

Project Plan

Fellow: Donna Legg

Grade and Subject: 3rd Grade

School / District Name: Frankford Elementary – Greenbrier County **Location:** Frankford, West Virginia

1. Briefly describe the nature and focus of your Fund for Teachers Fellowship experience.
I visited four small culturally diverse schools across the United States to gain knowledge of different cultures and to become more personally connected to the curriculum of Cultural Diversity and Tolerance.

2. How does that experience relate to your teaching assignment?
I have expanded my knowledge of cultural diversity and have become more committed to speak out on acts of cultural intolerance.

3. What student academic goals might your experience help to address?
To develop communication techniques in writing, speaking, and technology; To work cooperatively in a small group to research, plan and present an oral report with visual aides; To use technology to prepare a virtual field trip and a power-point presentation; To use charts and graphs to compare and contrast the Appalachian culture to one other culture

4. What needs, issues, or interests in your local community might your experience help to address?
Gain knowledge and pride in one’s heritage; and tolerance of other cultures

5. Drawing upon your fellowship experience, list student project ideas that might simultaneously address one or more student academic goals and community needs, issues, or interests.

Project	Lead Person	Email Address
Each student will participate in a pen-pal exchange with a student from one of four schools.	Donna Legg	dlegg@access.k12.wv.us
Each student will individually or in small groups present a class report (with display) on the Appalachian culture.	Donna Legg	dlegg@access.k12.wv.us
Each student will prepare a Virtual Field Trip to one of four designated areas.	Donna Legg	dlegg@access.k12.wv.us
Students will compare and contrast the Appalachian culture to one of the other four cultures.	Donna Legg	dlegg@access.k12.wv.us
Students will work in groups of 5 to plan, prepare and present, a power-point on one of the four communities I visited this summer.	Donna Legg	dlegg@access.k12.wv.us

Unit Objectives:

1. To actively engage the 3rd grade students of Frankford Elementary School in a Multi-cultural unit that encourages them to embrace and celebrate the Appalachian culture and traditions while recognizing and accepting other cultures.
2. To have students express their understanding of multi-cultural differences and similarities through various technology and media forms.

Describe your unit: Who are your community partners and how are they involved in planning and implementation?

Community Partners: Parents and other vested community members
 Frankford Elementary School Staff
 Carnegie Hall, Creative Classrooms
 Dupree Elementary School in Dupree, South Dakota
 Dermott School in Dermott, Arkansas
 Webb Elementary School in Webb, Alabama
 Swain Elementary School in Whittier, North Carolina

Unit Description: This unit will be presented in five projects (See Project Action Plans)

1. Each student will participate in a pen-pal exchange with a student from Dupree, SD; Dermott, AR; Webb, AL; or Whittier, NC
2. Each student will individually or in small groups present a class report (with display) on the Appalachian culture.
3. Each student will prepare a Virtual Field Trip to one of the four designated areas.
4. Students will compare and contrast the Appalachian culture to one of the other four cultures.
5. Students will work in groups of 5 to plan, prepare and present a power-point on one of the four areas I visited this summer.

Essential Question: What is the theme of your project that will guide the work of students and community partners?

We are all different. Our skin color and our cultural backgrounds have shaped who we are. We need to understand, respect and celebrate these differences so the similarities of our cultures can then be used to create a common ground. This common ground is a knowledge that can help us become more tolerant of other cultures and be an advocate of justice and kindness.

PROJECT ACTION PLAN 1

Project Description: Each student will participate in a pen-pal exchange with a student from Dupree, SD; Dermott, AR; Webb, AL; or Whittier, NC

ACTION	TIMELINE	LEARNING OUTCOMES	MATERIALS / TECHNOLOGY	COST / RESPONSIBILITY
Obtain and match students with pen-pals from one of the four schools.	9/30	Apply writing skills and strategies to communicate effectively for different purposes	Postage	\$100.00 / Class Account
Letter writing to begin	10/15			
To skype with each of the 4 schools at least once per month.	11/5 – ongoing	Apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and purposes. Use technology to communicate Compose in a variety of forms and genres for different audiences	Computer/Camera	\$150.00 / Gbr. Co. Bd. Of Educ. Technology

Project Assessment: 80% of students will maintain communication with a pen-pal throughout the school year. Letter written/received chart will be maintained in the class.

PROJECT ACTION PLAN 2

Project Description: Each student will individually or in small groups present a class report (with display) on the Appalachian Culture

ACTION	TIMELINE	LEARNING OUTCOMES	MATERIALS / TECHNOLOGY	COST / RESPONSIBILITY
Students will participate in a Creative Classroom – Pioneer Days in Appalachia	10/12	Enhance students’ understanding of daily pioneer life in West Virginia, through hands on activities		\$140.00 / Gbr. Co. Bd. Of Educ. Creative Classrooms
Each student will interview a member of their family or community to obtain information on Appalachian Culture	10/15	Students will apply writing skills and strategies to communicate effectively by selecting and evaluating information for research		-0-
Parent / Community Presentations as initiated through student interviews.	10/15 – 11/15			-0-
Students will participate in a Creative Classroom – Appalachian Music and Dance	10/19	Explore the history of Appalachia through various types of instruments, tunes, songs, lyrics and dancing that became an intricate part of both social activities and family life		\$110.00 / Gbr. Co. Bd. Of Educ. Creative Classrooms
Students will participate in a Creative Classroom – Appalachian Journey	10/26	Use both music and performing arts to explore folk music, songs and dances, along with a visual arts form which have become part of the rich tradition of Appalachia.		\$150.00 / Gbr. Co. Bd. Of Educ. Creative Classrooms
Students will participate in a Creative Classroom – Corn Husk Flowers	11/2	Develop an understanding of how history, culture, and the visual arts influence each other by creating corn husk flowers, an art form that remains an important part of Appalachian craft tradition		\$165.00 / Gbr. Co. Bd. Of Educ. Creative Classrooms
Students will participate in a Creative Classroom – Patchwork Placemats – The Art of Quilt Making	11/9	Examine, compare and contrast several WV quilts from the 1800’s – 1900’ and create a quilt block as a paper collage		\$120.00 / Gbr. Co. Bd. Of Educ. Creative Classrooms
Students will plan, prepare and present an oral report with visual aides to class and at an Appalachian Culture Celebration one evening at the school.	11/30	Select a variety of sources to gather information Use a variety of strategies to plan simple research Create an age appropriate media literacy product that reflects understanding		-0-

Project Assessment: Class Report Rubric, Appalachian Celebration Attendance

PROJECT ACTION PLAN 3

Project Description: Each student will prepare a Virtual Field Trip to one of the four designated areas

ACTION	TIMELINE	LEARNING OUTCOMES	MATERIALS / TECHNOLOGY	COST / RESPONSIBILITY
Materials collected during my summer experience will be presented to the class on the four areas: Dupree, SD; Dermott, AR; Webb & Montgomery, AL; and Whittier & Cherokee, NC	12/3			
Each student will prepare a virtual field trip using materials made available in files on computer to one of the 4 designated areas.	1/31	Students will use technology to organize and report on information. Create an age appropriate media literacy product that reflects understanding of format and characteristics.		

Project Assessment: Technology Rubric

PROJECT ACTION PLAN 4

Project Description: Students will develop a chart to compare and contrast the Appalachian culture to one of the other four cultures in the areas of: region (land forms), racial demographics, industry, traditions/customs (celebrations, dress, recreation, food, music, etc.)

ACTION	TIMELINE	LEARNING OUTCOMES	MATERIALS / TECHNOLOGY	COST / RESPONSIBILITY
Students will research each of the four areas to answer questions on: <ol style="list-style-type: none"> 1. Historic Foundation 2. Geographic Formations 3. Commerce 4. Racial Make-up 5. Traditions/Customs (Dress, Food, Activities, Family) 	2/28	Select a variety of sources to gather information Use a variety of strategies to plan simple research		
Students will develop a graphic organizer to compare and contrast the Appalachian culture to one of the other four cultures	3/30	Compare self to text in making connections between characters or simple events with people and events in one's own life and other cultures Use graphic organizers and visualization techniques to interpret information		

Project Assessment: Graphic Organizer

PROJECT ACTION PLAN 5

Project Description: Students will work in groups of 5 to plan, prepare and present a power-point on one of the four areas of this Unit and present to the Community Education Association

ACTION	TIMELINE	LEARNING OUTCOMES	MATERIALS / TECHNOLOGY	COST / RESPONSIBILITY
Students will participate in a class on how to prepare a power-point presentation	4/15	Students will be able to prepare an age appropriate power-point presentation		
Students will work in groups of 5 to plan and prepare and present power-point presentation	4/30	Students will apply writing skills and strategies to communicate effectively by selecting and evaluating information for research Select a variety of sources to gather information Use a variety of strategies to plan simple research Create an age appropriate media literacy product that reflects understanding Apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and purposes. Use technology to communicate Compose in a variety of forms and genres for different audiences		-0-

Project Assessment: Technology Rubric on Power-point preparation, Presentation of Power-point to Community/Education Association Rubric