Lesson Title: “Your Very Own Cultural Festival”

Lesson Subject/Focus: Social Studies + Art

Grade: 5th Grade

Time for Lesson: Around 1 hour (Two 30 minute sessions)

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I. Materials, Resources, and Technology

Materials:

- Paper (teacher-provided) or Chromebook (student-provided)
- Markers (teacher-provided)
- Pens/pencils (teacher-provided)

Resources:

- Washington Counties PuzzleMap & Related Clues:
    - Clues Related to SE Asian Festivals:
        - 1. “Pray and Party”
        - 2. “Wat in the Wood is That?
        - 3. “A New Start”
        - 4. “A Pan Asian Chinatown”
    - Other Related Clues:
        - 5. “Fast (Pho)od”
        - 6. “Groove to Move”
        - 7. “How many words’ worth?”
        - 8. “Celebration of Independence”
        - 9. Tết in Seattle
        - 10. Culinary Tradition
- Related Lesson Plan from The Asian American Education Project:: “How WA’s Asian demographics have changed dramatically,” “Resettlement of Southeast Asian Refugees in Washington State”

Technology:

- Chromebooks/iPad
- Projector (for presentation of lesson)

II. Central Focus of Learning Segment

The goal in this lesson is to help broaden our students' minds in relation to thinking about diversity and supporting them in learning about a cultural event of significance that either reflects from the student's own background or is different from their own. Students can take this opportunity to learn more about their own heritage or to reflect on what makes them "them".

State Learning Standards

1. Art (OSPI)
    a. Performance Standard (VA:CR1.1.5): Combine ideas to generate an innovative idea for artmaking.
    b. Performance Standard (VA: Cr1.2.3): Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
2. Social Studies (OSPI)
    a. H2.4.2: Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history.
    b. G2.5.5: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Learning Targets (Objectives) and Assessments

Learning Target	Language Opportunities	Assessments
I can create a flyer to share information on a cultural event/festival.	Could possibly learn about a new language Students will work on academic writing Creating a presentable product and talking about it with others	We will have a gallery walk at the end of the lesson where students can walk around and look at each other's work. Assignment would be graded on participation and professionalism.
I can use resources to learn about cultural diversity.	Students can use academic resources to learn and investigate about culture	Cite their resources and create a festival flyer
I can identify why the SE Asian population in Washington State celebrate their cultures through Lao festivals.	Usage of the terms "self-expression" and "self-identity"	Short class discussion before and after creating-a-flyer activity

III. Students' prior knowledge or experiences with the content of this lesson:

- History of SE Asian population in WA
- WA SE Asian population patterns
- Lao festivals encompassing almost all SE Asian countries

IV. Sequence of Learning Activities

Estimated Minutes	Teacher Actions	Student Actions
10 minutes	The teacher projects the essay portion of "Resettlement of Southeast Asian Refugees in Washington State" on the board for students to follow along. The teacher then instructs "popcorn-style" reading.	Students popcorn read the essay portion of "Resettlement of Southeast Asian Refugees in Washington State."
5-7 minutes	The teacher pulls up a presentation of "How WA's Asian demographics have changed dramatically" and highlights specifically the SE Asian population. patterns that have changed throughout Washington's history. "The SE Asian population in Washington state doesn't fall far behind the Eastern Asian population."	Students listen to the presentation, noting the differences between the SE Asian population patterns and Eastern Asian patterns.
5-7 minutes	The teacher instructs students to look in the Washington Counties Puzzlemap in order to find SE Asian/Lao festivals. Teacher says: "Think back on what we talked about at the start of today's lesson.. Which places in Washington have the highest population of SE Asians?"	Students look in the Washington Counties Puzzlemap for the places previously discussed to have the highest populations of SE Asian people. They are encouraged to use a map of SE Asian countries in order to locate cultural festivals that are not Lao festivals (such as Filipino festivals)
5 minutes	Teacher engages the class in a short discussion of both the readings: ● "Why do we think the SE Asian population has Lao festivals to begin with? Is it just to celebrate the New Year?"	Students respond using the words "self-expression" and "self-identity" in their responses, alongside what those words mean to them personally.
5 min	The teacher launches into activity for the creation of a flyer about a cultural festival that represents them. The teacher will go over expectations for the flyer.	Students will listen to instructions and ask questions about any misconceptions.
5 min	The teacher will explain the rubric for the flyer; students can create a flyer based on an event from their own heritage or on aspects of themselves	Students will begin researching a culture online with their chrome books/iPad.

Estimated Minutes	Teacher Actions	Student Actions
	that they decide make their own culture (interests, hobbies, etc.)	They begin to create their flyer via posterboard or with an online program like Canva
30 min	During worktime, the teacher will walk around asking and answering questions about what students are researching The Teacher will be managing the classroom and making sure students are on task	Students will be researching and continuing their creation of the flyer

V. Learning Activity Review

- H**ow will you differentiate instruction and outcomes to meet specific student needs?** (*Include if appropriate: Universal design, grouping, ELL Strategies, IEP or 504 accommodations, student interests, culturally responsive supports, etc.)*

- For multilingual learners, the students can write their flyers in their preferred language instead of just English so long as they also describe what they wrote during the student presentations. Flyers will require a variety of pictures which can help limit how much writing MLs will need to write to participate

- **What are your supporting theories or principles? (*Why are you doing what you are doing?)***
  The focus on SE Asian populations is to shine a spotlight on members of the Asian community that are often disregarded or forgotten due to “Asian” being just synonymous with “East Asians.” Their cultures and traditions are different and this is most highlighted in their Lao festivals. (The Lao people are the ones whose cultures are actually synonymous with the overall SE Asian culture). It is a form of self-expression and self-identity that is far different from their Eastern Asian counterparts. So, students are making flyers for their own festivals in order to focus on their own self-identity and self-expression.

- **How does this lesson connect with what students have previously learned and a progression of future learning?**
  Lao festivals are a form of self-expression for all SE Asian people. Students making their own “Lao festival” allows for students to connect to why SE Asians do these festivals every year and why they might come across these festivals in their living in Washington state.

VI. Inclusive Design Highlights

UDL Multiple Means for Representation
● Digital and traditional art option for making a flyer (different learning styles result in different expressions of content knowledge)
UDL Multiple Means of Engagement
● PuzzleMap provides a personal hands-on experience. Students can choose a region of interest and read about that region of their choice, all while still learning about the SE Asian population and the festivals they hold. ● Students get to navigate what makes them "them" by making their own festival. They get to promote what they like in the manner they like.
UDL Multiple Means of Action/Expression
● Written in preferred language ● Variety of pictures are required, lending new possibilities for student self-expression ● "Cultural festival" in this case refers to what students consider their own culture—what makes them "them." The entire lesson is about self-expression
Culturally Responsive Learning Supports
● Already, the topic of SE Asians is culturally responsive since it is spotlighting an Asian population that is not E Asian ● Since students are making flyers to promote their own cultural festival instead of, say, drawing their own festivals, they can write in their preferred language
Explicit Anti-Oppressive/Anti-Racist Content or Skills
● Students will research their own culture, which is an opportunity to learn about themselves and others. ● Prior knowledge contains lessons explicitly about SE Asian populations and their Lao festivals before diving into the flyer activity to focus on the idea of self-expression and what makes culture. The schema connects to the central idea of self-expression and not being inherently different.