

Curriculum Packet
First Literacy Lab FY19 grant:
Take Advantage of Boston's Cultural Resources
Submitted by Susan Klaw, July 18, 2019

This grant was for a parent ESOL class at the Blackstone School and Blackstone Community center. While all students in the class did not have to have a child at the Blackstone School, they did have to have children in Boston public schools. The goal of the class, which is funded by English for New Bostonians, is to teach ESOL in the context of parenting and education, and with the goal of helping parents increase their ability to support their children's success in school. One aspect of this is helping parents learn how to take advantage of resources in the Boston area for family enrichment. This First Literacy grant helped pay for field trips and the development of related curricular activities some of which are shared here.

Cultural Resources Survey:

This survey was used at the beginning of the program year to determine which resources students were familiar with and which were new to them. The goal was to have several of the field trips be to places new to all of them. See attached survey

Trip #1: Polling Place on Election Day:

If an adult class is meeting on Election Day and there is a polling place within walking distance of the class, this makes an excellent trip to supplement any election related materials you are doing in your class. The class can observe how voting is organized and what students will do now or in the future when able to vote. For those students from countries that have been at war or in crisis, the very lack of drama at the polling places is instructive in itself. Handouts developed for this field trip are listed below and attached. Other materials used were found by searching various websites and looking at materials prepared by the City of Boston and the League of Women Voters, such as the **Voters Bill of Rights**. I also demonstrated on the computer how students could 1) register to vote and 2) find their polling place.

- a) Voting and Election Day Vocabulary
- b) Who is on the Ballot on November 6, 2018
- c) Ballot Question #3: Transgender Rights lesson plan
- d) Homework: Election Results

Trip #2: Children's Museum:

We took two trips to the Boston Children's Museum. The first was during morning class hours and thus parents only. The second was a Friday evening family trip. The idea was to have parents become familiar with the museum exhibits so they could decide which exhibits their children would be most interested in and also so they could have a chance to play themselves, so that we could discuss the Museum philosophy of learning through play. On Friday nights, from 5-9 pm, the entrance fee is only \$1 per person! This makes the Children's Museum the most affordable family activity in the city for families with younger children and probably the

one of highest quality. I want to make sure all parents know about this resource and so each year I take students to the Children's Museum. Those who have been there before help orient parents visiting for the first time. Parents with kids of the appropriate ages were encouraged to go back to the Museum at least once with their families during one of the three school vacation periods.

- a) Preparation for Trip to Museum
- b) Homework: Talk to Your Child About the Museum

Trip #3: U Mass Boston

While not on the initial survey of cultural institutions students filled out at the beginning of the year, as we were doing a college unit, it became clear that virtually none of the students had ever visited a Boston area college and very much wanted to go. I decided visiting a college would be useful either for the students themselves or for their children in the future. We went on the standard admissions department offering of information session plus campus tour that any parent can do with his/her child. Before going, we discussed the differences between public and private universities, and community colleges versus four year colleges. Attached are supplementary materials developed for the unit to connect to this field trip. Teachers should also look in whatever text book series they are using to see if there are readings or activities related to college. For example, the Futures series has activities related to parents talking with guidance counselors about what classes their children should take. Most have something which could be added here. As always with our trips, while we took a bus, a follow up activity involved students figuring out how to get their on public transportation.

- a) What Do You Know about College
- b) College Related Vocabulary
- c) Interview Someone who Went to College—a project
- d) Tips for Parents on Talking to Your Kids about College
- e) Overview of Steps in the Application Process

Trip #4: The Museum of Fine Arts

The Museum of Fine Arts now offers special ESOL tours in which the docents are trained to speak more slowly and use simpler language as they lead students around to see museum highlights. To my surprise, most of the students in the class had never been to the MFA, even though one student literally lived right down the block from the museum on Huntington Ave, and one lived around the corner. Teachers need to request the ESOL tour in advance and then the museum is free to your group. The tour is about one hour. I then took students to a current exhibit on Frieda Kahlo and "Arte Popular" where all the signage was in both English and Spanish, so was accessible to them and we stayed in that exhibit for a second hour. My recommendation would be to choose an exhibit to go to with the class, after the official tour. Teachers can get into the MFA for free, so they can (and probably should) visit the museum beforehand.

As with each field trip, preparation began with soliciting prior knowledge and experience. *Who has been to the MFA? Who has been to an art museum in your country? Have your children ever been to the MFA?* While they were at the museum, their assignment was to take pictures of their favorite works of art from among those shown them by their docent (we were divided into two groups). From home, they then had to send to the class WhatsApp group pictures of their favorite artwork with a caption explaining why they liked it. I also took notes of vocabulary the docent used that I thought might be unfamiliar to students and made an informal word wall with those words which we discussed and defined the next day. They included words like highlight, sculpture, contemporary wing, materials, tombs. Trip follow-up included the attached handouts focusing on ways to go back to the museum less expensively and how to extract info from the Museum's website. As we looked at ways to go back to the Museum inexpensively, we focused particularly on the New Citizen program at the MFA (free family membership for a year for new citizens) because it is the only museum in Boston that offers this. There were no new or upcoming citizens in the class, but the class brainstormed about whether the New Citizens membership might be used by any family or friends. It was also a good chance to review the concept of museum memberships and the fact that if you wanted to go to a museum a number of times in a year, memberships were a bargain. You can do the math to prove it.

- a) Going to the MFA- How to Make it Less Expensive
- b) MFA Field Trip Follow Up: Using Google and the MFA Website

Trip #5: The Arnold Arboretum

We were lucky in that I had an inside connection to a tour leader (my husband who recently retired from the Arboretum after 35 years working there), but tours are available through their education program and entrance to the Arboretum, which is a Boston park, even though it is run by Harvard University, is always free. I chose this trip because only one student had ever been there. For many, it was their favorite trip because so many students come from rural areas and long to see plants and trees and the natural world. Given that it is accessible on the Orange Line, and free, this is a wonderful outdoor resource to introduce families to. We did the vocabulary about trees handout included here prior to the trip so students would understand their tour leader better. On the bus we reviewed the Flowering trees handout We will See and practiced pronouncing the tree names aloud. Follow up included students sharing with each other their pictures and doing the worksheet which took them to the Arboretum website. We also did a quick brainstorm to review anything new students had learned and posted those on classroom walls for the rest of the semester. Students were particularly interested in tree sex, i.e. pollination.

- a) Vocabulary about trees
- b) Flowering Trees We Will See
- c) Arnold Arboretum Field Trip Follow-Up: Using Google and the Arboretum Website

Boston Cultural Resources Survey

Name: _____

What year did you move to Boston? _____

How many times have you been to the following places?

	You (Y or N)	How Many Times?	Your children (Y or N)	How many Times?	Did you go with this class (Yes, No)
Museums, Zoos and Libraries					
New England Aquarium					
Boston Children's Museum					
Science Museum					
Museum of Fine Arts (MFA)					
Harvard Museum of Natural History					
Kennedy Library					
USS Constitution					
Isabel Stewart Gardner Museum					
Institute of Contemporary Art (ICA)					
Franklin Park Zoo					
Historic Places and Tours					
Faneuil Hall Marketplace					
Freedom Trail					
Boston Duck Tours					
Swan Boats					
Outdoors					
Boston Harbor Islands (George's Island, Spectacle Island, etc)					

Public Gardens and Boston Common					
Arnold Arboretum					
Greenway					
Castle Island					

#1a) Voting AND ELECTION VOCABULARY

Vote/voter
Local election
National election
Candidate
Opponent
Democrat
Republican
Campaign
Polling place
Voting booth
Ballot
Register to vote
Polls
Ballot questions
Term (of your office, e.g. 2 years, 4 years, 6 years)

Fill in blanks in the following sentences. Use seven words from the above list.

1. Only US citizens can _____.
2. My _____ where I go to vote is close to my house.
3. You have to _____ ahead of time in MA.
4. In the US we have two main political parties, _____ and _____.
5. A _____ is the person who wants to be elected for a certain position, like Governor or Mayor
6. A _____ is the form you fill out in the voting booth which shows your choice of candidates.
7. A president's _____ is four years. S/he can only run for two _____, or 8 years in total.

VOTING AND ELECTION PHRASES

Term of office
following the campaign
following the polls

running for office
negative advertising
support a candidate
voter turnout
get out the vote
ballot questions
up for reelection
midterm elections

Fill in blanks in the following sentences. Use four phrases from the above list:

1. I am _____ very closely because I want Trump and all the other Republicans to lose.
2. Elizabeth Warren is _____ to the U.S. Senate.
3. There are three _____ on the MA ballot in 2018.
4. This is a _____ because we are not voting for president which is only every four years.

#2c) Ballot Question #3: Transgender Rights Lesson Plan²

Overview for class: Project this paragraph for students to read along with teacher:

As we discussed before, there are going to be three ballot questions on the ballot this November. The first is about nurses and the ratio of nurses to patients. The second is about creating a commission to help amend the US Constitution. The third is about transgender rights. That is the one we will discuss today.

Step 1: Discuss: Review what a ballot question is

Step 2: Read the Summary of Question 3: Transgender Rights. Put it into terms students can understand. Some students will know what trans means. Some will not. Try to have students explain the concept in their own words to their classmates.

A YES VOTE would keep in place the current law, which prohibits discrimination on the basis of gender identify in places of public accommodation.

A NO VOTE would repeal this provision of the public accommodation law

Step 3: Write on board and clarify the key terms: gender identity, prohibit, discrimination, public accommodation, repeal. Stress the concept of discrimination and ask for examples of discrimination students have been aware of.

Step 4: Have students vote Yes or No, either by raised hands, a vote with your feet exercise where students go stand by a **Yes Vote** or **No Vote** sign up in the room, or by secret ballot.

Step 5: Ask for volunteers to explain their position.

² Most ballot questions are very difficult to understand. If students are actual voters, make sure they have gotten copies of the ballot questions ahead of time in first language if possible and warn them that they need to go into voting booth prepared with their answers. I choose usually one high interest ballot questions to debate. Two years ago it was Legalizing Marijuana. I rightly thought that the transgender questions would be of a lot of interest to my particular group of students not because of experience necessarily with trans individuals, but because many of severely disabled children who face constant discrimination.

#2d- Election Night Homework³

Directions: Listen to the election results in Massachusetts and around the country. Answer the following questions:

For Massachusetts:

Who won the U.S. senate race? _____

Who won the governor's race? _____

For the U.S. Congress:

Did Democrats **take over** the House of Representatives? This means are they now in the majority. **Yes** or **No**.

Who is in control of the Senate? Republicans or Democrats? _____

Extra Credit:

1) What was the result on Ballot Question #3? **Yes** or **No**. What does that mean _____

2) What is significant about Ayanna Pressley and her election to the U.S. House of Representatives from Boston?

³ Adapt idea for current election

2a) PREPARATION FOR TRIP TO CHILDREN'S MUSEUM

1) Write down how you could go by T from your apartment to the Boston Children's Museum
(Hint: if you google Boston Children's Museum, you will see a picture of the Museum, a map, and a link which says directions. Click on that.)

Step 1: _____

Step 2: _____

Step 3: _____

2) Go to the Boston Children's Museum website and answer the following questions

What hours is the Museum open?

Saturday through Thursday: _____

Fridays _____

How much does it cost?

Adults _____

Children 1-17 _____

What is one way to save?

Learn about the different exhibits at the museum.

- Go to **Menu** on top right of your phone. Tap on it.
- Tap on **Exhibits and Programs**.
- Tap on Exhibits.

Choose two exhibits you want to make sure you see when you are at the museum.

1. _____

2. _____

2b) Homework: Talk to Your Child About the Children's Museum

Directions: Choose one of your children to talk to. Or use a separate form for each child. Ask them these questions. You can talk to them in whatever language you want. Write and practice the answers in English. Tell us what you learned in our next class.

Did you like the Children's Museum? Why

What were your two favorite things?

a.

b.

Was there something you didn't like? Why?

Tell me something new you learned at the museum.

Would you like to go again?

On the back, have your child draw a picture or cartoon of himself/herself in the Museum.

3a) What do you know about college?

Directions: Work individually or in pairs. Mark each of the following statements with a T for True or an F for False.

1. To go to college you must have a high school diploma or a GED.
2. To go to college, you must apply to the college and be accepted.
3. You must start college as soon as you finish high school.
4. Public colleges and universities are free, like public schools.
5. Many students live at the college they attend.
6. It takes three years to get your college degree, which is called a BA.
7. Financial aid is available to help students and their families pay for college.
8. Getting good grades in high school and participating in extra curricular activities is important if you want to go to college.
9. High Schools have guidance departments which help students learn about and apply to colleges.
10. Parents should start talking to their children about college when children start high school.

#3b: College Related Vocabulary

Higher education

Apply/application

Semester

Tuition

Room and board

Campus

Dorms

Financial aid

- grants or scholarships
- loans

Guidance department

Transcript

Degree

- Bachelor's Degree or BA
- Associate Degree or AA

Extra curricular activities

Freshman, sophomore, junior, senior

GPA (Grade Point Average)

FAFSA (Free Application for Federal Student Aid)

Using the words: Circle correct answers

Apply to college

- a. send in the materials the college requires so the college can decide whether or not to accept you
- b. phone the admissions office to arrange an interview
- c. tell your high school guidance counselor that you want to go to college

Tuition

- a. the cost of books
- b. the cost of going to a school
- c. the grants low income students receive

Room and board

- a. the cost of taking classes
- b. the cost of living and eating at a school
- c. the cost of books

Campus

- a. the lands and building of a college
- b. the degree you receive when you graduate from community college
- c. dorms

Dorms

- a. where you take classes in college
- b. where you eat in college
- c. where you live at a residential college

Financial aid

- a. financial help you get to lower college costs
- b. food assistance
- c. scholarships

Guidance department

- a. the office in your high school where you go if you don't feel well
- b. the office in your high school that helps you learn about and apply to colleges
- c. the office in your high school responsible for the cafeteria

Transcript

- a. samples of the essays you have written in high school
- b. homework assignments
- c. a record of your grades in school

Semester

- a. a club you join in college
- b. a subject you study in college
- c. one half of a school year

Degree

- a. a diploma from a college or university
- b. a graduation ceremony
- c. your college transcript

Extra-curricular activities

- a. basketball
- b. things you do outside of school
- c. homework help

Senior

- a. your first year of college or high school
- b. your last year of college or high school

Freshman

- a. your first year of college or high school
- b. your second year of college or high school

GPA

- a. The average numerical value of all a student's grades in high school or college.
- b. The score you get on your end of year tests.
- c. Your best grades.

FAFSA

- a. An essay you write for your college application
- b. A scholarship you get.
- c. A form you fill out to see if you are eligible for financial aid.

3c) Interview Someone Who Went to College in the U.S.

Step One: Think of someone you know who went to college in this country. It could also be someone who is going to college now. This person should be someone you can talk to about their college experience, either in person or on the phone.

Name of Person _____

Step Two: What questions do you want to ask this person? Write down at least 5 questions. You will practice writing the questions in English. However, if the person you talk to is Spanish speaking, you can do the interview in Spanish.

1. _____

2. _____

3. _____

4. _____

5. _____

Other questions:

Step Three: After the teacher has helped you correct your grammar, copy your questions onto a separate piece of paper.

Step Four: Interview your friend and record their answers.

Step Five: Present in class what you learned

Step Six: Hand in your filled out interview form

3d) Tips for Parents on Helping Your Children Go to College

1. Talk to your child a lot about college.
2. Always choose the best schools you can.
3. Always let your child participate in extra activities (school, community).
4. When your child begins high school, make an appointment with the guidance counselor.
5. Tell your child to participate in all college activities in the high school:
 - college fairs
 - college visits
6. Attend parent meetings about college.
7. For more information, visit the College Planning Center at the Copley Square Library.

3e) General Timeline for College Planning⁴

9TH (FRESHMAN)	Meet with your guidance counselor and express interest in going to college. Make sure you are taking the right college courses.
10TH (SOPHMORE)	Take the practice SAT (PSAT). See if your high school offers any PSAT prep classes.
11TH (JUNIOR)	<p>September/October: Meet with your guidance counselor to discuss the college process.</p> <p>January, May or June: Take the SAT or ACT</p> <p>May: Ask two teachers with whom you have a good relationship to write you a college letter of recommendation. Ask your guidance counselor to write you a letter of recommendation.</p> <p>May: Take Advanced Placement (AP) exams if you have been taking AP courses.</p> <p>Spring: Take the SAT II if necessary.</p> <p>On-going: Visit colleges, attend college fairs, if possible with parents.</p> <p>Summer: begin writing your college essay</p>
12TH (SENIOR)	<p>Fall: Take the SAT or ACT a second time. Colleges will take your best scores.</p> <p>September: meet with your college counselor to go over all the application steps. Discuss your college essay and where you can get help with it.</p> <p>September: Check application requirements for colleges of interest. Each application costs money. Ask about fee waivers.</p> <p>On-going: Research and apply for scholarships. (Never assume a school is too expensive to attend).</p> <p>November: Submit early action/early decision applications</p> <p>On-going: check if colleges have received all your documentation.</p> <p>December: receive responses from early action/early decision schools.</p> <p>January: File FAFSA with your parent or guardian. You and your parent may need help with this form.</p> <p>March/April: receive admission decisions. This will include the financial aid package the college will offer you.</p> <p>May: Students must accept only one college and parents must make a tuition deposit.</p>

⁴ Adapted from Dream, Believe, Succeed! A College Planning Handbook for English Language Learners and their Families, New York Department of Education.

#4a) Going to the MFA—How to Make It Less Expensive

Special for June 2019: Anyone with a Boston Public Library card can get into the museum for free during the entire month of June. Bring your card with you.

Note: Normal Entrance fee is \$25 per adult. Children 17 and under are free.

- 1) **Wednesdays after 4 pm**, admission is free. Museum is open until 10 pm.
- 2) If you have an **EBT card**, you can get in for \$3 a ticket (4 people). You must show ID, EBT card, and pay in cash.
- 3) If you have an account at **Bank of America**, you can go to the museum for free the first full weekend of every month—for example, Saturday and Sunday June 1 and 2.
- 4) You can reserve a **pass** for the MFA at any **Boston library**. The pass lets two visitors in for \$10 per person. Children are free. You must reserve the passes in advance.
- 5) Special free days. The museum has **Open House Days** on most major Monday holidays and one Free Friday in the summer. The next Open House Day will be on Monday May 27, Memorial Day.
- 6) **Buy a one year membership**. Supporter membership costs \$75 per year and allows one adult in for free. Contributor memberships costs \$115 per year and allows two adults in for free. Both memberships also give you discounts on parking, special events, purchases in restaurants and gift shops. With these memberships, you can go as often as you want to the museum. Do the math.
- 7) **MFA Citizens**—a one year family membership for **new citizens**. Come to museum, show a copy or photo of your naturalization certificate at any ticket desk within one year of your swearing-in, and you will get a free museum membership for one year plus a lot of special benefits for you and your family.
- 8) Other people who can get in to the MFA for free:
 - Any Boston K-12 teacher, including after school and community programs
 - Any Massachusetts university student
 - Any Massachusetts community student
 - Active military and their families
 - Military reserves and National Guard and their families (summer only)

#4b) MFA FIELD TRIP FOLLOW-UP

Directions: Do this in class or as homework. It is probably easier to do on a computer or tablet than on a smart phone. If you cannot do this, get someone in your family to help you.

- 1) Write down the way you could get from your apartment to the MFA
(Hint: if you google MFA, you will see a picture of the Museum, a map, and a link which says directions. Click on that.)

Step 1: _____

Step 2: _____

Step 3: _____

- 2) Go to the MFA Website and answer the following questions
Hint: Again, google MFA

What hours is the Museum open?

Mondays and Tuesdays _____

Wednesdays through Fridays _____

Saturdays and Sundays _____

How much does it cost?

Adults _____

Children 6 and under _____

Children 6-17 _____

- Give two examples of programs for kids
Hint: Look under Plan Your Visit

1. _____

2. _____

5a) Vocabulary about Trees

Temperate climate:	Warm summers and cold winters (like Massachusetts)
Tropical climate:	Warm all the time, like the Dominican Republic
In bloom:	When plants have flowers on them. Most trees at the Arboretum are in bloom in the spring.
Deciduous trees:	Trees that lose their leaves in the winter and get new leaves in the spring
Evergreen trees:	Trees that keep their leaves all year
Conifer:	Trees like pine trees that have <u>cones</u>
Fruit:	The part of the plant that holds the seeds.
Seed:	The part of the plant that you put into the ground and it grows into a new plant.
Bark:	The covering of a tree, like its skin.
Branch:	The arm (limb) of a tree.
Trunk:	The main stem or body of the tree.
Leaf (singular) Leaves (plural):	The part of the plant, usually flat and green, that the tree uses to make food (photosynthesis).



#5b) Flowering Trees We Will See

Trees all flower and are **in bloom** at different times in the spring. Today on our trip we will probably see **in bloom**:

- Lilacs
- Azaleas
- Horse Chestnuts
- Crab apples
- Red Buds

Look carefully at the beautiful flowers. Take a picture of your favorite trees.

#5c) Field trip Follow-up: The Arnold Arboretum

1) Get directions to the Arboretum so you can return with your family

If you take the T, write down the way you would get from your home to the Arnold Arboretum

- Google Arnold Arboretum,
- Click on link which says directions.
- Put in your home address where it says location.

Step 1: _____

Step 2: _____

Step 3: _____

If you drive, write down how far away it is and how long it will take you to get there.

- Google Arnold Arboretum,
- Click on link which says directions.
- Put in your home address where it says location

Number of miles: _____

Time it will take to get there: _____

2) Go to the Arnold Arboretum website and answer the following questions

- When is the Arboretum open? _____
- How much does it cost? _____

3) At the top right corner of the Website, there is what is called a menu. Click on the menu and open the link for Visit. Then scroll way down to the bottom to where you see links in red.

- Open the link for **Family Activities**:

What are two kinds of Family Activities they have:

4) Right below Family Activities, there is a link for **Traduccion Espanola**. Open it and read more about the Arboretum in Spanish.