

Unit Title: What Being an American Means to Me

Teaching Artist: J'miah Nabawi

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School: Various

Public or Private School: Relative to both

Grade Level: 3-5 (Could include 3rd and 5th grade ESOL students; 1st - 3rd year ELLs)

Special Education Unit: Yes, when collaborating with a Special Ed Teacher

Focus Statement: Through discussion, students will come to understand that being an American means appreciating the multiplicity of people, their language and cultural heritage and how we all make up what is called "a melting pot" of people who call the United States of America, home.

Concept: Patriotism

Masterwork: The Statue of Liberty

Significant Question: What does being an American mean to you?

Description of Unit: The Statue of Liberty is used to develop a study of immigration, patriotism, citizenship, and appreciation for the mosaic of cultures that make up the melting pot known as the United States of America. Through creative writing born out of our discussions, reading, research and oral interviews, the end result will be a compilation of stories and volumes of books (to be determined) composed of artwork and student writings that reflect their understanding and personal journey with What Being an American Means to Me teaching unit. There will also be a school-wide finale performance to be a celebration of peoples and collaborated on with teachers and the teaching artist.

Teachers and Teaching Artist Collaborate to Achieve (the following Standards may have already been identified differently. This is a revision for older notes):

Character Traits Addressed: 8 Topic: Citizenship Standard: Patriotism: support of the U. S. Constitution and love for the United States of America with zealous guarding of their authority and interests. 8.1

Courage: willingness to face danger with determination.

13.2 Perseverance and diligence: adherence to actions and their consequences.

Power Standards Addressed: Grades 3 and 5: Language Arts: GPS: ELA3R3 Comprehension The student uses a variety of strategies to gain meaning from grade-level text. The student identifies and infers cause-and-effect relationships.

GPS: ELA3W1 The student demonstrates competency in the writing process. • Captures a reader's interest by setting a purpose and developing a point of view. • Writes text of a length appropriate to address the topic or tell the story. • Publishes by presenting an edited piece of writing to others.

Grades 3 and 5: Science GPS: S3CS8 Student will understand important features of the process of scientific inquiry.

Strand: ESOL 1 Topic: Reading/Writing Standard: Recognizes environmental print (public signs and commercial log).

Arts Standards Addressed: Fine Arts General Music: 1. Topic: Artistic Skills and Knowledge: Creating, Performing, Producing Standard: Responds to music in a variety of instrumental and vocal styles through listening, moving, singing, and playing instruments

Theatre Arts: 3 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing Standard: Uses emotional recall to interpret and enact personal experience.

4 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing Standard: Uses physical and verbal action to communicate mental image.

6 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing Standard: Uses a variety of facial expressions, gestures, physical movements, and body language to express ideas, feelings, character traits, and motivations.

Visual Arts: 6 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing Standard: Produces artworks in a variety of subject matter and in the areas of drawing, painting, sculpture, printmaking, pottery, fiber arts, and mixed media.

Teaching Artist Role/Contribution: Unit Planning and Writing various aspects, Experience, Inquire Create, Reflect