
Project 1

Completed in *Session 3*: Summary of Lesson Themes- **Using Children’s Literature as “Mirrors, Windows and Sliding Glass Doors”**

Explore connections to African American’s history.

[1619 kids.pdf \(pulitzer center.org\)](#)- Use this graphic image to support the students to develop their own visual that displays key dates and milestones for their family/ ethnic group. Ask the students to consider where their family’s story intersects with any of the dates on this graphic.

Assignment Instructions:

Create a visual of their family’s American origin story.

1. Study this graphic- [1619 kids.pdf \(pulitzer center.org\)](#).
2. Create a visual representation (physical or virtual) that demonstrates an understanding of your family’s American origin story and how it connects to the African American experience and the stories of the learners in your early learning setting. These representations will be shared with classmates who will provide peer reviews.
 - a. Create an opening paragraph detailing how your work on Exploring Common Roots influenced the content of your visual.
 - b. Consider the following questions as a guide to creating the visual. Include summaries and reflections of your family’s defining milestones, values, beliefs, successes, challenges, and any other important information. Some students may have access to data that spans multiple generations and locations. Other students may only have access to information related to their immediate family members. Below are some questions to help you get started on deciding what content is most relevant to your visual.
 - i. Who is (are) your earliest known relative?
 - ii. What are some of the significant dates of your family’s journey?
 - iii. Who are the members of your family who are the storytellers and keep the family legacy alive for current generations?
 - iv. What are some of the most meaningful family stories that have been passed along?
 - v. What does your family celebrate and remember about their American origin story?
 - vi. What early images exist that are important to the journey?

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- vii. What are important messages that have been passed down from earlier generations of your family?
- viii. What are cultural events that are most significant to your family?
- ix. What are some myths or mistaken beliefs that you have encountered about your culture?
- c. Create a closing reflection that focuses on how this experience will impact your work with children and families. How will your understanding of your family story support your efforts to understand the stories of the children and families that you serve. Consider the strategies introduced in Exploring Common Roots. What strategies to promote belonging and connection will you add to your professional toolkit?

Grading Rubric: 10 points

Meets Expectations 10 point	Developing 7 points	Does Not Meet Expectations 0 - 6 points
<ul style="list-style-type: none"><input type="checkbox"/> Opening paragraph includes direct references to content and assignments from the unit.<input type="checkbox"/> Reflection clearly describes how this learning experience will impact your work with children and families<input type="checkbox"/> Several strategies to promote belonging and connection are included.	<ul style="list-style-type: none"><input type="checkbox"/> Opening paragraph includes direct references to content and assignments from the unit.<input type="checkbox"/> Statement included on how this learning experience will impact your work with children and families.<input type="checkbox"/> One or two strategies to promote belonging and connection are included.	<ul style="list-style-type: none"><input type="checkbox"/> No references are included from the learning assignments in the unit.<input type="checkbox"/> Impact of the unit on your work is not or only minimally mentioned or discussed.<input type="checkbox"/> No strategies to promote belonging and connection are included.

Project 2

Completed in Session 4: Summary of Lesson Themes- **Having Tough Conversations with Families**

Create an Action Plan detailing how you will support young children’s sense of belonging in the classroom.

Small Group Discussion

Consider the questions and then collaborate with classmates on what might be a next step to becoming better equipped for tough conversations that might arise with families. What else do you need to know? What skills do you need to further develop?

Homework Assignment:

Define next steps to prepare for future “hard conversations” with families. Revisit the assignment in lesson 1 for evaluating the books in your classroom/ program collections. Consider what other books might be included to provide a welcoming and inclusive experience for your students. This plan will also identify additional learning needs and resources needed in their early learning environment.

Grading Rubric: 10 points

<p>Meets Expectations 10 point</p>	<p>Developing 7 points</p>	<p>Does Not Meet Expectations 0 - 6 points</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Action plan describes a clear set of strategies to develop the educators ability to navigate hard conversations with families on topics related to inclusion. <input type="checkbox"/> Action plan includes knowledge acquired from Session 1 and identifies at least 10 new books to fill gaps in representation in the early learning classroom or program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Action plan indicates an understanding of the importance of being able to navigate hard conversations with families on topics related to inclusion. <input type="checkbox"/> Minimum reference to Session 1 and identifies a few new books to fill gaps in representation in the early learning classroom or program. <input type="checkbox"/> Plan indicates an 	<ul style="list-style-type: none"> <input type="checkbox"/> Action plan includes minimal discussion of the importance of navigating hard conversations with families on topics related to inclusion. <input type="checkbox"/> No reference to information from Session 1 and no list of additional books identified to fill gaps in representation in the early learning classroom or program. <input type="checkbox"/> Plan does not indicate an

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<p><input type="checkbox"/> Plan is aspirational and demonstrates a clear understanding of creating a welcoming and inclusive learning environment.</p>	<p>understanding of the importance of creating a welcoming and inclusive learning environment.</p>	<p>understanding of the importance of creating a welcoming and inclusive learning environment.</p>
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