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Journey “Box” Assignment Description

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Journey “Box”

Assignment Description

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Email Dr. David Wolff at dwolff@pittstate.edu to share how you used this resource in your classroom or connect to initiate further discussion on the development of future resources!

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Introduction

This assignment was created to use in an online social studies methods course with the purpose of providing future kindergarten through sixth-grade teachers with the conceptual framework and instructional strategies to effectively provide appropriate social studies experiences for each of their students. The course emphasized a hands-on, constructivist approach to teaching the social science curricula.

Keywords

social studies methods, inquiry, focused inquiry, C3 inquiry, family, culture, journey box, children’s literature, family stories, oral traditions, diversity, inclusion, online learning, historical thinking, historical narrative

Abstract

The Journey “Box” allows preservice teachers to explore and share their own historical narrative as they different aspects of their own family’s journey to America. The Journey “Box” first asks preservice teachers to explore themes by reading children’s literature and then positions preservice teachers as interviewers as they seek out different facets of their family’s historical narrative from members of their family. Preservice teachers then use their experience with a Journey “Box” to design an inquiry that could be used in their field experience. The Journey “Box” integrates social studies standards and best practices with ELA standards.

Journey “Box”

<i>Essential Question:</i>	How can a teacher cultivate a sense of excitement for exploring and inquiring about their world?
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Assignment: The Journey “Box” is an inquiry for you to use primary sources (e.g., interviews, books, and artifacts) explore your family story and to learn about yourself while gaining a “deeper understanding of historical thinking from a practical standpoint” (Alarcon et al., 2015, p. 186).

The Journey “Box” meets several social studies themes including:

- culture,
- individual development & identity,
- continuity & change, and
- people, places & environments,

Meets the following KSDE Social Studies (SS) and English Language Arts (ELA) Content Standards:

- SS Standard 3 Societies are shaped by the identities, beliefs, and practices of individuals and groups,
- SS Standard 4 Societies experience continuity and change over time and,
- SS Standard 5 Relationships among people, places, ideas, and environments are dynamic,
- ELA Writing Standard
- ELA Listening and Speaking Standard

Supports the following KSDE History, Geography, Social Studies Best Practices:

- Authentic intellectual work,
- Culturally relevant instruction,
- Digital literacy,
- Discipline-specific literacy within Social Studies,
- Higher order thinking,
- Multiple means of communication
- Research and construction of knowledge
- Using primary sources

Parts 1 and 4 ask you to explore a variety of picture books. These are books you can find at most school libraries, public libraries, and even classroom libraries.

Understanding One's Family History

Part 1: Story of My Name

1. Read 1 or more of the following picture books to explore the compelling question:
 - a. *My Name is Yoon* by Helen Recorvits
 - b. *Teach Us Your Name* by Huda Essa
 - c. *The Name Jar* by Yangsook Choi
 - d. *Alma and How She Got Her Name* by Juana Martinez-Neal
 - e. *Thunder Boy Jr.* by Sherman Alexie
2. Interview your own parent/guardian about how they choose your name (Developmental Studies Center, 1995).
 - a. Some questions you can ask:
 - i. What do you remember about why you chose my name (first, middle, nickname)?
 - ii. Was it easy to choose my name?
 - iii. How long did it take?
 - iv. Who gave you suggestions?
 - v. Did you name me after a relative, celebrity, admired person, hero?
 - vi. Why were you given your name? Does your name have cultural, religious, or ancestral significance (Essa, 20119; Ahmed, 2018)?
 - vii. What language does your name come from (Essa, 2019)?
 - viii. What would you have named me if I had been a different gender?
 - ix. How has your name influenced who you are and how others view you (Ahmed, 2018)?
3. Write a paragraph synthesizing your interview and your personal reflections. Submit in Canvas.

Part 2: Family Folklore

1. Read 1 or more of the following picture books to explore the compelling question:
 - a. *Jingle Dancer* by Cynthia Leitich Smith
 - b. *Bring Me Some Apples and I'll Make You a Pie: A Story About Edna Lewis* by Robbin Gourley
 - c. *We are Water Protectors* by Carole Lindstrom
 - d. *The Water Princess* by Susan Verde
 - e. *Skysisters* by Jan Bourdeau Waboose
 - f. *Aunt Chip and the great Triple Creek dam affair* by Patricia Polacco
 - g. *The Bravest Man in the World* by Patricia Polacco
2. Interview a family member about your family history (Developmental Studies Center, 1995).
 - a. Some questions you can ask:
 - i. Is there a family hero or “character” that you could tell me about?

- ii. Is there a family member that is famous or notable?
 - iii. Do you have a story about how a family joke or saying got started?
 - iv. Can you tell me a story about a special family event?
 - v. What is a favorite story you heard when you were growing up?
3. Write a paragraph synthesizing your interview and your personal reflections. Submit in Canvas.

Part 3: Family Artifacts

1. Read 1 or more of the following picture books to explore the compelling question:
 - a. *My Mother's Pearls* by Catherine Myler Fruisen
 - b. *Aunt Flossie's Hats (and Crab Cakes Later)* by Elizabeth Fitzgerald Howard
 - c. *Drawn Together* by Minh Le
 - d. *The Granddaughter Necklace* by Sharon Dennis Wyeth
 - e. *Too Many Tamales* by Gary Soto
 - f. *Shota and the Star Quilt* by Margaret Bateson-Hill
 - g. *Fry Bread: A Native American Family Story* by Kevin Noble Maillard
 - h. *Rechenaka's Eggs* by Patricia Polacco
2. Interview a family member about an object that belonged to your family before you were born. This could include items such as quilts, dishes, knickknacks, photographs, etc. (Seixas & Peck, 2004; Developmental Studies Center, 1995).
 - a. Some questions you can ask:
 - i. What is the family artifact?
 - ii. How old is the family artifact?
 - iii. What do you think the person who created it wanted people to think when they made it?
 - iv. Is this family artifact still in use? Why or why not? If not, what replaced it? What do you use instead?
 - v. Where or from whom you got the family artifact from?
 - vi. What does this family artifact mean to you?
 - vii. Why is this object special to the family?
3. Write a detailed description of the object; "illustrate with words" so that a reader would be able to visualize what it is. Write a paragraph synthesizing your interview and your personal reflections. Submit in Canvas.

Part 4: My Family's Journey Power Point

1. Read 1 or more of the following picture books to explore the compelling question:
 - a. *Where Are You From?* by Yamile Saied Mendez
 - b. *Dreamers* by Yuyi Morales
 - c. *When Jessie Came Across the Sea* by Amy Hest
 - d. *New Hope* by Henri Sorensen
 - e. *Potato: A Tale from the Great Depression* by Kate Lied

- f. *How Many Days to America? A Thanksgiving Story* by Eve Bunting
 - g. *Going Home* by Eve Bunting
 - h. *My name is Jorge on Both Sides of the River: Poems in English and Spanish* by Jane Medina
 - i. *Home of the Brave* by Katherine Applegate (novel)
 - j. *Refugee* by Alan Gratz (novel)
2. What does immigration mean to you? What is your family's story about their journey to America? **Note. For students uncomfortable sharing their family's journey to America, they could research current events regarding immigration or a local immigration/refugee story in their community.*
 3. What are significant events in your family's journey? How did your family's journey improve the lives of future generations (Seixas & Peck, 2004)?
 4. Create a power point that shares your family's story about their journey to America (Alarcon et al., 2015). Your power point must include:
 - a. 3-5 primary source documents (e.g., letters, memoirs, blogs, pictures/photos, speeches, news articles, maps, etc.).
 - b. Each primary source must have 2-3 questions accompanying it; you should include a blend of questions that promote higher-order thinking
 - c. Each primary source must have a written narrative to accompany as a means to create a coherent story
 - d. Finally, provide a historic narrative summarizing your family's journey and their reason for immigrating to the United States. In your narrative, make a connection to current or recent events.
 5. Submit the power point to Canvas.

Extension Inquiry Ideas:

1. Engage in dialogue about defining concepts like change, courage, family, love, traditions, survival, freedom, adaptation, identity, independence, interdependence, memory, immigration, relationships, rituals, etc. Here are two options to help students build a conceptual understanding of these concepts.
 - a. Frayer's Model to help students define the term. The National Behavior Support Service has several examples
https://www.nbss.ie/sites/default/files/publications/frayer_model_-_vocabulary_strategy_handout_copy_3.pdf
 - b. Cash (2011) Concept Development worksheet promotes inquiry as student move beyond defining a term and challenges students to create generalizations and essential questions.
https://www.mncsse.org/sites/default/files/instruction/concepts/documents/concept_development_worksheet.pdf

2. The motto on the Great Seal of the United States of America is, “*e pluribus unum*,” Latin for “out of many, one.” Engage in dialogue about, “What does *e pluribus unum* means to you?”
 - a. Link to the Smithsonian Libraries and Archives for a reference
https://www.si.edu/object/e-pluribus-unum-gazetteer-united-states-america%3Ailgoi_68301
3. An art exhibition titled, *Flagged for Discussion*, at the Crystal Bridges Museum of American Art from April 8, 2023-September 25, 2023, provided different depictions of the United State flag in art to prompt discussions about individual interpretations of the flag. Engage in dialogue about, “What does the flag of the United States means to you?”
 - a. Link to the Crystal Bridges Flagged for Discussion site
<https://crystalbridges.org/calendar/flagged-for-discussion/>
 - b. Search out artist’s depictions of the US flag in their art (e.g., Norman Rockwell’s *Rosie The Riveter – 1943* <https://www.nrm.org/rosie-the-riveter/>).
 - c. Create your own artistic depiction of the US flag the represents what it means to you.

Creating an Inquiry for your Classroom

Part 5: C3 Focused Inquiry: Family Stories

1. Consider everything you have learned about your family through the Journey “Box” project: the interviews, the picture books, your reflections, your learning, your research.
2. Create a Focused Inquiry about family stories that you could implement in the classroom. Be creative and have fun!
3. Submit the Focused Inquiry to Canvas.

Use the attached template created by C3 Teachers (2023) in Appendix A to organize your Focused Inquiry.

Terms:

Standard: use the Kansas Academic Standards in Social Studies: Focus Standard

Disciplinary Practice: use the Kansas Academic Standards in Social Studies: Focus Content

Staging the Question: Task or activity to help student activate their prior knowledge of the topic or begin exploring the topic.

Supporting Question: Broad, open-ended question to make the students think about the topic.

Formative Performance Task: Task or activity to help students explore the topics and lead them to forming an answer to the Supporting Question.

Featured Sources: Primary sources for the students to explore that would lead them to forming an answer to the Supporting Question.

Summative Performance Task: Argument: Task or activity that allows students to answer the Supporting Question.

Summative Performance Task: Extension: Task or activity that extends beyond the inquiry that can be open-ended to allow differentiation to occur.

Rubric

Criteria	Glows: Evidence of Meeting Standard (1 point)	Grows: Opportunities for Growth (0 points)
<p><u>Part 1: Story of My Name:</u></p> <ul style="list-style-type: none"> Paragraph synthesizes the interview and the student’s personal reflections <p>(x8)</p>		
<p><u>Part 2: Family Folklore:</u></p> <ul style="list-style-type: none"> Paragraph synthesizes the interview and the student’s personal reflections <p>(x8)</p>		
<p><u>Part 3: Family Artifact:</u></p> <ul style="list-style-type: none"> detailed description of the object included Paragraph synthesizes the interview and the student’s personal reflections <p>(x8)</p>		
<p><u>Part 4: My Family’s Journey Power Point:</u></p> <p>Power point includes:</p> <ul style="list-style-type: none"> 3-5 primary source documents (e.g., letters, memoirs, blogs, pictures/photos, speeches, news articles, maps, etc.) 2-3 questions to accompany each primary source; a blend of questions is used to promote higher-order thinking A written narrative accompanied each primary source A coherent story was created by the sequence of primary sources and a historic narrative. <p>(x18)</p>		
<p><u>Part 5: C3 Focused Inquiry: Family Stories</u></p> <ul style="list-style-type: none"> C3 Focused Inquiry template was used. C3 Focused Inquiry template is complete. A coherent inquiry lesson was created that would allow elementary students to explore family stories. <p>(x18)</p>		
<p><u>Mechanics:</u></p> <ul style="list-style-type: none"> Errors are minor; spelling, punctuation, and grammar errors do not affect readability, meaning, or understanding <p>(x2 per part; x10 total)</p>		

Total: 70 points

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Appendix A

The focused inquiry template from C3 Teachers. (2023).

Focused Inquiry Template

Compelling Question	
Standard	
Disciplinary Practice	
Staging the Question	

Supporting Question	
Formative Performance Task	
Featured Sources	

Summative Performance Task	ARGUMENT
	EXTENSION