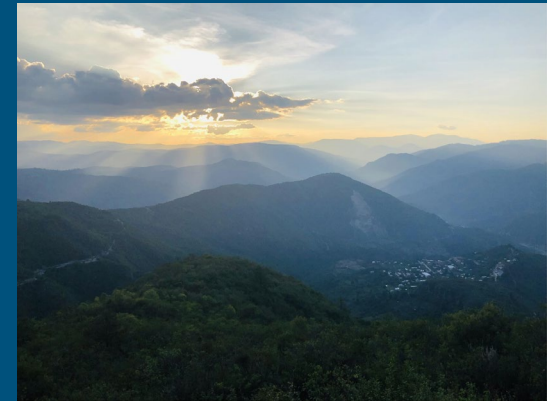


# “There’s not an APP for That!”:

## Funds of Knowledge Based Teaching



Fulbright-Hays to Oaxaca, Mexico  
2019



Mexico City, Oaxaca, Puerto Escondido







# Identity (Leslie)

Research regards culture as a set of tools that aid in the pursuit of learning for Latino/a/x, African American, and Native American students

Positive racial identity can play a major role in promoting academic achievement and resilience for youth







# Funds of Knowledge

Traditional schooling does not recognize the knowledge students of color bring with them from their homes and communities:

1. Aspirational capital
2. Navigational capital
3. Social capital
4. Linguistic capital
5. Familial capital
6. Resistant capital





# Impact

Identify cultural wealth to focus on the strengths of students and families and find ways to build on the assets and strengths of students.

- Involving the community
- Use of culture in classroom instruction to promote racial identity
- Use of programs that affirm students' cultural identity
- Education about racism and racial uplift
- Developing caring relationships
- Recognizing student success
- Active learning, students as problem solvers
- Incorporating arts

Hanley, M. and Noblit, G. (2010). Executive Summary of *Cultural Responsiveness, Racial Identity and Academic Success: A Review of the Literature*. A Report to the Rockefeller Foundation.

Yosso, T.J. (2005) Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*, 8(1), 69-91. doi: 10.1080/1361332000341006

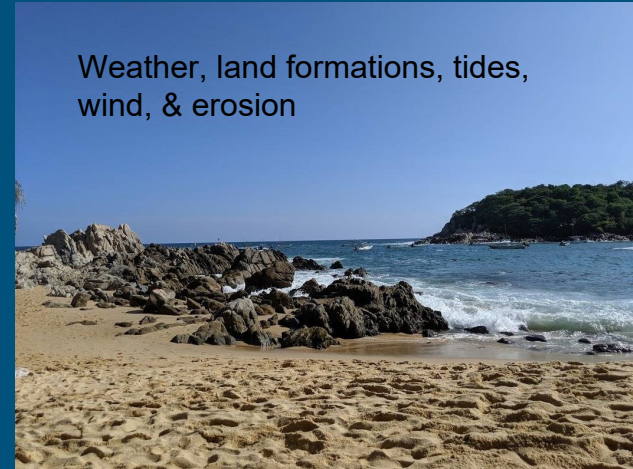
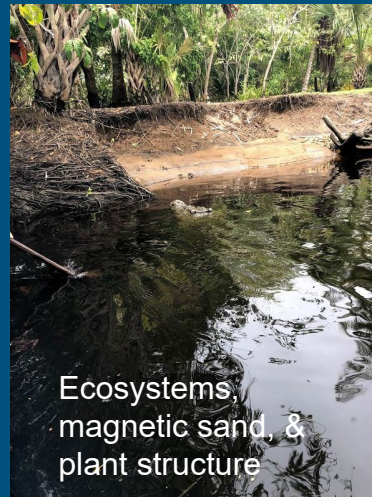
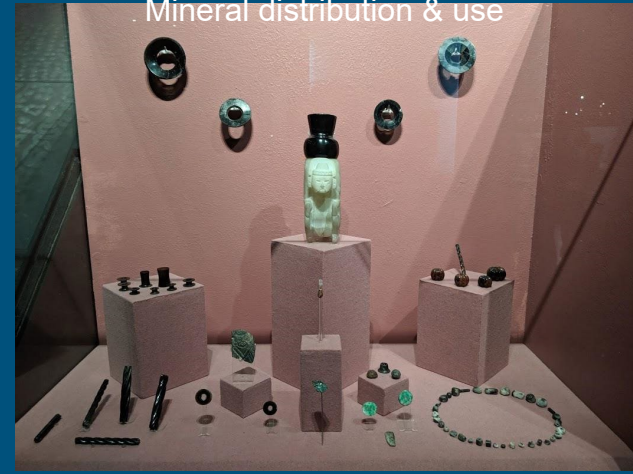
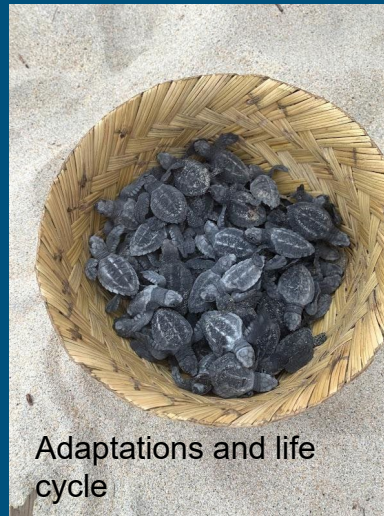
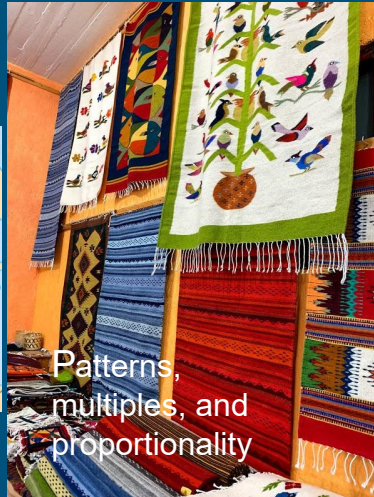
# Identity Affirmation - What this looks like as a first year teacher (Emily)

- Building a tight-knit classroom community
- RELATIONSHIPS
- Restorative Circles
- Exposure to diverse literature
- Celebrating differences
- GRAPES of Me Project
- Next steps...





# Where is math and science? (Helen)





How do you become more knowledgeable  
about your students in math/science?

---

**SCIENCE TALK**

**Math Examples**

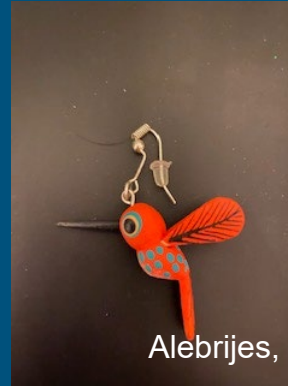
***FAMILY INTERVIEWS***

**STEM Models**

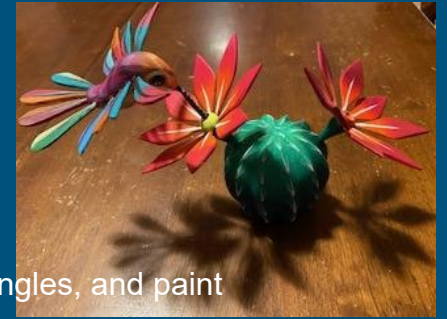
# What does this look like? How do we build upon their prior knowledge?



Solar Ovens in Mexico



Alebrijes, angles, and paint



Markets, population, effects of climate change



Cooking/recipes and chemical reactions

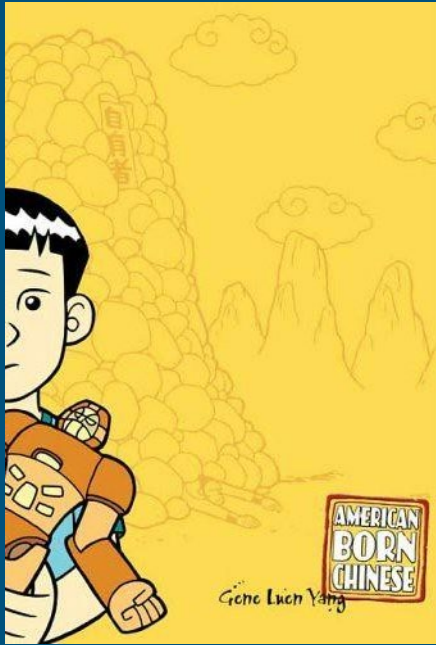


Currency and conversion



# Language Arts (Ben)

---



*“[The book] is a graphic novel about **creating an identity** for yourself in America. Most of us have a desire to belong and to be a part of something. Everyone comes from some sort of cultural heritage and has something to share.” - Gene Luen Yang*

# Language Arts



## Funds of Knowledge

# American Born Chinese

Gene Luen Yang

This unit plan will run from approximately 12-14 instructional days with lesson plans consisting of 55 minute segments.

*[The book] is a graphic novel about creating an identity for yourself in America. Most of us have a desire to belong and to be a part of something. Everyone comes from some sort of cultural heritage and has something to share.* - Gene Luen Yang

## Texts

*American Born Chinese* by Gene Luen Yang  
*Understanding Comics* by Scott McCloud  
*Race A History beyond Black & White* by Marc Aronson

## Essential Questions / Big Ideas

- How do strategic readers discuss literature and culture? Should a graphic novel be considered "literature"? What constitutes an "American" identity?
- How do we analyze images and how do authors use images, theme, and character development to enhance a narrative?
- What is cultural identity and how do social constructs (social norms/expectations) influence the development of a teenager's development of their own personal identity?
- How does storytelling operate as a functional form of familial/cultural wealth within the Funds of Knowledge framework?

## Vocabulary

race/racism  
ethnicity  
prejudice  
discrimination  
stereotype

binary  
social construct  
juxtaposition  
sequence  
panel / gutter

speech bubble  
thought cloud  
cultural heritage  
assimilation/acculturation  
empathy/sympathy

## External Links

<https://www.youtube.com/watch?v=FYCZqt5WSOM>  
<https://www.youtube.com/watch?v=J4sn8JCweF0>  
<https://www.youtube.com/watch?v=ZeS7WhTYo>  
<http://scottmccloud.com/2-print/1-uc/>  
<https://people.wku.edu/haiwang.yuan/China/tales/monkey.html>  
<https://www.pbs.org/newshour/arts/this-chinese-american-cartoonist-forces-us-to-face-racist-stereotypes>  
<https://study.com/academy/lesson/acculturation-vs-assimilation-definition-examples.html>  
<http://sequart.org/magazine/24447/identity-shame-and-confrontation-american-born-chinese/>  
<https://www.nytimes.com/2017/08/01/magazine/what-does-it-take-to-assimilate-in-america.html>  
<https://www.facinghistory.org/my-part-story/what-does-it-mean-be-american>



<b>FAMILY FUNDS INTERVIEW</b>	<b>INTERVIEW GUIDE:</b> Go into the interview with Questions, not answers. Whether you think you know what the answers will be or
CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Ask first before recording.</b>
<b>CONDUCTING THE INTERVIEW</b>	
CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Substandards, A, C, & D)	
CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	
CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>Essential Questions / Big Ideas:</b> How do strategic readers discuss literature and culture? Should a graphic novel be considered 'literature'? What constitutes an 'American' identity?	
<b>Essential Questions / Big Ideas:</b> How do we analyze images and how do authors use images, theme, and character development to enhance a narrative?	
<b>Essential Questions / Big Ideas:</b> What is cultural identity and how do social constructs (social norms/expectations) influence the development of a teenager's development of their own personal identity?	

HOME LANGUAGE	
FAMILY VALUES AND TRADITIONS	
CAREGIVING	
FRIENDS AND FAMILY	
FAMILY OUTINGS	
HOUSEHOLD CHORES	
EDUCATIONAL ACTIVITIES	
FAVORITE TV SHOWS	
FAMILY OCCUPATIONS	
SCIENTIFIC KNOWLEDGE	
STORYTELLING	

Gonzales, N., Moll, L., & Amanti, C. (Eds.). (2005). *Funds of knowledge: Theorizing practices in households, communities and classrooms.* Mahwah, NJ: Erlbaum.

**AFTER INTERVIEWING,**

<b>ASPIRATIONAL</b>	<b>NAVIGATIONAL</b>	<b>SOCIAL</b>	<b>LINGUISTIC</b>	<b>FAMILIAL</b>	<b>RESISTANCE</b>
---------------------	---------------------	---------------	-------------------	-----------------	-------------------

<b>SOCRATIC DISCUSSION PREPARATION</b>	<b>Evidence:</b> do NOT write your answers here (no scripts). Include evidence that will help you support your participation and citation information to help in our Socratic dialogue.
<b>Essential Questions / Big Ideas:</b> How do strategic readers discuss literature and culture? Should a graphic novel be considered 'literature'? What constitutes an 'American' identity?	
<b>Essential Questions / Big Ideas:</b> How do we analyze images and how do authors use images, theme, and character development to enhance a narrative?	
<b>Essential Questions / Big Ideas:</b> What is cultural identity and how do social constructs (social norms/expectations) influence the development of a teenager's development of their own personal identity?	
<b>Student Generated Question: Evidence/Argument</b>	
CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<b>Student Generated Question: Theme</b>	
CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
<b>Student Generated Question: Characters</b>	
CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	

**PREPARATION GUIDE**

CCSS.ELA-LITERACY.RL.9-10.1  
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2  
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3  
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**SOCRATIC DISCUSSION**

CCSS.ELA-LITERACY.SL.9-10.1  
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Substandards, A, C, & D)

CCSS.ELA-LITERACY.SL.9-10.4  
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**LIVE GOOGLE DOC IN USE**

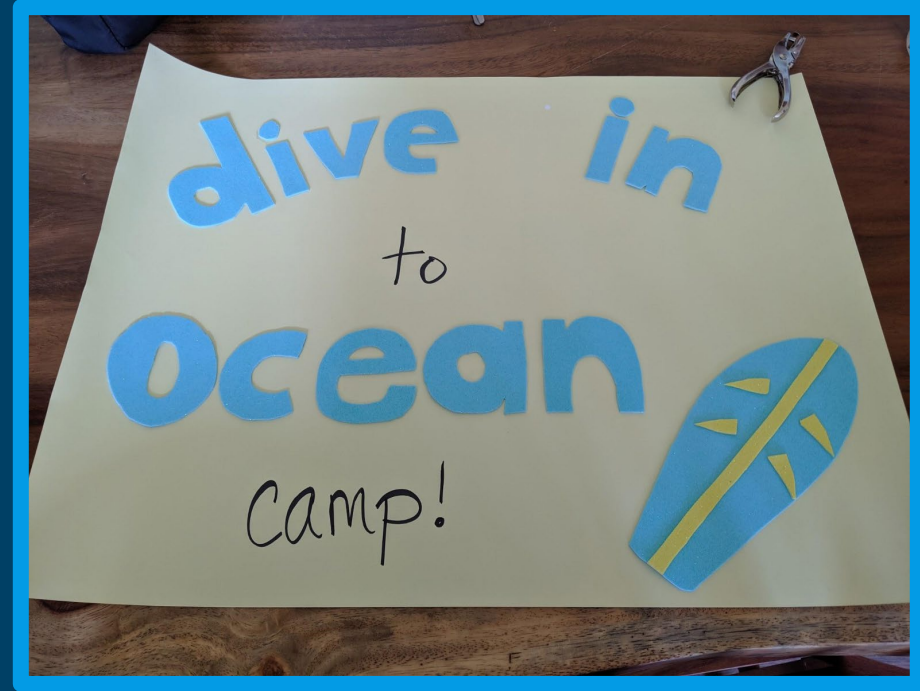
- Your behavior in class matters. Be good classmates in-person and digitally.
- Catalogue your peer's contributions. You may paraphrase, quote, or summarize what has been said. Complete ideas are needed but not complete sentences.
- Take turns. The logging of what HAS been said should not come at the expense of what IS CURRENTLY being said. Try to stay in the discussion.

**GROUND RULES:**

- Come to discussions prepared, having read and researched material under study.
- Explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas; responses make frequent use of Discussion tools and convey an excellent understanding and analysis of the text and questions.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- Student avoids disruptive behaviors: interrupting, dominating the conversation, abusing discussion tools in ways that do not further dialogue.

# Future Teachers

Incorporating Funds of  
Knowledge in Methods Courses  
(Kim)







C



enta  
sm



# Bilingual/ESL Methods Course

---

## 1. Model

- a. The first day of class
- b. Circle check-ins
- c. Activating prior knowledge
- d. Classroom observations

## 2. Unit plan preparation activities

- a. Questions
- b. Building thematic units





# The End. Questions?

---

