. Strengthening research skills using primary documents such as non-fiction books, articles, and pictures of Atlantic Avenue over time
   2. Creating a timeline of Atlantic Avenue from mid-1800’s to mid-1900’s
2. *What are stereotypes and how can we overcome them?* 
   1. Students investigate stereotypes that effect Middle Eastern families in America
   2. Students develop ways to overcome stereotypes and explore the connection between stereotypes and cultural pride
3. *Students attend the Ethnic Festival*
   1. Festival is held on Atlantic Avenue to experience the positive effects of cultural pride and its ability to preserve cultural foundations

**Part Four:**

1. *How has Russian culture impacted the Brighton Beach community over time?*
   1. Using alternate primary resources such as an in person oral history account
   2. Students consider manners and etiquette when developing interview questions
   3. Practicing listening as well as note taking skills
2. *Exploring the Brighton Beach community*
   1. Trip to Oceana Theatre for Russian Opera

**Part Five:**

1. *Read aloud of Amazing Grace by Mary Hoffman*
   1. Students consider and discuss what it means to be discriminated against.
   2. Homework Activity: Students use a dictionary or computer to record the definition of oppression.
2. *What is oppression? What does it mean to be oppressed?*
3. Class creates collaborative definition of oppression.
   1. Class creates a list of examples of oppression.
      1. For example, making fun of someone because of the way they look, bullying someone because they leave the classroom for special services, kids or grown ups from different countries who are looked down upon because they do not speak fluent English.
4. *Oppression in African American Art: Tom Feelings*
   1. Students analyze artistic works of Tom Feelings
   2. Students reflect on how the art makes them feel and what it makes them think about
   3. Students connect art to the class concept of oppression through journal writing
5. *Tom Feelings: A Black Arts Movement*
   1. Reading an informative article with students on the ideas behind Tom Feelings’ artwork
   2. Students consider how Tom Feeling’s community impacted his artwork
6. Soul Looks Back in Wonder
   1. Students explore artistic works of Tom Feelings accompanied by the writings of Maya Angelou, Langston Hughes, and Askia Toure to portray the creativity, strength, and beauty of African American heritage
   2. In partners, students choose one poem and picture to present to the class. In their presentation, students discuss how the artist depicts oppression or how the artist overcomes oppression through his/her artwork.
7. *Trip to the Fulton Art Fair*
   1. Exploring various African American delicacies of Brooklyn such as art, music and food

**Part Six:**

1. *Analyzing photographs of baking bread and shopping at a Jewish bakery*
   1. Is this bread similar or different from the bread students are used to?
   2. Introduce concept of leavened and unleavened bread
      1. Exploring the scientific process of fermentation
   3. Discussion: What does bread symbolize for people of the Jewish faith?
2. *Tasting leavened and unleavened bread*
   1. What do students notice? What’s different? Possibly bake bread as well.
3. *Field trip to the Weiss homemade kosher bakery in Borough Park*
   1. Observe and indulge in Jewish
4. *Exploring personal family heritage through food*
   1. Students interview and record recipe for food
   2. Teacher compiles a class cookbook which may include family/food stories
5. *Class Potluck*
   1. Encourage families to bring an aspect of family culture such as a food dish, book, art, clothing, etc.
      1. \*\* If a family member is unable to attend or participate in the potluck the student will be accommodated in the best manner possible; for example possibly purchasing a cultural specialty food or searching for a cultural recipe online to make sure the student’s heritage is represented at the celebration.

**\*\*** This part of the unit discusses the Jewish faith and prompts students to reflect on their own personal religious beliefs as related to Jewish traditions. Although this may raise concern we believe it’s important to encourage students to reflect on their own personal understandings of culture and religion.

**Part IV:**

**Sample Learning Experiences**

**PART 1: Exploring the Chinese Communities in Brooklyn**

**Lesson Focus:** The overall goal of this lesson is to introduce students to the predominantly Chinese community that resides on Avenue U in Homecrest, Brooklyn. As part of this introduction, students will explore the history of Avenue U and various parts of a community, such as food markets, bakeries, restaurants, salons, banks, etc. Students will explore how communities function, looking at the wants and needs of the people who live there. Students will also examine Avenue U’s connection to Manhattan’s Chinatown.

**Lesson Objectives:**

Students will:

* Understand where Avenue U is located in Brooklyn
* Understand where Avenue U is located in relation to the school
* Identify the Avenue U’s subway connection (Q train) to Manhattan’s Chinatown
* Understand that Avenue U – Homecrest is considered a second Chinatown in Brooklyn
* Conceptualize the size of this Chinatown (less than10 blocks)
* Learn the history of the Cantonese community, beginning in the 1990’s, and how it came to be as a result of congestion and unaffordable housing in Brooklyn’s 8th Avenue Chinatown
* Learn to be accepting and tolerant of other cultures, such as Chinese cultures and values
* Explore parts of a community such as food markets, bakeries, restaurants, salons, and banks and their purpose
* Differences among cultures and communities within Brooklyn
* Present-day issues that may still effect communication and sentiments between groups of Chinese immigrants

**NYS Social Studies Scope and Sequence Standards**

Standard 1- History of New York

*Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.*

Key Idea 1.1:

1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

1.1a: know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it

Key Idea 1.2:

2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

1.2a: gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

1.2b: recognize how traditions and practices were passed from one generation to the next

1.2c: distinguish between near and distant past and interpret simple timelines

Key Idea 1.4:

4. The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple-causation, and understand the importance of changing and competing interpretations of different historical developments.

1.4a: consider different interpretations of key events and/or issues in history and understand the differences in these accounts

1.4b: explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state

1.4c: view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifact

**Common Core Standards** for **English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects**

Reading Standards for Informational Texts

Key Ideas and Details

* Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* Determine the main idea of a text; recount the key details and explain how they support the main idea.
* Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in text, using language that pertains to time, sequence, and cause and effect.

Integration of Knowledge and Ideas

* Use information gained for illustrations (e.g. maps or photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

Foundational Skills

* Know and apply grade-level phonics and word analysis skills in decoding words.

a) Identify and know the meaning of most common prefixes and derivational suffixes

c) Decode multi-syllable words

Writing Standards

Text Types and Purposes

* 1) Provide reasons to support and opinion

Research to Build and Present Knowledge

* 7) Conduct short research projects that build knowledge about a subject

Speaking and Listening

Comprehension and Collaboration

* Engage effectively in a range of collaborative discussions (in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

b) Follow agreed upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

c) Ask questions to check understanding of the information presented, stay on topic, and link their comments to remarks of others

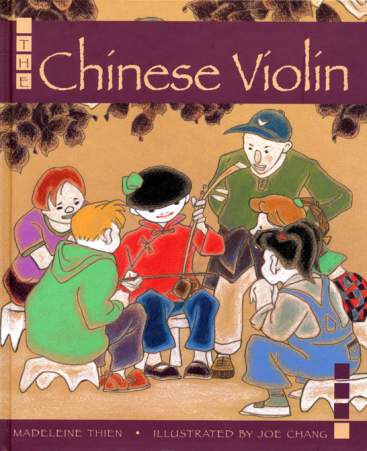
d) Explain their own ideas and understanding in light of the discussion

Presentation of Knowledge and Ideas

* 4) Report on a topic or text, tell a story, or recount and experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace
* 5) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Conventions of Standard English

* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



**Materials:**

* The Chinese Violin by Madeleine Thien
* Map of Brooklyn (enlarged)
* White board
* Dry erase markers
* English-to-Cantonese dictionary
* Large paper
* Markers, crayons, colored pencils

**PART I**

**Lesson Progression:**

Class Starter/ Connections to Prior Knowledge – 10 minutes

* Students and teacher discuss The Chinese Violin by Madeleine Thien which was read in a previous read aloud lesson. Students give a brief recap and teacher asks questions such as:
  + How did Lin Lin and her father feel when they immigrated to Canada?
  + Would you have felt a similar way? Why or why not?
  + What were some of the struggles they faced?
  + How did they overcome them?
* Teacher introduces Avenue U in Homecrest, Brooklyn as a place where immigrants may go when coming to New York City. Teacher asks students if they know anything about Chinatown in Manhattan. Teacher makes connections between Manhattan’s Chinatown and Brooklyn’s Homecrest area.
* Teacher highlights the area on a map and shows students where the community is in relation to their school.

Direct Instruction – 15 minutes

* Teacher asks students to pretend they are an immigrant from China coming to a new place for the first time and speak Cantonese, not Mandarin, just like immigrants who came to live in the Homecrest area of Brooklyn. Questions for students to think about:
  + Who are you with?
  + What did you bring with you?
  + Can you go anywhere, or will you want to look for a place where people speak Cantonese?
  + What types of things will you need in your community? Where will you get food? Where will you go to school, etc.?
* Students share what types of things they may want in their community and why. Teacher touches upon the universal needs of people and the desire to build strong communities where people feel welcomed.
* Teacher introduces Cantonese characters for the community places that students share.
* Teacher shows students how to use an ‘English-to-Cantonese’ dictionary as the class looks up new words together to gain more insight into the Cantonese language.

Group Activity – 25 minutes

* After the class discussion, students will be asked to work cooperatively in small groups to devise their own communities as Chinese immigrants.
* Students are given one large paper to draw on with their group (project may work best if done on the floor, given the size of the paper).
* Teacher offers cut-outs of buildings for students to use and color. Students are also encouraged to draw their own or use materials in the classroom such as construction paper.
* Students will be asked to label their buildings using the Cantonese terms the class looked up as a group, which are written on the board next to the English words.

Closure- 10 minutes

* Students share their creations thus far. They speak about what is in their community and why they decided to include it.
* Students share questions they have for the community creators.

**Follow Up**:

Students are encouraged to continue their reflections on their communities. Deeper research may focus on cultural aspects of their communities. For example:

* Why do you predominantly use the Cantonese language in your communities?
* What kinds of foods would be on the menus at your restaurants?
* What would your stamps look like at the post office and why?
* What currency is often exchanged in your community?

**PART II**

Social Studies Congress

**Disagreement among Chinese Communities of Brooklyn**

Class Starter/ Connection to Prior Knowledge

* Students gather on the rug for a discussion centered on their thoughts and ideas about Brooklyn's second, and significantly smaller, Chinatown after completing their visual displays. A map of Brooklyn is on the board with Homecrest highlighted.
* Teacher asks students what they enjoyed most about the investigation, or what they learned that stood out to them. Students share their ideas.

Group Discussion

* Teacher asks students to consider several questions. A sample discussion may look like this:
* Do you wonder why the Cantonese speaking immigrants didn't move to Sunset Park, the first Chinatown in Brooklyn? Teacher highlights Sunset Park in Brooklyn, using a different color. *This was a big Chinese community before immigrants began moving to Homecrest, so why didn't new immigrants simply move there?*
* Students share their ideas and discuss the possibility of another Chinese community in Brooklyn and why more than one may exist.
* Students will be prompted to say why they think a new community started (students may discuss that not everyone can fit in the same area, space is limited, etc.)
* Teacher tells students that s/he learned something really surprising the other day. I learned that in Sunset Park, in the original Chinatown in Brooklyn, Immigrants first spoke Cantonese and the community was known for its Cantonese speaking people. Then, the **Fuzhou population** from China began immigrating into this area.
* Teacher uses visual representations, taping pictures of the original Cantonese speaking immigrants living in Sunset Park on the map. Teacher then shows new immigrants of the Fuzhou community moving in and tapes the image on the map. *Can you guess what language they spoke?*
* Students think about what language the Fuzhou population may have spoken. They spoke Mandarin! *Hmmm interesting, how do you think this changed the community*? Soon more and more Fuzhou immigrants began moving to Sunset Park.
* Teacher tapes more and more images of Fuzhou immigrants on the map. *So, do you think more and more people began speaking Mandarin? How do you think the original Cantonese speaking immigrants felt?* Teacher draws speech bubble over the original immigrants and students share thoughts and feelings to write in the bubbles.
* *How do you think the Fuzhou community felt?* Teacher writes student thoughts in the bubbles.
* Students consider the following questions:
  + What happened as more Mandarin speaking immigrants moved to Sunset Park?
  + Were Cantonese speaking people becoming less common?
  + Was space running out like we spoke about before?
  + Could this be part of the reason Cantonese immigrants started settling in Homecrest?
  + We see that maybe there was some animosity or bad feelings between the groups. Do you think that may still be present today? Between Mandarin and Cantonese speaking people?
  + Why do you think that it is important to study the Cantonese population?
* Students may engage in discussions about acknowledging populations of people who may have experienced difficult situations. Teacher can introduce the words **underrepresented** and **oppression** to describe what was happening and may still be happening today.
* In closing, teacher points out how hard it is for two groups to agree and live together in harmony. Even events that have happened so long ago impact communities today.

**Follow up:** \*Students will take a trip to Homecrest, Brooklyn to explore this second Chinatown. In preparation for the trip, teacher will show students real photographs of Avenue U to ready them for an exploratory community walk. The class will meet up with a young woman, Colleen Oh, who will explain her family’s immigration history and explain how it has led to her current life in Homecrest on Avenue U. She will also bring us to a traditional dumpling house where students will have the chance to sample authentic Chinese cuisine.

**PART 2: Using Photographs and Maps to Explore the Italian Community**

**Information:** To practice using primary sources, specifically maps, to understand the past and learn about the development of the Italian immigrant communities in Carroll Gardens in the early 20th century to the present.

*What was the impact of Italian immigration in Brooklyn?*

*How can maps help us learn about the Italian community?*

*What is the presence of the Italian community in current-day Carroll Gardens?*

**NYC Social Studies Scope & Sequence Standards – 3rd Grade:**

***World Geography:***

* People adapt to the environment – 3.1e
* Communities use human and natural resources in different ways – 2.3c, 3.1d, 4.1d
* All peoples have beliefs, religion, traditions – 2.1a, 2.1c

**NYC Core Curriculum Standards - ELA – 3rd Grade:**

***Reading Standards for Literature***

Students will…

*Key Ideas and Details*

1. Ask and answer questions to demonstrate understandings of a text, referring explicitly to the text as a basis for the answers

***Writing Standards***

Students will…

1. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose

***Speaking and Listening Standards***

*Students will…*

1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly
   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
   2. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
   3. Explain their own ideas and understanding in light of the discussion
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

**Learning Objectives:**

**Students will…**

* Analyze an atlas page using guided questions
* Draw conclusions about the development of Italian immigrant community in Carroll Gardens

**Materials**

* Copies of Worksheet and Atlas Page
* Pencils
* Crayons or Colored Pencils
* Magnifying Glass for Closer Examination of Atlas

**Historical Context:**

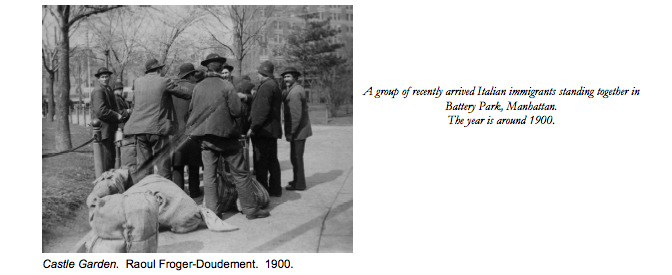
Starting in the mid-19th century, Brooklyn became a haven for millions of European immigrants that arrived in New York. Across Brooklyn, small communities of immigrants gathered together.

We can trace the development of these communities with historic atlases that label the purposes of buildings. In Carroll Gardens, we see Catholic Churches, pasta factories, an Italian theater and other businesses that indicate a group of Italian immigrants lived here at one time.

**Procedure:**

1. Ask the students to sit on the Rug/meeting area and project the first primary source document – an image on the Smartboard/whiteboard/blackboard using a projector.

2. Discuss this first image as a class.

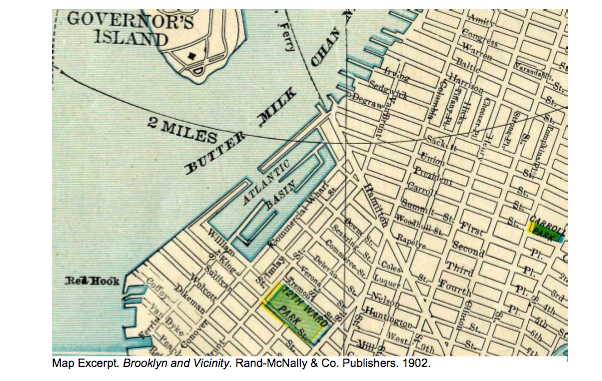


- *What do you see in this picture? Describe the people. What are they wearing? What are they carrying?*

- *These men have just traveled across the ocean to start a new life in a foreign country. Imagine what they might be talking about. Ask students to make a list of what they will need to do to start their new life.*

3. Then, explain during this time that *many immigrants chose to live in communities with people from the same country. The Italian men you just looked at might go to an Italian community. There were many Italian communities in Brooklyn. Within these areas, immigrants found places to live and work. More importantly, they found other people who spoke Italian.*

4. Project the second image on the screen now – a map of the Red Hook and Carroll Gardens area:

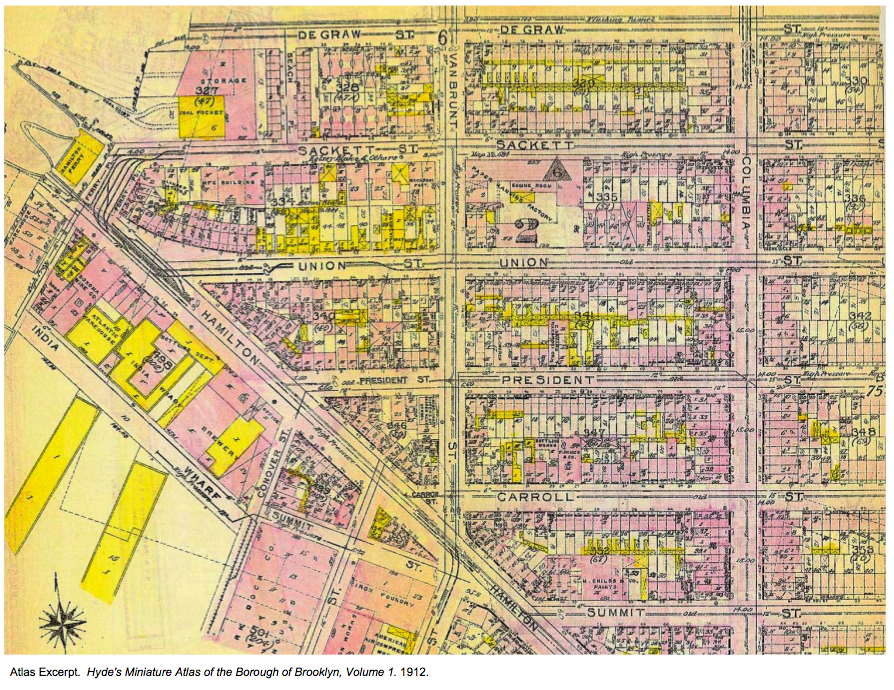


5. Explain to students: One of the largest Italian communities in Brooklyn can be found on this map. Most people called it Little Italy because everyone who lived there spoke Italian and kept Italian traditions. Little Italy was bordered by Carroll Street, Van Brunt Street, Sackett Street, and Henry Street. Locate these streets and draw a box around Little Italy.

6. Engage students in conversation with questions:

- *What do you notice about this part of Brooklyn? Look at the geography. Why might people want to live and work here?*

5. Now, tell students that they will do independent work by looking at a more detailed map: *Now that you have found Little Italy on a map, you are going to learn more about this community by finding landmarks on a more detailed map. Answer the following questions by looking at the map on the next page.*



6. Hand out copies of the map and the questions of the activity:

a. Most Italians were Catholic. Little Italy’s largest church was located on President Street between Van Brunt and Columbia. Find it and color it in.

b. Festivals and parades were a popular way to celebrate holidays. People knew where the parade would be because decorations, flags, and lights were hung on President Street between Hamilton and Columbia Streets. Mark the parade route on your map.

c. The traditional Italian meal was macaroni, another word for pasta. Can you find a Macaroni Factory on the corner of Sackett and Van Brunt Streets? Find it and color it in.

d. Can you find and color a second Macaroni Factory on President Street between Van Brunt and Columbia?

e. For fun, people in the community went to a popular theater that featured puppet shows. The theater was a large building on Union Street between Van Brunt and Columbia. Find it and color it in.

f. Men enjoyed fishing on the pier at the end of DeGraw Street. Color where the pier was located.

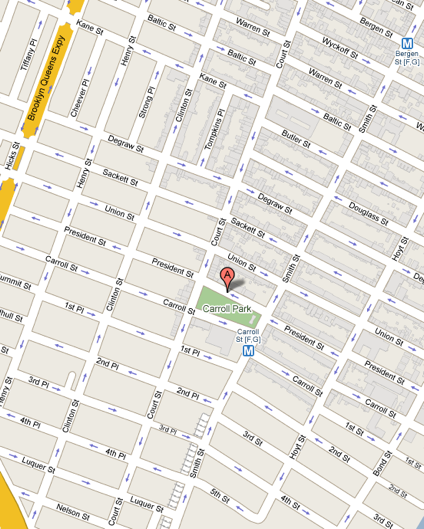
g. Most immigrants arrived without much money, so finding a job was important. Many Italians found work near the water. Try to find some of the factories, warehouses, and docks where Italians might have worked. Color them on your map.

7. Next, gather students back on the Rug to discuss as a class the map and questions. Have students share their findings. Be sure to discuss that there were many other immigrant communities in Brooklyn, New York and beyond.

8. Finally, have students engage in a writing activity:  *In one paragraph, summarize what you have learned about Italian immigrants in Brooklyn. What parts of their new life were difficult? What parts of their new life were fun and enjoyable?*

**Next Step**

1. Explain to students that the Italian community is still very much alive and present in Brooklyn today! Let’s look at a modern map of Carroll Gardens. Project this map on the screen and have students look for similarities or differences between this map and the 1921 atlas map. *What do you notice?*



2. Ask students, *have you ever been to Carroll Gardens? What did you do there?* Explain to students that in exploring Italian neighborhoods in Brooklyn, here are some ethnically authentic shops that are fun to look for:

* Italian bakeries such as Caputo Bakery
* Italian pork stores
* Italian ethnic food stores and pasta kingdoms such as Esposito's
* "red sauce" Italian restaurants such as **FERDINANDO'S FOCCACERIA**
* bridal boutiques
* Italian clothing import stores, or shops selling traditional attire for communion.

3. Explain to students that they will each get a copy of the modern-day map of Carroll Gardens and a list of popular cultural sites in present-day Carroll Gardens. Students are to mark the spot on the map.

This list of places is provided by *Lost City: Lost City’s Guide to Carroll Gardens* <http://lostnewyorkcity.blogspot.com/2009/01/lost-citys-guide-to-carroll-gardens.html>

**RED ROSE RESTAURANT** (Smith near President): The Smith Street restaurant revolution has ensured that little of old Smith Street remains. Even the Red Rose, an Italian red sauce joint, is only a quarter-century old. But it does things the way they were 50 years ago.

**D'AMICO COFFEE** (Court near Degraw): A neighborhood landmark for decades. This coffee shop is famous for its strong Italian coffee!

**CAPUTO BAKERY** (Court near Sackett): In my humble opinion, the best bread in a neighborhood that has many sources of good bread. The long thin "Frank Sinatra" loafs are perfection. The interior is delightfully spare and the service efficient; this place is about bread!

**ESPOSITO & SONS PORK STORE**: (Court Street near President). Choice pork products of all kinds, and prepared Italian specialties. A 86-year-old, family-owned holdout of the once predominantly Italian neighborhood.

**CAPUTO'S FINE FOODS** (Carroll near Third Place): Great mozzarella, meats, olives, homemade pasta, coffee, cookies, anything Italian you can think of. This narrow store with fine, friendly service has it all.

**ST. MARY STAR OF THE SEA** (Court near Luquer): Longstanding pillar of the Catholic community.

**CARROLL GARDENS PUBLIC LIBRARY** (corner of Clinton and Union): An original Carnegie library (Andrew's portrait still hangs), the interior is worth a look.

**FERDINANDO'S FOCCACERIA**: (Union near Hicks) At 104-years-old, this is the oldest restaurant in the area. It's been renovated a lot over the years to "look" classic, but still worth the trip. Potato Special and Panelle Special sandwiches recommended.

4. After the activity, have students come back to the meeting area and share their findings! *Which place looks particularly appealing to you? Where do you want to visit?*

5. For homework, have students research one of these Carroll Gardens hot spots and write up a small report about the history and culture of the spot – *When was the restaurant founded? What are the specialty dishes?* Encourage students to get to know the local spots of their own neighborhoods!

**Modifications:**

For those students who have challenges writing, provide sentence starters. The teacher should also provide more modeling and one-on-one conferencing as needed and possibly partner the student up with a student who has grasped the activity.

**Assessment:**

The students will be assessed informally through observation and participation. The teacher will be listening to students’ responses and note those who contributed to the discussion by generating questions and engaging in discussion. This will be evidence that shows students can participate in collaborative conversations and ask questions about a text, which meets the NYS Core Standard of Speaking and Listening. Also, students will be assessed on their completion of the map activity and on their homework assignment of researching a Carroll Gardens hot-spot. For the students who do not participate, the teacher will re-model and ask them to practice with the teacher one-on-one or in small groups to ensure understanding.

**Extension Activities:**

Invite a speaker! Ask someone to come to class and discuss Italian culture and heritage with the students. Students may practice their interview skills, asking questions and recording answers. This is a good way to include people from the surrounding community into the classroom.

**PART 3: How has Russian culture impacted the Brighton Beach community over time?**

**Lesson Focus:** In this lesson students will gain exposure to an alternate, more rare form, of primary source: an oral history account. A guest speaker will come to class and give an oral account of what life was like as a Russian immigrant in NYC during the 1970’s. The speaker will also discuss Brighton Beach and her consistent visits there as a teenager and adult. Students will listen and take notes while the speaker is in front of the class. This will help students build both listening and note taking skills.

**Lesson Objectives:**

Students will:

* Understand where Brighton Beach is located in Brooklyn
* Recognize the Russian immigrant community
* Further develop an understanding of the reasons for immigration and the hardships immigrants face
* Identify Russian cultural traditions such as Opera, food, and language

**Standards:**

Common Core Standards

*English Language Arts*

*Writing*

* W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

*Speaking and Listening*

* SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
* SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

* L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

***NYC Scope and Sequence K-8***

Unit Five: Growth and Expansion

* “The Melting Pot” metaphor 1.1a, 1.4a, 1.4b, 1.4c
* reasons for immigration to New York 1.1a, 1.2b, 1.4b, 1.4c, 2.3a, 2.4a
* immigrant experiences in New York (during travel, Ellis Island, life in America) 1.1a, 1.2a, 1.2b, 1.4a, 1.4b
* contributions of immigrant (culture, recreation, food, language, skills) 1.1a, 1.2b, 1.3a, 1.4a, 2.4a, 4.1b
* New York City neighborhoods as ethnic enclaves 1.2a, 1.2b

**Materials:**

* Smartboard
* Map of World
* Map of Brooklyn
* Electronic Recording Device
* Pencils
* Loose Leaf paper
* Writing Folder

**Lesson Progression:**

Set:

* Teacher asks for definition of primary resource.
  + Teacher asks students to identify primary resources they’ve examined in class.
* If necessary, teachers should prompt students and remind them about first hand accounts, which come from a person who lived during that part of history.
* Teacher informs students, “*Today we’re going to hear from a living, breathing, primary resource! My friend from Russia has some stories she’d like to share with you. While she talks to us you’re going to take notes of her oral history. I expect you to be listening just like you would during test prep or on the ELA. We have to make sure that we get the most ACCURATE picture of Larisa through your writing because you are responsible for telling her story. DO NOT write in full sentences, unless you want to use her exact words and quote her.”*

Mini Lesson:

* Teacher instructs students to have only a sheet of loose leaf and a pencil on their desks.
* Teacher reminds students that they are responsible for retelling Larisa’s history, so they have to make sure to take good notes so they can portray her just right.
* Teacher reminds students with questions to wait until Larisa *asks* for questions before raising their hand. Teacher reminds students that it is polite to not speak or raise their hand when someone is talking. Teacher reminds students that some things, like someone’s past, aren’t always easy to talk about. If Larisa does not want to answer a question the class is to move on to the next question since she is our guest.
* Teacher records guest speaker on recording device.
* Guest speaker introduces herself.
* Teacher displays map of Russia on Smartboard.
  + Guest speaker should identify Sochi on the map. Teacher can zoom in on this small Russian town, exposing students to the speaker’s community.
* Teacher displays map of Brooklyn on Smartboard
* Guest speaker points to the neighborhood she immigrated to in Brooklyn.
  + Teacher should demonstrate the distance using Google maps on Smartboard.
    - Ask students, “Do you think Sochi is a long way from Brooklyn? Or do you think it’s not very far?”
* Guest speaker discusses life as an immigrant to the United States, the differences between her native language and English, as well as the personal hardships and benefits of living in the United States.

Independent Activity:

* Students take notes while Larisa recounts her journey from Russia to New York.
* Students ask questions when called upon by Larisa.

**Follow up:**

* During morning work the following day, teacher should instruct students to take out their writing folder. Students remove their oral history notes from folder.
* Teacher hands out sheet with questions pertaining to Larisa’s life and journey.
* Students complete sheet using notes and what they remember at desks.
* Teacher calls students to the rug for discussion/review. While reviewing the answers teacher should prompt students to reflect on how they would feel if they were leaving their home country. Would they feel sad if they were Larisa or excited? Both?
* Teacher ends review, “*I recorded Larisa’s visit so we officially have a primary source! An oral history on tape! If you want to listen to it or use it for research in the future, you can hear it in our listening center.”*

**PART 4: Past and Present Atlantic Avenue**

**Lesson Focus:** The overall goal of this lesson is to introduce students to the predominantly Middle Eastern community that resides on Atlantic Avenue in Brooklyn. As part of this introduction, students will explore the history of Atlantic Avenue and various significant aspects of this community, including one of the world’s oldest subway systems and the building of the South Ferry. Students will also be introduced to Atlantic Avenue’s ethnic festival that occurs each year.

**Lesson Objectives:**

Students will:

* Understand where Atlantic Avenue is located in Brooklyn
* Understand where Atlantic Avenue is located in relation to the school
* Identify the Atlantic Avenue subway as one of the oldest subways in the world
* Understand that Atlantic Avenue was once farmland
* Learn the importance of the South Ferry
* Learn to be accepting and tolerant of other cultures, such as Middle Eastern cultures and values
* Dissect religious stereotypes that may be associated with being Middle Eastern
* Learn ways of overcoming stereotypes
* Understand the effects of stereotypes
* Understand cultural pride as a way to overcome and challenge stereotypes

**NYS Social Studies Scope and Sequence Standards**

Standard 1- History of New York

*Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.*

Key Idea 1.1:

1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

1.1a: know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds

played a role in creating it

Key Idea 1.2:

2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

1.2a: gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

1.2b: recognize how traditions and practices were passed from one generation to the next

1.2c: distinguish between near and distant past and interpret simple timelines

Key Idea 1.4:

4. The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation and understand the importance of changing and competing interpretations of different historical developments.

1.4a: consider different interpretations of key events and/or issues in history and understand the differences in these accounts

1.4b: explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state

1.4c: view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifact

**Common Core Standards** for **English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects**

Reading Standards for Informational Texts

Key Ideas and Details

* Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* Determine the main idea of a text; recount the key details and explain how they support the main idea.
* Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in text, using language that pertains to time, sequence, and cause and effect.

Integration of Knowledge and Ideas

* Use information gained for illustrations (e.g. maps or photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

Foundational Skills

* Know and apply grade-level phonics and word analysis skills in decoding words.

a) Identify and know the meaning of most common prefixes and derivational suffixes

c) Decode multi-syllable words

Writing Standards

Text Types and Purposes

* 1) Provide reasons to support and opinion

Research to Build and Present Knowledge

* 7) Conduct short research projects that build knowledge about a subject

Speaking and Listening

Comprehension and Collaboration

* Engage effectively in a range of collaborative discussions (in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

b) Follow agreed upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

c) Ask questions to check understanding of the information presented, stay on topic, and link their comments to remarks of others

d) Explain their own ideas and understanding in light of the discussion

Presentation of Knowledge and Ideas

* 4) Report on a topic or text, tell a story, or recount and experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace
* 5) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Conventions of Standard English

* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**PART I: Atlantic Avenue- Then and Now**

**Materials:**

* Map of Brooklyn (enlarged)
* White board
* Dry erase markers
* Bins for the following materials:
  + 1) Pictures of Atlantic Avenue in the past and present

<http://www.atlanticavenuebkny.com/history.cfm>

(Atlantic Avenue- 1863 and 1940)





<http://www.brooklynnynews.com/2010/04/barneys-co-op-comes-to-atlantic-avenue/>

* + 2) South Ferry photographs

Marked pages in “All The Proceedings In Relation To The New South Ferry Between The Cities Of New York And Brooklyn, From Dec. 1825 To Jan. 1835” including original photographs and artifacts

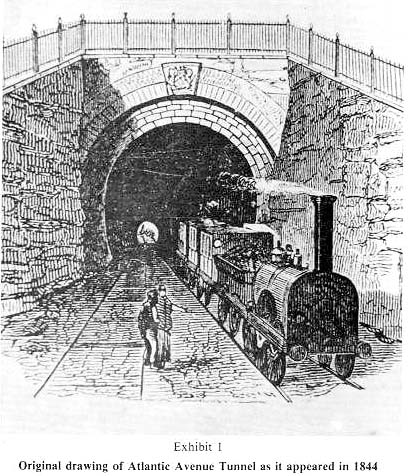
Marked pages from “Brooklyn: Daily Eagle Postcards, 1905-1907 Postcard History: New York”

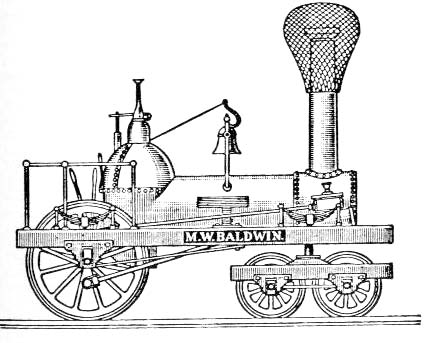
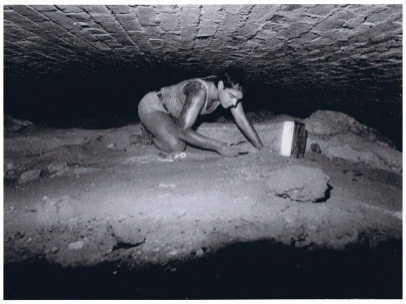




* + 3) Historical images and articles about the Atlantic Avenue Railroad

<http://www.brooklynrail.net/proj_aatunnel.html#historic_images>

10-15 photos featuring the construction of the track and the train



* + Books about Middle Eastern culture and immigration

Middle Eastern Migration (Children's True Stories: Migration)

The Middle Eastern American Experience (USA Today Cultural Mosaic)

Foods of the Middle East (Culture in the Kitchen)

**Lesson Progression:**

Class Starter/ Connections to Prior Knowledge **–** 7 minutes

* Teacher begins by connecting with students and finding out which students have been to parts of Atlantic Avenue or if students have heard about this area of Brooklyn. Students share what they have heard, what they know, or where they have been.
* Teacher has large map of Brooklyn blown up and on the board in front of students. She asks students where they think Atlantic Avenue is located in Brooklyn. (Map is laminated so students are able to circle the area with dry-erase marker for this community study).
* Teacher pinpoints where the school community is located and may want to discuss how we might travel to Atlantic Avenue via public transportation. Teacher will trace the route from the school to the community with a dry-erase marker to show students where Atlantic Avenue is in relation to their school.

Direct Instruction– 10 minutes

* Now that we know where this community is, what are some questions you may have about Atlantic Avenue? Teacher writes student questions on the board.
* Students pose questions and engage in an open dialogue about Atlantic Avenue, sharing thoughts and ideas.
* Teacher poses different questions about Atlantic Avenue, such as the following:
  + What was Atlantic Avenue like in the early 1800s?
  + What is the South Ferry?
  + What is the Atlantic Avenue subway?
  + Where are Middle Eastern immigrants from?
  + What is Atlantic Avenue’s Ethnic Festival?
* Teacher introduces the activity as an exploration about Atlantic Avenue.

Group Activity – 15-20 minutes

* After the class discussion, students will be asked to work cooperatively in small groups to research information about Atlantic Avenue. Book bins about specific topics are placed at each table. For example, books, articles, and pictures that highlight Atlantic Avenue’s beginning state of farmland and Ralph Patchen’s land, are placed at one table. At another table, photographs, plans, articles, and books about the subway station are available for students to explore. Information is placed in book bins at two other tables focusing on the South Ferry and Middle Eastern culture.
  + Students will be asked to write things that they have learned from this information on post-its. Guiding questions may include:
    - What do you notice about the photographs of the subway? What years are these photographs from? Why were these railroads important?
    - What types of things are important parts of Middle Eastern culture? What types of foods are popular?
    - How did Atlantic Avenue look in the early 1800s?
    - Why was the South Ferry important to Atlantic Avenue?

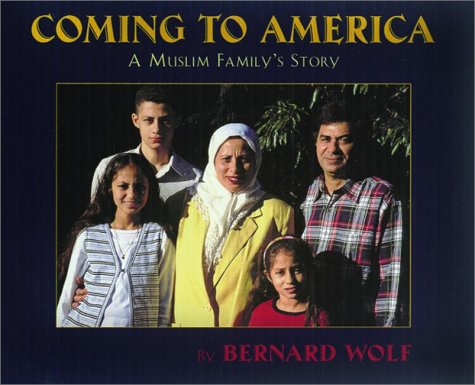
Closure – 15 minutes

* Students come together on the rug with their book bins and post-its. There is a large chart on the board of a timeline. \*Timeline assists students in seeing the history and development of Atlantic Avenue in a sequential way.
* Teacher asks students from the early Atlantic Avenue group to share what they learned about Atlantic Avenue in the 1800s. Their post-its are placed on the poster in the beginning area of the timeline. At this point, the teacher may choose to use texts to introduce more in-depth historical facts.
* The process continues for the South Ferry, Atlantic Avenue subway, Middle Eastern immigrants and culture, as well as the ethnic festival that is held on Atlantic Avenue. Pictures from the groups are put up onto the timeline as well as their post-its.
  + - What did we learn about Atlantic Avenue? (Each group shares about a part of the community)

**Follow Up**:

Students are encouraged to continue their reflections on the information they have gathered. Overarching questions include:

* In what ways did the South Ferry and the subway change Atlantic Avenue?
* How did Middle Eastern immigrants shape present-day Atlantic Avenue?



**PART II: Challenging Stereotypes**

**Materials**

* Coming to America: A Muslim Family’s Story by Bernard Wolf

Class Starter/ Connections to Prior Knowledge

* Teacher begins by asking students what they know about people who practice the religion of Islam, or what they know of people who are Muslim

\*Students are asked to remain polite and respectful throughout the discussion.

* Teacher charts their ideas on the board on one side of t-chart
* Students share their disagreements and provide their evidence and supports (Example: where they heard their information from or what they have seen)

Direct Instruction

* Teacher begins with a read aloud text called Coming to America: A Muslim Family’s Story.
* As Hassan Mahoud and his family move to America, they struggle to conserve their Muslim beliefs and Egyptian customs. This text provides insight on the preparation of daily meals, vising mosques, and daily values and feelings towards one another as a family. It depicts the life of one Muslim family adjusting to life in America.
* As the teacher reads about different stereotypes that have been mentioned, the teacher stops and discusses points with the class. Important questions to consider include:
  + How is this idea challenged?
  + Why can’t we assume this about everyone Middle Eastern person?
  + What do we call these types of assumptions about others?
  + Are there such things as positive stereotypes or do we feel that all judgments prior to knowing someone are negative?

\*There will most likely be several points of discussion throughout this read aloud.

* Teacher charts new understandings on the other side of the t-chart.

Group Oral Activity

* Teacher and students brainstorm ways that we as people can overcome stereotypes.
  + How do we as observers of a community refrain from stereotyping?
  + How do people within a culture overcome the stereotyping that they experience?
* Ideas are written on a chart and hung in the classroom as reminders of how we can stop stereotyping before we begin

Closure

* Teacher discusses the development of cultural pride as a method of preserving culture and overcoming potentially harmful stereotyping.
* Teacher introduces trip to the Ethnic Festival on Atlantic Avenue as one specific culture’s pride for their history and traditions
* Students will be asked to make positive observations about this specific culture, noting observations about religion, language, food, and values.

\*The teacher will also plan a trip to the **Ethnic Festival** that takes place once a year on Atlantic Avenue. Prior to the trip, students engage in a picture walk that details pictures from the Avenue during past festivals. As students view the photographs, the teacher has a discussion about the history of the festival. Information may be gathered from J. Peterson’s book, Brooklyn's Atlantic Avenue, pages 20-27.

**PART 5: Oppression in African American Art- Tom Feelings**

**Lesson Focus:** The goal of this lesson is to use the art of Tom Feelings to encourage students to further develop their concepts of oppression. Through reflective discussion and journal writing students will consider the power of oppression and its effects on the oppressed.

**Lesson Objectives:**

Students will:

* Recognize Bedford Stuyvesant as a community of Brooklyn.
* Understand that Bedford Stuyvesant is a community with a strong African American presence.
* Recall previous discussion and class definition of oppression.
* Analyze the work of Tom Feelings to reflect on personal conception of oppression.
* Consider the effects of oppression on a community.
* Reflect and write a journal in response to the art work of Tom Feelings

**Standards:**

Common Core Standards

***English Language Arts***

*Reading: Literature*

* RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
* RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
* RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
* RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

*Writing*

* W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
* W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

*Speaking and Listening*

* SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
* SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

* L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

NYC Scope and Sequence K-8

**Unit 5 Growth and Expansion**

* Key individuals/groups from New York who helped strengthen democracy in the U.S. 1.3c, 5.2e

**Materials:**

* Select paintings from The Middle Passage by Tom Feelings
* Smartboard to project paintings
* Student journals

**Lesson Progression:**

Set:

* Teacher displays class definition of oppression on Smartboard
  + Teacher prompts students, “*What does it mean to be oppressed? In the story we read yesterday, Amazing Grace, how did Grace’s classmates make her feel oppressed?* (They didn’t want her to play Peter Pan because she was a girl of color.) *How did that make Grace feel?”*

Mini Lesson:

* Teacher pulls up NYT interactive map of ethnic diversity on Smartboard. Teacher displays the ethnic makeup of Bedford Stuyvesant.
  + Student comes up to board and shares the percentage of each race in Bedford Stuyvesant (Black 88%)
* Teacher asks students, “*If Grace went to school in Bedford Stuyvesant, do you think her classmates would have teased her when she auditioned for Peter Pan? Why or why not?”*
* Teacher pulls up a picture of Tom Feelings on Smartboard. Teacher introduces him as an artist who grew up in Bedford-Stuyvesant, Brooklyn. Teacher explains, “*Tom Feelings liked to paint pictures that made people think really hard about what they were looking at.”*
* Teacher displays a painting from The Middle Passage by Tom Feelings



* Students turn and talk to a partner to discuss what they see in the painting.
* Teacher calls on students to share what their partner noticed about the painting (this ensures that students are listening to their partners words)

Independent Activity:

* Teacher writes questions on whiteboard for students to answer in journals.
  + What part of the painting catches your eye or sticks out the most?
  + Describe this part of the painting: what colors do you see? How light or dark is the figure? Where is it located in the painting? Is it in the front of the painting or is it in the background?
  + What do you think Tom Feelings felt when he painted this picture?
  + How does this painting make you feel? What does it make you think about?

**Follow up:**

* The following day the teacher pulls up Tom Feeling’s painting from The Middle Passage on Smartboard.
* Students sit on rug with student notebooks open to their question responses.
* Teachers and students discuss answers.
* Teacher prompts students to reflect on their definition of oppression.
  + “*What group of people are oppressed in this painting?*
  + *Why do you think it was important for Tom Feelings, a man who grew up in dominantly black community, to paint this picture and show it to the world?*
* Class discusses the power of oppression and its impact throughout history.

**PART 6: Analyzing the Importance of Food in the Jewish Tradition**

**Information:** During this lesson, we will discuss aspects of Jewish culture relevant to the neighborhood of Borough Park. In this lesson, students will learn how traditional Jewish food symbolizes different characteristics or beliefs and is a reminder of important events in Jewish history.

*Why does food have special meaning to the Jewish people?*

*What are the two types of bread significant to the Jewish culture? What is the difference between these types of bread?*

*How is food important to one’s own family or culture?*

*How is food symbolic of harder times for the Jewish people?*

*How does food bring together one’s family?*

**NYC Social Studies Scope & Sequence Standards – 3rd Grade:**

***World Geography:***

* People adapt to the environment – 3.1e
* Communities use human and natural resources in different ways – 2.3c, 3.1d, 4.1d
* All peoples have beliefs, religion, traditions – 2.1a, 2.1c

**NYC Core Curriculum Standards - ELA – 3rd Grade:**

***Reading Standards for Literature***

Students will…

*Key Ideas and Details*

1. Ask and answer questions to demonstrate understandings of a text, referring explicitly to the text as a basis for the answers

***Writing Standards***

Students will…

1. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose

***Speaking and Listening Standards***

*Students will…*

1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly
   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
   2. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
   3. Explain their own ideas and understanding in light of the discussion
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

**This information provided below is background knowledge for the teacher and can be implemented in a history lesson or power-point/poster presentations for the students to gain historical context for this lesson.**

**Note: this information was provided by *The Jewish American Experience* website -** [**https://www.bliss.army.mil/services/eo/Jewish-American**](https://www.bliss.army.mil/services/eo/Jewish-American)

**PART I – Historical Perspective**

*Judaism is one of the oldest world religions, and is the forerunner of both Christianity and Islam. This ancient religion arose in the Near East some 3,500 years ago.*

*The first wave of Jewish immigration was during the period of 1654-1829 and consisted of 23 people. These Jewish people sailed up the coast to the Dutch colony of New Amsterdam, which is now New York City. They developed the first Jewish colony on North American soil. The primary reason for immigrating was for religious freedom. The population grew from 23 to about 5,000 by 1829. They were considered wealthy and skilled professionals. One of this group’s major accomplishments was to win the right to become citizens, own real estate, to travel and trade and the right to bear arms. However, they were still required to worship in private. When Great Britain defeated the Dutch and renamed the area New York City, Jews were allowed more freedom to practice religion. They established “model” communities similar to what they had in Europe.*

*The second wave of Jewish immigration to America was from 1820-1880. They mainly arrived from Germany and Central Europe. As a result, the Jewish population grew to approximately 300,000. The primary reason for immigration during this period was to escape political strife and economic suffering. The majority of immigrants were traders, peddlers, or merchants. These Jews spread across the country and tended to assimilate more into American society than the first group of Jews.*

*NOTE: This was the period of Manifest Destiny where the U.S. population grew from approximately 10 million to 40 million and there were many opportunities for immigrants. Manifest Destiny is the supposed inevitability of the continued territorial expansion of U.S. boundaries westward to the Pacific, and even beyond. It is often used to justify U.S. annexation of Texas, New Mexico, Oregon, California and later Alaska and Hawaii.*

*The third wave of Jewish immigration took place between 1880-1924, and consisted of Jewish people from Eastern Europe. They were poor, unskilled and immigrated because little work was available and to escape extreme religious persecution. During this period approximately 2.5 million Jewish people came to the U.S. They mainly settled in the industrial cities. Their primary accomplishments made during this period included the formation of unions and groups to fight for laws, including child labor laws. This was during the Industrial Revolution and there was a need for laborers. They settled mostly in New York City in crowded, substandard housing. Many worked in the grocery, dry goods, and garment industry.*

**PART II – Jewish Identity**

*Judaism can be defined as the religion of the Jewish people, tracing its origins to Abraham and having its spiritual and ethical principles embodied in the Bible and the Talmud. It is conformity to the traditional rites and ceremonies of the Jewish religion. There are three major Jewish groups and their identity can be traced to the area from which they immigrated.*

*The first group is Orthodox Judaism. It is also known as the traditional Jewish religion. To be an Orthodox, you must have been born of a Jewish mother or converted to Judaism by an approved Orthodox Rabbi. Orthodoxy believes in God as the divine and absolute Creator who revealed His work and His plan for humanity through the Torah given to Moses and the Jewish people at Mt. Sinai. The Torah is binding. The Rabbis (teachers), or spiritual leaders, strictly and literally interpret the teachings of the Torah and the laws, or Talmud. Because the teachings and law come from God, there is never a need to change. Tradition is preserved and passed from generation to generation. Children are schooled in religious traditions. Synagogue or congregational worship and prayers are central to the practice of Orthodox Judaism and are practiced according to traditional ritual. The laws and rituals of the Sabbath, Holy days, and diet are followed strictly. Orthodox Jews observe the Commandments precisely.*

*The second group is Reform Judaism (modern). As a reaction to Orthodoxy, the Reform movement developed in Germany in the middle 1800s. Abraham Geiger is often identified as the founder of the Reform movement. They challenged the concept of revelation and as a consequence the need to follow precedents in interpreting the law or the need to follow the law itself. Reform Judaism teaches that the Jewish religion is an evolving religion that must continue to change to meet the needs of our time. Reform Judaism can have lineage from either parent. The ethical and moral teachings of the Torah were revealed by God and are binding. The ritual laws were developed by people to satisfy the needs of the times. These can be changed as needed to unify the Jewish people. Reform Jews believe that following the laws is a matter of individual choice and each person must rely on conscience and experience to determine the validity of the laws. Reform Jews believe in general revelations and directions of the Torah, and so it is still meaningful, although they will be more liberal in applying the specific rules to their daily lives. Reform Jews believe social action and concern for others are the heart of Judaism’s message and that their followers can deal with secular challenges and problems and be a part of the larger community and still remain Jews. They believe working with other faiths is the best way to wipe out religious prejudice. Reform Judaism is always willing to experiment with new practices, ceremonies, and rituals to strengthen Jewish life.*

*The third group is Conservative Judaism (middle of the road, based on the congregation). The Conservative movement, having roots also in Germany, developed out of a reaction to some of the radical positions of the Reform movement. They saw Jewish law and its precedents as important, but not necessarily binding on the present. The essentials of the law, or its spirit, were binding not necessarily a past ruling. To be considered a Conservative, you can identify lineage from either parent as long as the child is raised in a Jewish tradition, according to the reformed Jewish community. Any Rabbi can also convert them. Conservatism views Judaism as a changing religious civilization with the main purpose of preserving the Jewish people. Conservative Jews accept the Torah as the revealed word of God, but they also believe revelation is progressive. People have interpreted the Torah and must continually reinterpret in light of changing ethical, social, and economic situations. Change is carefully considered. Conservatism favors tradition, but will adjust ritual laws. The synagogue and the home are basic institutions and maximum Jewish education is encouraged. Conservative Jews believe the differences are often a matter of degree rather than disagreement. There is no strict cut-off and there is a great deal of crossover. There are more similarities than differences between traditional and modern Jews.*

*Religion is the cornerstone of the Jewish culture. The Torah is the first five books of the Bible, which contain all of the basic tenets and laws of the Jewish religion. The Prophets and writings and some of the Old Testament books supplement these books. The Torah is kept on scrolls and the scrolls are kept in a container called an Ark.*

**Learning Objectives:**

**Students will…**

* Examine and analyze two historical photos that show different types of bread in the Jewish tradition
* Be able to explain that many foods in the Jewish tradition serve as symbols to help Jewish people understand their history and faith
* Cite leavened and unleavened bread as examples of symbolic foods in the Jewish tradition
* Be able to define vocabulary related to bread and its role Jewish tradition.
* Conduct an interview of a family member

**Concept:** Ethnic diversity, Jewish religion, traditions

**Materials:**

* Copies of images from Brooklyn Historical Society Collections “Mrs. Frania Kaplan Shops at Shapiro’s Deli” & “Berek (Benny) Kaplan Working at Old Kraft Bakery
* One loaf of leavened bread
* Matzohs (unleavened bread)
* Ingredients for making bread dough – three cupes of water, fifty grams of dry yeast, one cup of sugar or honey, three eggs, one cup of oil, three tablespoons of salt, 1.5 lb bag of flour
* Paper and pencil for interview

**Historical Context**

Bread has a very important place in Jewish tradition and faith. In the Torah (Jewish book of faith) there are many references to bread. One specific reference comes from Deuteronomy 8:3: “Man does not live by bread alone, but rather by what comes forth from God’s mouth does man live.”2 This means eating bread keeps our bodies alive, while the word of God provides food for our souls. For people of the Jewish faith, bread serves as a symbol of the way God feeds our souls. When Jewish people eat challah, a special bread made of dough braided into loaves and served on the Sabbath (Shabbos) and at many holiday meals, they think about how they are connected to God.

Matzoh, a crisp, flat, unleavened bread, plays a significant role in Jewish tradition. The Torah tells how the Jews (Israelites) were enslaved in Egypt during Biblical times. Their Egyptian captors served them matzoh because it was a simple, but filling, food.

Matzoh is a symbol of bondage for the Jews. It is called “lechem onee,” meaning the bread of affliction. Matzoh also plays a central role in the story of Jewish emancipation from slavery and their escape from Egypt. The book of Exodus describes how God sent a series of plagues (disasters) upon the Egyptian people in order to convince Egypt’s Pharaoh to free the Israelites.

**Procedure:**

1. Explain to students that they will be learning all about foods that have a special or thoughtful meaning for people of the Jewish faith. In particular, they will see how bread serves as a symbol for Jewish people to represent the ways that God has provided for them as His “chosen people.”
2. Refer to the map of Brooklyn that highlights the ethnic communities, and show where the predominantly Jewish community of Borough Park is located.
3. Give each student copies of the images of Benny Kaplan baking bread at the Kraft Bakery and Fanny Kaplan shopping at Shapiro’s Deli.



“Mrs. Frania Kaplan Shops at Shapiro’s Deli” (Brooklyn Historical Society Digital Image Collections, Item ID M0463\_BOX1\_FOLDER10\_001).



“Berek (Benny) Kaplan Working at Old Kraft Bakery”

1. Ask students to examine the pictures and see what Mr. Kaplan is baking
   1. *Does this look like bread they are used to eating?*
   2. *What is similar? What is different?*
2. Tell students that this bread is LEAVENED bread, which means that the dough rises either because it contains yeast, baking powder or baking soda, or it has been allowed to sit long enough for the fermentation process to begin
   1. Explain that *fermentation* occurs as sugars in the dough are converted into alcohol and carbon dioxide gas is released, causing the dough to rise
3. Tell students that there are two types of bread – leavened and unleavened. Leavened bread has been allowed to rise, so sandwich bread is an example. Unleavened bread does not contain yeast or the dough has not been allowed to rise.
   1. Breads such as chapatti (Indian flat-bread), bammy (Jamaican flatbread), flatkaka (an Icelandic flatbread), and matzoh (a traditional Jewish flatbread) are all examples of unleavened bread.
4. Ask students to examine the photograph of Mrs. Kaplan and her children shopping at Shapiro’s Deli
   1. Explain that Shapiro’s Deli was a Jewish-owned business that stocked many speciality foods eaten by Jews
   2. Ask students to examine the photo and see if they can find the two different types of bread (leavened and unleavened) for sale in the deli
5. Ask students if they have noticed matzoh for sale in the grocery store that they use
   1. What does it say about the diversity of our community?
6. Tell students that matzoh is a special type of unleavened bread that Jews eat each spring during Passover holdays, when they remember how God saved the Israelites (Jewish people) from slavery in Egypt
7. Share with students that it takes 18 minutes for bread dough to begin rising and the fermentation process begin. Any bread dough that sits for more than 18 minutes without being baked will produce leavened bread.
8. Ask students to *consider the connection* between unleavened bread and the ability to quickly depart
9. Tell students that matzoh is a very special food for Jewish people - *They eat it to remember how God saved them from slavery. They think about their freedom and their relationship to God.*
10. Tell students that bread that has risen (leavened bread) is also symbolic and special for Jewish people – such as challah. *Because the bread has risen or puffed up, leavened bread reminds Jewish people that the should not let themselves be “puffed up” with pride, but should be humble before God*
11. Ask students if they eat any special foods that are connected to their ethnic of religious heritage:
    1. *Do these foods have special meanings?*
    2. *Are these foods eaten at holidays or special days?*

**Activity:**

1. Tell students that they are now going to have a chance to see and TASTE the difference between leavened bread and unleavened bread
2. Give each student a piece of matzoh and a slice of leavened bread (sandwich bread)
3. Ask the class:
   1. *Which bread is leavened? What do you observe that makes you say that?*
   2. *Which bread is unleavened?*
4. Allow students to taste each type of bread (note: please be sure to check for food allergies beforehand)
5. After establishing which bread is leavened and which is unleavened, remind students that it is the process of fermentation that makes leavened bread

If facilities for baking exist at school, consider making leavened and unleavened bread with students.

* A recipe for matzoh is available at the My Jewish Learning Web site, http://[www.myjewishlearning.com/holidays/Jewish\_Holidays/Passover/At\_Home/Food\_and\_the\_Kitchen/Matzah\_Baking.shtml](http://www.myjewishlearning.com/holidays/Jewish_Holidays/Passover/At_Home/Food_and_the_Kitchen/Matzah_Baking.shtml)
* A simple challah recipe is available at the Temple David Web site, <http://www.templedavid.org/recipe/recipes20.html>

1. Tell students that we will be going on a field trip to **Weiss Homemade Kosher Bakery in Borough Park**! This is one of Brooklyn's long-standing kosher bakeries. It serves a mostly local orthodox clientele, and is in a modern-looking shop.



**Where:** 5011 13th Avenue, near 50th Street

**When:** Sunday-Thursday, 8 a.m.- 7 p.m.; close 2 hours before sundown on Friday and closed all Sunday

**Contact:** (718) 438-0407



**Next Step:**

Students will now investigate food in their OWN culture and the culture of ethnic groups by formulating questions, conducting an interview and reporting back in the written form. This will help students understand the importance of food and food ways (food-related activities, preparations and beliefs) as a part of our culture heritage. It will also give students an opportunity to interview family members.

Have students interview a parent or grandparent. Ask the elder the following questions:

• Is there one particular dish or recipe, or an ingredient, a way of preparing food, a favorite vegetable, or spice that you can identify as part of your family’s heritage?

• Where did this recipe come from–a friend, a relative, a cookbook?

• Would your ancestors have prepared this same dish or ingredients in the same way in their country of origin?

• When do you make or eat this kind of food?

Students should summarize the interview in a written report and have the recipe written down.

As a class, we will create a cookbook with recipes provided by each student.

• The cookbook will include family stories too. Tell why this particular ingredient or recipe defines who you are, where you came from, or where you now live.

***At the culmination of this lesson and this unit, we will invite parents to come in and bring the special dish for a class potluck! We will encourage parents to bring in any aspects of their family’s culture – a book, a food dish, a piece of clothing, etc.***

***If a family member cannot come in, we will try and buy a local specialty food and have that child’s heritage represented in some way.***

**Modifications:**

For those students who have challenges writing, provide the sentence starters for interview questions. The teacher should also provide more modeling and one-on-one conferencing as needed and possibly partner the student up with a student who has grasped the activity.

**Assessment:**

The students will be assessed informally through observation and participation. The teacher will be listening to students’ responses and note those who contributed to the discussion by generating questions and engaging in discussion. This will be evidence that shows students can participate in collaborative conversations and ask questions about a text, which meets the NYS Core Standard of Speaking and Listening. For the students who do not participate, the teacher will re-model and ask them to practice with the teacher one-on-one or in small groups to ensure understanding. Students will also be assessed on their responses made when asked *what dish or recipe are you sharing?*

**Additional Resources**

Kimmelman, Leslie. The Little Red Hen and the Passover Matzah. New York: Holiday House, 2010.

*This is a great read-aloud story that can be used before or the after the lesson to show the importance of matzoh for the Passover holiday. A recipe for matzoh and a Yiddish glossary is included.*

Kroph, Latifa Berry. It’s Challah Time! Minneapolis: Kar-Ben Publishers, 2002.

*Photographs showcase children in a Jewish preschool as they prepare for Shabbat, the Jewish Sabbath, by making challah, a traditional, braided egg bread. These photographs can help children see the importance of food to the Jewish culture. I believe the photographs make the tradition seem very relatable because young children are shown.*

Mindel, Nissan. “Bread – Nature’s Wonderland.” Chabad.org Tzivos Hashem Kids! <http://www.chabad.org/kids/article_cdo/aid/114797/jewish/Bread.htm>

*This article describes the importance and symbolism of bread in the Jewish tradition and can be a great source of information for teachers to learn about the significance of bread to the Jewish tradition.*

**Part V:**

**Differentiating Instruction for Students with Disabilities & Ells**

As a group, we believe that differentiated instruction in our unit will enable our students to understand and grasp the concepts we are teaching. Differentiation is addressed in multiple ways throughout our lessons in order to provide diverse learners with the tools they need to reach their full potential. One of the ways we have differentiated is through instruction. Although we use whole group instruction throughout the unit, we also provide small group and one-on-one instruction for those students who may need extra support. By working with students in small groups, we can attend to the specific needs of a few students and can better explain and discuss the concepts within our lessons. Some students may require instruction that is specific to their individual needs. For instances such as these, we will provide one-on-one instruction to ensure that the student is acquiring and retaining information in a way that is best suited for him or her.

We will also provide partnerships with varying abilities. In other words, our students will not be assigned partnerships based on skill levels. We feel that it would not be beneficial to put two advanced students together and two struggling students together in a partnership because there may be a large difference in the amount of time it takes to complete the activity, as well as the amount of specific content that is included in the activities. Instead, we want to create partnerships with varying abilities so that struggling learners can gain support from more advanced learners and advanced learners will be able to share their ideas and understanding with a peer. In addition, we will provide sentence starters for any student who has difficulty putting what they want to say into words. If a student continues to struggle with a sentence starter, we will allow the student to draw a picture to explain their thinking and understanding.

We will try to accommodate all types of learners by providing visual, auditory, and kinesthetic cues. Visual cues will be provided via Smartboard as well as individual copies of photographs and maps. Auditory learners will be accommodated through our listening center. For example, they may listen to a recorded account of the oral history report in the listening center to assist their note taking skills. Kinesthetic learners will be accounted for by manipulating primary source documents in their own hands. Field trips will also provide an opportunity for hands on learning experiences outside of the classroom setting.

**Part VI:**

**Assessment**

We believe that assessment informs instruction. It’s important to know where the students stand academically, socially, and emotionally so our unit can proceed in the most successful manner possible. Both formal and informal assessments will be utilized through our unit. We believe this follows the ideas of a holistic approach to teaching and learning where the content and the students understanding are both considered during planning and instruction.

We begin our unit with an informal assessment through discussion. The teacher will observe students during discussion to gage an understanding of their prior knowledge in relation to what makes a community. Other informal observations occur during student shares when students explain their justifications and understandings after completing their activity. The teacher will also observe students during both partner and small group work to monitor the progression of discussion and thought. To accommodate a variety of learners the teacher will look for student strengths in the arts, technology, and other arts. One to one conferences will also be utilized to check on individual student progress and gage their understanding of the content.

Formal assessment are used in our unit through student handouts used during both class and homework activities. The teacher will analyze these assessments using multiple rubrics to document student work and eliminate subjectivity.

**Part VII:**

**Community Resources**

**Colleen Ou Yang**

Colleen Ou Yang is a 21 year old local resident of the Avenue U/ Homecrest area, who has grown up in the Cantonese speaking community. She is open to sharing her experiences as a Chinese-American and has volunteered her time to provide a tour for elementary school students who are looking to learn more about Avenue U’s history, development, and current day places of interest.

**Larisa Baskov**

Larisa is a 52 year old Russian woman currently living in the NYC area. She immigrated to the United States at the age of 27. Larisa is open to sharing her experiences living as a Russian immigrant in the NYC community. Upon moving to the city, Larisa and her sisters settled into a small apartment in Brighton Beach, Brooklyn. Larisa can provide students with a first hand account of what the Brighton Beach neighborhood means to the Russian community and the experiences of an immigrant in NYC.

**Atlantic Avenue’s Ethnic Festival**

This festival dates back to around the mid 1900’s, when more families of Middle Eastern descent started moving to different parts of New York City and this Brooklyn community saw a decrease in family businesses along with the slow disappearance of authentic Middle Eastern traditions. The first festival was held in 1975 as an ethic festival in which many people were invited to come to indulge in traditional Middle Eastern customs. About 14,000 people attended. Many foods sold on Atlantic Avenue in this community gained wider popularity as health food trends increased across the country, bringing more attention to this autumn festival. Yogurt, dried fruits, whole grains and nuts were considered Middle Eastern staples, and thus, more people flocked to this area. By Atlantic Avenues’ 1986 ethnic festival, 500,000 people were in attendance and today, countless people come to share cultural experiences with their families.

**The Millennium Theatre:**

The Millennium Theatre is a well-known place of entertainment on Brighton Beach avenue. It originally opened as the Oceana Theatre in 1934 so it has some history to it! Over time the theatre has gone from theatre, to multiplex, and now back to theatre. It now operates as a Russian live dinner theatre. This can be a great community resource if a relationship with the owners can be established. In compliance with the theatre’s owners, the students can take a field trip to see a bit of Russian opera to gain exposure to the native language and culture.

**The Fulton ART Fair: Sustaining Art in the Community**

The Fulton Art Fair was formed in 1958 for the exhibition, promotion and publication of the fine and performing arts in the City & State of New York, primarily of African Americans; the stimulation and encouragement of community interest in the field of fine and performing arts, the development and achievement of creativity as an expression of the community’s status and heritage. A trip to the fair could be a great opportunity for students to examine different types of African art in person. The fair will also expose students to several different types of art, including the performing arts.

Mission Statement: *Founded by Shirley Hawkins, a Bedford Stuyvesant businesswoman and co-chaired by artists Ernest Crichlow and Jacob Lawrence, the Fair’s focus was the presentation and promotion of artistic talents native to Bedford Stuyvesant in an attempt to offset negative images of the community prevalent in the media at that time. Fulton Art Fair is a showcase of artists, communicating the stories, sights and sounds of a people’s experience from the homeland to their travels across the seas to new lands*

Where: The annual major exhibit is held outdoors in Fulton Park. The park is centrally located in Bedford Stuyvesant and is part of Stuyvesant Heights, a designated landmark section of Brooklyn, easily accessible by all modes of public transport. All activities at the Fair are open and free to the public.

Note: The Fulton ART Fair also hosts workshops, instructional seminars, roundtables, and art & artist studio tours of various neighborhoods. The ART Fair will also provide educational presentations at schools, and universities and youth leadership training.

**Part VIII:**

**Parental Involvement**

A major focus of this unit is to unite members of the community. This pertains to all members of the community, including parents and guardians. We look to encourage parents to feel comfortable in the learning environment. An opportunity to be a part of their child’s discovery process may serve as a motivator for that.

It is the teacher’s responsibility to reach out to parents and encourage their presence and participation for field trips and in class activities. Parents are encouraged to collaborate with the teacher and partake in classroom activities such as reading cultural texts aloud, providing expertise during arts and crafts as well as cooking activities. Parents from immigrant heritage are encouraged to share their own oral history with the class to further expose and educate the students. The teacher will be accommodating and collaborate via email, telephone, or in person with parent. This will be done with respect to both teacher and parent schedules.

At the end of our unit we plan to host a classroom potluck where parents and family members are encouraged to come in and share a cultural dish, story, photograph or book with the class. The teacher will reach out to parents weeks before this activity and plan how these activities will pan out during the potluck. The teacher will provide explicit motivation and engagement strategies to parents so their share is a meaningful activity for students where students are participating respectfully.

We respect the culture and heritage of both our students and their families. We strive to create a welcoming classroom community where students and parents feel comfortable sharing their cultural identity.

**Part IX:**

**Addressing the 5 Essential Components of Social Justice Education (Hackman)**

1. **Content Mastery**

*Analyzing the Importance of Food in Jewish Tradition*

Students use a variety of resources and materials to acquire information about the Jewish faith, including its history in Brooklyn, Jewish identity and related groups, and the importance of bread within the community, specifically the symbolism and meaning that Matzoh carries. They will master their understanding of this information through discussion and exploration with both peers and teacher, eventually leading to an authentic experience at Weiss Homemade Kosher Bakery in Borough Park.

*Italian Community*

Students again use a variety of resources and materials such as maps and primary documents such as photographs to master the use of a map to locate landmarks within Carroll Gardens, both in the past and present. Students begin to understand how modern day cultural sites such as churches, factories, and docks or piers have influenced the Italian community in Carroll Gardens. This study prepares students for an exploration of the local Carroll Gardens neighborhood in which students are asked to find and observe these cultural hotspots in real life, using their newly acquired historical knowledge and their improved map reading skills.

1. **Critical Thinking and the Analysis of Oppression**

*Cantonese Speaking Communities and the Fuzhou Communities of Brooklyn*

This lesson addresses Heather Hackman’s component for critical analysis as students learn how relations among communities can take on many different meanings and have different effects depending on the perspective that is taken. It examines how power through population and number influences decisions and how people in positions of power can oppress others. Students also explore consequences, both positive and negative, as well possibilities surrounding compromise and ideas for social change.

*Oppression in African American Art*

This lesson addresses Hackman’s Systems of Oppression component in that it motivates and encourages students to explore other forms of oppression in the African American community through the analysis of art. This type of study is particularly important given today’s issues regarding race and oppression in social, educational, and economic realms. This discussion and exchange of voices sets the foundation for a trip to the Fulton Art Fair, where students will explore various African American delicacies throughout art, music, and food. This type of cultural pride and identity is one way in which this community challenges oppression.

1. **Personal Reflection**

*Stereotypes related to people of Middle Eastern descent*

Hackman’s element of personal reflection is addressed in this lesson pertaining to stereotypes surrounding the Muslim faith and individuals of Middle Eastern descent. This lesson calls for students to consider what they know and think about those of Middle Eastern descent and reflect on the implications of personal bias and systematic oppression in America. It also challenges students to reshape their ideas and to look through a more accepting and understanding lens.

*Oppression in African American Art*

This lesson also challenges students to think about their own biases and judgments pertaining to African Americans in America. Importantly, this lesson encourages students to brainstorm ways of spreading awareness about forms of oppression through the form of art and thoughtful reflection. Students are strongly encouraged to reflect upon their own understandings of history and its relation to present day oppression and sentiments.

1. **Multicultural Group Dynamics**

*Learning about Russian Brighton Beach through Oral History*

This lesson addresses multicultural group dynamics by teaching students specific words and phrases they may use to express their opinions and questions respectfully. This lesson creates a student-centered learning environment in which students discuss what ways would be appropriate to interact with the guest speaker, who will share her life as a Russian immigrant and the history surrounding Brighton Beach’s Russian community. This part of our study gives students an authentic experience in which they practice social etiquette and develop a stronger sense of cultural awareness and sensitivity.

1. **Action and Social Change**

*Stereotypes related to people of Middle Eastern descent*

This lesson relates to Hackman’s Toolkit of Social Justice Education by addressing the component of action and social change. Students learn about the beliefs that drive philanthropic changes in society. Students are then challenged to become philanthropists by creating a positive change in their classroom and home community. Setting individual student goals and sharing the kindness leaves allow students to reflect on how their acts of kindness are positively changing their environment.

*Class Potluck*

This lesson addresses Heather Hackman’s component for social justice education - tools for action and social change. Students will learn that their knowledge is empowering, which transforms them into authentic change agents. Students will think critically about the social injustices that surround bias and stereotypes, which may present themselves in the form of prejudices. They will actively consider and carry out ways to help in small ways in their own community. Students will learn about a real-world phenomenon and hopefully end their unit equipped with the knowledge and understanding to fight for equality and fairness for all, through our cultural gathering in which all communities are acknowledged, celebrated, and supported.

**Part X:**

**Materials/Resources**

Atlantic Avenue Betterment Association. History of Atlantic Avenue. Brooklyn, NY.

2012. <http://www.atlanticavenuebkny.com/history.cfm>

This website provides historical photographs for three locations in on Atlantic Avenue. Photographs are taken at 176 Atlantic Avenue in the year 1863, 93 Smith St. at Atlantic Avenue in 1940, and 253-59 Atlantic Avenue in 1940. Students use these photographs to make observations about what Atlantic Avenue may have been like in the early 1800s to the mid 1900s.

B., Joe. War of Yesterday: Something New Each Monday. Riding the El-9-Nineth

Avenue. 23 January 2011. <http://warofyesterday.blogspot.com/2011/01/riding-el-9-ninth-avenue.html>

This blog provides several photographs in black and white of the Ninth Avenue El, South Ferry Station, and various other subway stations in Brooklyn during the late 1800s and early 1900s. Students will use these resources to help them envision what this part of Brooklyn looked like in previous centuries.

Bloch, Mathew, Shan Carter, and Alan McLean. "Mapping America: Every City, Every

Block." *The New York Times*. 13 Dec. 2010. Web. 30 Apr. 2012. http://projects.nytimes.com/census/2010/explorer

This online source (which is great for getting students involved on the Smartboard) is an interactive map that uses the results of the 2005-2009 census to display ethnic demographics across the USA. Users can explore all areas and zoom in to receive the ethnicity percentages of each neighborhood. This can be used almost at the start of every lesson. In general, it’s a great resource to show kids where the neighborhoods are in relation to one another and that people of similar ethnic backgrounds tend to live in the same community.

The Brooklyn Historic Railway Association. The Atlantic Avenue Tunnel. 2002-2012.

<http://www.brooklynrail.net/proj_aatunnel.html#historic_images>.

The Brooklyn Historic Railway Association has dozens of photographs depicting the construction of the Atlantic Avenue subway station that is considered one of the oldest in the world. Photographs also portray the building of subway cars and the changes that have occurred over time. Students will have opportunities to explore and investigate the Atlantic Avenue railway construction and its benefits to Brooklyn communities.

Donovan, S. The Middle Eastern American Experience (USA Today Cultural Mosaic).

Twenty-first Century Books, 2010.

This text shines light on Middle Eastern Americans and their many contributions to the United States. There are elements of Middle Eastern culture that are explored, such as religion and music, as well as foods and traditions.

Dutton, R. Brooklyn: Daily Eagle Postcards, 1905-1907 (Postcard History: New York).

2004.

Between 1905 and 1907, Brooklyn’s most popular newspaper, the Daily Eagle, published a series of about 500 postcards of areas within Brooklyn. Several postcards can be marked to show students throughout Brooklyn study, depending on locations and subject matter. These postcards provide a historical perspective from the early 1900s.

Feelings, Tom. *The Middle Passage: White Ships/black Cargo*. New York: Dial, 1995.

Print.

This book, which consists of 64 paintings by Tom Feelings, depicts the long and torturous journey that brought slaves to the Americas. The book does so in a way that evokes strong emotion without being too gory. This book will be used to demonstrate oppression through art. After, the class will explore the life of Tom Feelings and understand how his community (Bedford/Stuyvesant) impacted his understanding of art and pride.

Feelings, Tom, and Maya Angelou. *Soul Looks Back in Wonder*. New York: Puffin,

1999. Print.

This book consists of paintings by Tom Feelings featuring poems by Maya Angelou, Langston Hughes, and Walter Dean Myers. The paintings and poems both depict the culture and soul behind the African American community. This book will be used as an example of how people use culture to empower and enable themselves.

Hoffman, Mary, and Caroline Binch. *Amazing Grace*. New York: Dial for Young

Readers, 1991. Print.

This fictional novel, which tells the story of a young Black girl battling issues of race and oppression at school, will enable students to become familiar with the ideas of oppression on a level they can relate to. Students will use text-to-self connections to relate and reflect upon the hardships of Grace and hardships of their own.

"The Jewish American Experience." The Jacob Rader Marcus Center. Web. [https://www.bliss.army.mil/services/eo/Jewish-American](https://www.bliss.army.mil/services/eo/Jewish-American" \t "_blank)

This website provides very helpful background knowledge for the teacher to have about the Jewish American immigration and the history and culture of the Jewish faith. It is important for teachers to be knowledgeable about the background of this culture before teaching material. This is a helpful resource to gain context.

"Jewish Life & Judaism." *Judaism & Jewish Life*. Web. 30 Apr. 2012. < [http://www.myjewishlearning.com](http://www.myjewishlearning.com" \t "_blank)

This website is very helpful for teachers to utilize when teaching students the difference between leavened and unleavened bread. It is a great resource and provides information about the Jewish culture and traditions. Specifically, it can be utilized in this unit to highlight the unique process of baking matzah.

Kent, D. Middle Eastern Migration (Children's True Stories: Migration). Heinemann-

Raintree, 2001.

This text is composed of accounts of immigrant children and their families who relocate to America, Europe, Turkey, etc. from Palestine, Israel, and other tumultuous regions in search of safety. Students will hear their stories as this text offers alternative perspectives and understandings about those of Middle Eastern descent who immigrate to new countries.

Kimmelman, Leslie. The Little Red Hen and the Passover Matzah. New York: Holiday

House, 2010.

This is a great read-aloud story that can be used before or the after the lesson to show the importance of matzoh for the Passover holiday. A recipe for matzoh and a Yiddish glossary is included.

Kroph, Latifa Berry. It’s Challah Time! Minneapolis: Kar-Ben Publishers, 2002.

Photographs showcase children in a Jewish preschool as they prepare for Shabbat, the Jewish Sabbath, by making challah, a traditional, braided egg bread. These photographs can help children see the importance of food to the Jewish culture. I believe the photographs make the tradition seem very relatable because young children are shown.

"Lost City: Lost City's Guide to Carroll Gardens." *Lost City*. Web. 30 Apr. 2012. <http://lostnewyorkcity.blogspot.com/2009/01/lost-citys-guide-to-carroll-gardens.html>

This is a very useful website for children and adults to gain a local sense of the Carroll Gardens neighborhood. This website provides a list of popular cultural sites in present-day Carroll Gardens. Students should use this guide when marking current-day hot-spots in the Carroll Gardens community.

Mindel, Nissan. “Bread – Nature’s Wonderland.” Chabad.org Tzivos Hashem Kids!

<http://www.chabad.org/kids/article_cdo/aid/114797/jewish/Bread.htm>

This article describes the importance and symbolism of bread in the Jewish tradition and can be a great source of information for teachers to learn about the significance of bread to the Jewish tradition.

New York (N.Y.). Board of Aldermen. Ferry Committee, Brooklyn (New York, N.Y.).

Common Council. Committee on Ferry and Water Rights - 1835 - Brooklyn (New York, N.Y.).

This text has many photographs of the South Ferry in Brooklyn during its construction and development. Students can investigate the creation of the South Ferry and begin to think about how it may have changed the area over time.

*Panorama of New York, Brooklyn, and Vicinity.* New York: Wittemann Bros., 1880. Print.

This book provides many helpful maps of Brooklyn from the nineteenth century. It can be used to show children the contrast between what Brooklyn looks like today and what it used to look line the past. The maps can be used to teach topography. It is very important for students to gain map reading and analyzing skills. Students should refer to these maps when referring to the map of the Red Hook and Carroll Gardens area during the Italian immigration in 1902.

Roman, A. Foods of the Middle East (Culture in the Kitchen). Gareth Stevens Publishing,

2011.

This text introduces Middle Eastern staple ingredients in traditional meals and explains some health benefits to specific foods. It has bright photographs and descriptions of each platter, including some particular traditions where a meal is commonly cooked.

Sarah. Barneys Co-op Comes to Atlantic Avenue. Premium News: Wordpress Theme. 08

April 2010. <http://www.brooklynnynews.com/2010/04/barneys-co-op-comes-to->atlantic-avenue/

This online news article provides students with a present-day photograph of Atlantic Avenue’s subway station. This photographic analysis encourages students to compare and contrast present day subway systems with some of the world’s first and oldest.

Thien, M. The Chinese Violin. Whitecap Books Ltd. 2010.

This children’s book captures the lives of a young girl and her father as they immigrate to Canada from China. It chronicles their experiences, both good and bad, and offers understandings about the struggles new immigrants face when entering a foreign country. Students gain insight and different perspectives through empathy and new realizations.

"Tom Feelings Biography - Drawing the Story of a Neighborhood, A Mission Born,

African Is Beautiful, New Worlds to Conquer." *- JRank Articles*. Web. 30 Apr. 2012. http://biography.jrank.org/pages/2346/Feelings-Tom.html

In this biography of Tom Feelings, there is a section titled, “*Drawing the Story of a Neighborhood*.” Students should refer to this article when developing an understanding of how Tom Feelings’ community affected his understanding of art. This article relates the ideas of a community that empowered itself to the life of Tom Feelings, a man who searched for and depicted truth to empower himself.

Witman’s Brooklyn: A Virtual Visit Circa 1850. South Ferry. <http://www.whitmans-brooklyn.org/2008/06/south-ferry/>

This historical website provides students with photographs and pictures of Atlantic Avenues South Ferry in the late 1800s. It also provides photographs that are more recent for a comparison. This website also shows pictures of the previous South Ferry station itself, restored from a newspaper from 1911.

Wolf, B. Coming to America: A Muslim Family’s Story. Lee & Low Books. 2003.

This children’s text captures the life of a Muslim family as they immigrate to the United States from Egypt. This book discusses their daily lives in depth, giving readers and listeners a full description of their lives. Students examine this text to dissect stereotypes and misconceptions that surround being Middle Eastern or Muslim.