“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


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)

- Volcanoes, earthquakes, & tectonic plates
- Food cost, markets, & economy
- Patterns, multiples, and proportionality
- Adaptations and life cycle
- Mineral distribution & use
- Weather, land formations, tides, wind, & erosion
- Ecosystems, magnetic sand, & plant structure
- Food cost, markets, & economy
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

Cooking/recipes and chemical reactions

Markets, population, effects of climate change

Alebrijes, angles, and paint

Currency and conversion
“[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
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  binary
ethnicity  social construct
prejudice  juxtaposition
discrimination  sequence
stereotype  panel / gutter

External Links
https://www.youtube.com/watch?v=jFvCBZ45WSOM
https://www.youtube.com/watch?v=Id6q1FmewQD
https://www.youtube.com/watch?v=Zv8z7F7WcTVs
https://scottmccloud.com/2-print/1uc/
https://people.wikcu.com/Frangcy вам/China/topics/monkey.html
https://www.db.org/newshub/arts/this-chinese-american-cartoonist-forces-us-to-face-racist-stereotypes
INTERVIEW GUIDE: Go into the interview with Questions, not answers. Whether you think you know what the answers will be or not, Ask first before recording.

CONDUCTING THE INTERVIEW
Ccssela-literacy.r.1-8: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Ccssela-literacy.r.9-10: 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. (Standards, A, C, & D)
Ccssela-literacy.r.11-12: 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.
Ccssela-literacy.w.1-3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ESSENTIAL QUESTIONS / BIG IDEAS:
How do strategic readers discuss literature and culture? Should a graphic novel be considered “literature”? What constitutes an “American” identity?

ESSENTIAL QUESTIONS / BIG IDEAS:
How do we analyze images and use images, theme, and character development to enhance a narrative?

ESSENTIAL QUESTIONS / BIG IDEAS:
What is cultural identity and how do social constructs (social norms and expectations) influence the development of a teenager's development of their own personal identity?

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

AFTER INTERVIEWING:
ASPIRATIONAL NAVIGATIONAL SOCIAL LINGUISTIC FAMILIAL RESISTANCE

SOCORIC DISCUSSION PREPARATION
Evidence: Do NOT write your answers here (no script). Include evidence that will help you support your participation and citation information to help in our Socratic dialogue.

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ESSENTIAL QUESTIONS / BIG IDEAS:
How do we analyze images and use images, theme, and character development to enhance a narrative?

ESSENTIAL QUESTIONS / BIG IDEAS:
What is cultural identity and how do social constructs (social norms and expectations) influence the development of a teenager's development of their own personal identity?

Student Generated Question: Evidence/Argument
Ccssela-literacy.r.1-8: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student Generated Question: Theme
Ccssela-literacy.r.9-10: 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. (Standards, A, C, & D)

Student Generated Question: Characters
Ccssela-literacy.w.1-3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PREPARATION GUIDE
Ccssela-literacy.r.1-8: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Ccssela-literacy.r.9-10: 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. (Standards, A, C, & D)

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.

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.

- Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the conversation 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 viewpoints and understanding and make new connections in light of the evidence and reasoning presented.
- Engage in and avoid 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)
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?