

Unit 3: Connecting Places, Connecting People

WEEK 6 Day 1

Text Talk
Who Lives in Maine? (slides)

Big Ideas	Individuals and communities shape each other. We understand our own identities by thinking about where we are and where we come from.
Weekly Question	What are some of our stories?
Content Objective	I can compare and use information from maps to gain understanding of the stories of migration. (2.T.1.2, 2.T3.1, 2.T3.2)
Language Objective	I can discuss texts by listening to classmates’ ideas and linking my ideas to theirs and to examples from the text. (SL.1.2.a, SL.1.2.b)
SEL Objective	I can identify various cultures within communities. (Social Awareness)
Vocabulary	data: facts or information used usually to calculate, analyze, or plan something foreign-born: a person who is born outside of the United States immigration: the act of moving to one country from another indigenous: the original people to live in a particular place population: the number of people who live in a place Wabanaki: the Indigenous people of the place we now call Maine and Eastern Canada
Materials and Preparation	<ul style="list-style-type: none">● Who Lives in Maine? slides● projector and screen● Weekly Word cards “population”● Text Talk notebooks● pencils● world map● Who Lives in Maine? chart images, cut apart

	<ul style="list-style-type: none"> ● chart paper, 2 pieces Hang one piece of chart paper horizontally to make a chart with the three Who Lives in Maine? Chart images. <div data-bbox="511 359 1354 726" style="text-align: center;"> <p>The image shows three charts under the heading "Who Lives in Maine?". 1. A map of the Northeastern United States with Maine highlighted in brown. 2. A map of Maine showing population density with a legend for population per square mile. 3. A data chart titled "Maine" showing statistics: "Maine population: 1,345,829", "Maine population density: 28.4K", and "Children and families: 38%". It also includes a pie chart for "Age groups" and a bar chart for "Gender".</p> </div> <p>On the other piece of chart paper, prepare the Weekly Question chart.</p> <p>Spend some time looking over the maps, data, captions, and related resources. Make notes about what stands out and what might be most interesting to the children.</p> <p>Note: Consider spreading out the lesson and discussion over several days if more processing time is necessary.</p>
<p>Opening 1 minute slide 1</p>	<p><i>Today we are going to look at three different resources. Two are maps and one a set of data. All three of these sources give us information about people in Maine, who they are and where they've come from. We'll have time to look quietly, talk with partners, take some Note Breaks, and share questions/ideas with each other.</i></p>
<p>Text and Discussion 15 minutes slide 2</p>	<p>Distribute Text Talk notebooks and pencils.</p> <p>For each image, show the slide, allow children time to look quietly, ask a question for Turn and Talk, and then take a Note Break. Then, facilitate a brief conversation and record children's ideas on the chart, below each respective map.</p> <p>Show the map of the Wabanaki Homeland. <i>Take a look at this first map. Now I'll turn on the interactive feature. The map changes from showing where the Wabanaki lived before any Europeans came here and where most live today. Look and think for one full minute. [The change in the map will repeat.]</i></p>

	<p><i>Talk to a partner about what you notice or wonder. When you're ready, write down a note about something you notice or wonder about this map.</i></p> <p>After children look, talk, and write, facilitate a brief conversation. Encourage children to listen and link to each other's ideas and to reference the map.</p> <p><i>What do you see here?</i> <i>What makes you say that?</i> <i>What questions do you have?</i></p> <p>As children talk, make brief notes about their observations. Record children's questions under the map image on the chart.</p>
slide 3	<p>Show the next map: the concentration of racial and ethnic groups in Maine. Explain the key. Share that these are racial and ethnic groups that people self-report membership in. These group names can be part of each person's cultural and/or racial identity. Define "population" with the Weekly Word card, if helpful.</p> <p>Follow the same routine.</p>
slide 4	<p>Show the last slide with data. Define "immigration" with the Weekly Word card. Read the various data points. Discuss and make connections to immigrant communities within the class or school community.</p> <p>Follow the same routine.</p>
<p>Key Discussion 20 minutes</p> <p>slide 5</p>	<p><i>These maps and data help us think about the people who have come to live in Maine. Let's take a look at all three resources together and see what we can understand about the people who live in Maine.</i></p> <p>Show slide 5 (or move between slides 2, 3, and 4 if more useful). Facilitate a text-based discussion to help children make connections among and meaning from these maps. Specifically:</p> <ul style="list-style-type: none"> ● Assist in reading and interpreting the map keys. ● Refer to the world map. ● Surface ideas about how people in Maine have come from many different places over time. ● Note groups who are missing from the maps/images but who are represented in the classroom community. What might this tell us about how data is collected and represented?

	<p>Continue and deepen the discussion, surfacing some of the following ideas.</p> <ul style="list-style-type: none"> ● People come from different places at different times. When they do, different groups of people bring different things and change the state and town where they settle. ● Do children know where their families are from? ● Do children know where their neighbors or classmates are from?
<p>Closing 2 minutes</p>	<p><i>Today, we used different resources to learn about the people who come to our State from different places. Tomorrow, we will look at a different visual example that will help us continue to think more about immigrants and the cultures and traditions they bring with them.</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: What are some of our stories? Today we looked at who lives in Maine. Many of us come from somewhere else -- either recently or long ago. Coming from someplace else means we bring stories with us.</i></p> <p><i>Now let's consider our state and town. Do people come from all over the world to where we live? What can we say about the Wabanaki and Maine to add to our chart? Let's write this on our chart.</i></p> <p>Record any other connections children are making right away, based on looking at the maps and on the discussion.</p>
<p>Standards</p>	<p>SL.1.2.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SEL. Social Awareness</p>
<p>Ongoing assessment</p>	<p>Review notes made during the discussions and questions recorded on the chart.</p> <p>Do children use the information on each map and data points to make inferences?</p> <p>Do children share their noticings and wonderings?</p>