



***EAST AURORA***

*SCHOOL DISTRICT 131*

# **The Nostalgia Project Resources: Discovering Community Through Poetry, History, and Human Impact**

# *8th Grade Nostalgia Project*

## Quarter 1: My Aurora Podcast



By: Cynthia Martinez, Bethany Morton, Mara Zdanowska-Clucas, Laura Krueger



## Nostalgia Project Overview

**Project Title: PUMA Podcasts for Aurora - "MY AURORA"**

*(Double click and then right click to check the box that applies)*

- ☒ ~~First Quarter~~  
☐ Second Quarter  
☐ Third Quarter  
☐ Fourth Quarter

**Nostalgia Project Essential Question:**

*"What Makes a Question Essential?" by Jay McTighe and Grant Wiggins* (please click this link if you would like more information on crafting Essential Questions).

**EQ 1b – How do an author's surroundings affect his or her writing?**

**EQ 2 – How can my literacy affect my connection to a community?**

**Supporting Questions:** *(include varying levels of [DOK questions](#) here)*

- **Formulate a systems of equations problem including information about Aurora that you find interesting/important (Algebra)**
- **Connect to the Ward that they live in - Aurora Civics (History)**
- **Investigate demographics of Aurora and qualities associated with the demographics (Science)**

**Grade Level/Content Area:**  
**8th Grade/ LA**

**Student Collaboration Expectations:** *(Double click and then right click to check each box that applies)*

**Artistic media introduced & analyzed for this Nostalgia Project:**

*(Double click and then right click to check each box that applies)*

- ☐ Historical narratives  
☐ Visual media  
☐ Musical traditions  
☐ Culinary expressions  
☐ Cultural celebrations  
☐ Oral storytelling  
☒ Other: ~~POETRY - Where I'm From Poem - Tied to family/community/school~~

**Brainstorm: How will students show you what they have learned?**

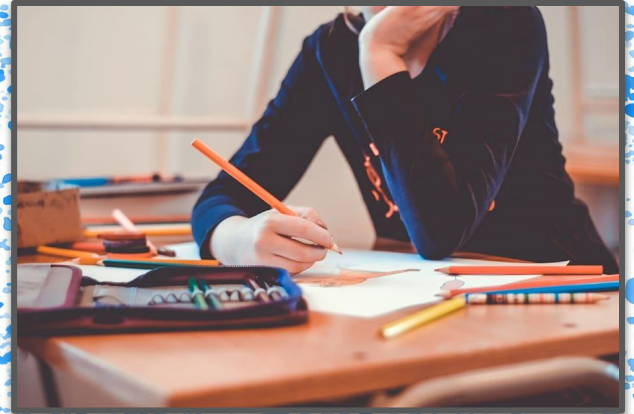
*(Double click and then right click to check each box that applies)*

- ☐ Google Drawing with accompanying narrative/storytelling  
☒ Written narrative with optional embedded visuals and other media  
☐ Poetry books or interactive stories using Book Creator  
☐ Seesaw Recordings  
☐ Video screencastify recordings *(if older students wish to use with Google Slides)*  
☐ Google Blog  
☐ Create an infographic using Google Draw  
☐ Google Site for archival collections  
☒ Series of podcasts  
☐ Student-created Hyperdocs  
☐ Student-created interactive Google Slide Deck with Pear Deck or Nearpod  
☐ Other:

# *Connection to Nostalgia*

## **Nostalgic Reclamation Integrated into this project:**

In our class, we are reflecting on our past and “where we’re from”, literally and figuratively. Students will reflect on their childhood homes, family, neighborhoods, schools and community. As part of our Nostalgia Project, students share their oral and written histories in the format of narrative poetry.





# Connection to Curriculum

**This project relates to the first quarter curriculum for 8th grade Language Arts. Our first unit, “Voices of the City” addresses community connection, narrative analysis and poetry analysis. The essential questions for this unit are “How do an author’s surroundings affect his or her writing?” and “How can my literacy affect my connection to my community?” Students will reflect on their surroundings and where they have come from. Their culminating project will be to write poetry that demonstrates their connection to their community and in doing so, they will connect to their sense of nostalgia. They will then record a podcast reading their poetry and also stating a reflection on their poem.**



# Supplemental Materials

- *Where I'm From Poem* by George Ella Lyon
- City of Aurora Videos
- Poetry Slam Videos from *Louder Than a Bomb*
- Nostalgia Project Vocabulary Terms/Quizlet
- *Where I'm From Poem* Brainstorm Template
- *Where I'm From Poem* Peer Review Template





# *Product: Where I'm From Poem*

Students will be expected to write a poem that uses literary devices to portray a vision of where the student is from. This included (and was not limited to): family traditions and sayings, where they were from physically, their heritage, their favorite memories of years past, etc.



# *Product: Podcast “My Aurora”*

In this podcast, students will be asked to orally perform their poem in a podcast. This podcast will also include a reflection on their experiences here in Aurora, whether or not they included it in the poem. Students will be writing up their script for this podcast beforehand to assist in smooth delivery of their ideas to the listener. This podcast will be the first installment of their complete podcast series that will be completed by the end of the year.





# MILESTONES

## Milestone #1

- Students watch videos of slam poetry to connect with the emotion of poetry and story-telling
- Class discussions of poetry elements, students read and discuss poetry exemplars
- Students work with peers to reflect on their past, childhood, memories

## Milestone #2

- Students will take their personal reflections and memories and create an outline or mapping of ideas for their poem.
- Students will create a rough draft of their poem.
  - Students will do peer-editing of their poems.

## Milestone #3

- Students will revise poems using edit marks from peers and teachers.
- Students will have a check in with teachers and peers for final edit or revision of poem
- Students will work on and practice reading their poem with peers and teacher guidance

## Milestone #4

- Students will record a podcast of their finished poem, performing the poem and discussing its significance to themselves
- Students will be able to receive feedback on their final product and make any final edits before submission

# MILESTONE 1

## Day 1 Teacher Notes:

### Student-friendly Learning Objectives:

- Students will watch the poetry slam videos and analyze how the stories are told.

### Deliverables for the day:

- Make connections with the emotions of the poetry. Submit reflections through google drive.

## Day 2 Teacher Notes:

### Student-friendly Learning Objectives:

- Students will discuss poetry elements and read and discuss exemplars

### Deliverables for the day:

- Students will fill in a graphic organizer/form online for the poems they are discussing.

## Day 3 Teacher Notes:

### Student-friendly Learning Objectives:

- Students will work in groups to reflect on their past and childhood memories

### Deliverables for the day:

- Online activity related to childhood memories (game? Trivia?)

## Day 4 Teacher Notes:

### Student-friendly Learning Objectives:

- Students will work in groups to reflect on their past and childhood memories

### Deliverables for the day:

- Written notes/ideas of memories turned in via google drive



# MILESTONE 2

## Day 5+6+7 Teacher Notes:

### Student-friendly Learning Objectives:

- I will construct a rough draft of a poem, discussing where I came from and its significance to me

### Deliverables for the day:

- Rough Draft of Poem

## Day 8 Teacher Notes:

### Student-friendly Learning Objectives:

- I will review other poems from students and provide useful feedback to improve the impact of their poem

### Deliverables for the day:

- Peer Feedback sheets to respective students
- Finalized Poem

# MILESTONE 3

## Day 9 Teacher Notes:

### Student-friendly Learning Objectives:

-Students will use the edit marks from their teacher and their peers to prepare a final draft of their narrative poem.

### Deliverables for the day:

-Final draft of Narrative Poem

## Day 10 Teacher Notes:

### Student-friendly Learning Objectives:

-Reflection using essential questions and their own narrative poem: How does an author's surroundings affect his or her writing? Students will reflect how their community has impacted their narrative poem and their voice as an author.

### Deliverables for the day:

-



# MILESTONE 4

## Day 11 Teacher Notes:

### Student-friendly Learning Objectives:

- I will record myself performing my poem and discuss its significance to me in a podcast

### Deliverables for the day:

- N/a

## Day 12 Teacher Notes:

### Student-friendly Learning Objectives:

- I will edit my raw footage and put it into a podcast that clearly expresses my poem and personal significance.

### Deliverables for the day:

- Preliminary Final Draft for peer edit

## Day 13 Teacher Notes:

### Student-friendly Learning Objectives:

- I will peer edit (3) other students' work and offer feedback on how they can improve their podcasts

### Deliverables for the day:

- Feedback for other students' work

## Day 14 Teacher Notes:

### Student-friendly Learning Objectives:

- I will consider my own feedback and make final edits to my own podcast before final submission|

### Deliverables for the day:

- Final draft submission for grading
- Personal reflection of experience

## *Reflection: How it went/How it's going*

After viewing poetry slams and videos about Aurora, students completed the writing process from brainstorming their childhood memories to their final drafts of their *Where I'm From* poems. Our team intends on creating a book of the poems for each 8th grade student, and we are looking forward to the students creating an audio podcast of their poems. In October, we are taking the students on a walking tour of Aurora.





# Example Products

## Prewriting

Use the following categories to list specific details related to you. The key is making this as specific and personal as possible. Use nicknames or words that only you or your family use. Don't worry about readers not knowing what you're talking about.

### a) Parent's names and significant relatives

Laly and Cesar - siblings Kiara, gio, kami, kati, josue , my dad my mom, my tio fer, marilu, maritza, alex,

### b) Special foods or meals

Ponche, tamales, frijoladas, tacos, caldo de res, pozole,

### c) Family specific games or activities

First Fridays, basta, loteria, board games with taly, izza, sam, and alex

### d) Nostalgic songs

This is gospel, death of a bachelor, let her go, fireflies, run, pompeii

### e) Stories, novels or poetry that you'll never forget

The magic tree house, warriors series, assassination classroom series, the stories about my dad and uncles in mexico

## Where I'm From

I'm from art bought from small vendors in Downtown Aurora, from Fabuloso and Ajax.

I am from the corner of Jackson and Simms, five blocks from La Chiquita and nine from Phillips Park.

A very small yard and a broken fence, chunks of grass missing from when my uncle's dog picked at the ground. I am from the pink flowering dogwood I used to see every morning and afternoon, When spring comes the flowers start to bloom and when their time comes the petals start to fall on the ground.

The trees on both sides of the driveway have been there for 13 years going through all 4 seasons with me.

I'm from family get togethers when we celebrate and the curly hair of my mother and brother,

from my sister Laly and my Aunt Maritza.

I'm from the fights of family members and the leniency of my father, from being told I was smarter than most of my cousins and the 10 pages of a workbook I was told to do everyday.

I'm from Aurora, Illinois and my great grandfather's ranch down in Mexico. From the loss of my uncle and great grandfather from my mothers side and the births of my many young cousins.

I'm from the adventures of my father and uncles where they lived in Mexico with no parents and just their older sister,

and from my sister's therapy sessions in which she talked about school.

From the ponche my aunt makes on Christmas Eve and the tamales made by my grandma for celebrations.

I'm from the First Fridays with Laly and the library trips with my father, the walks home with Emmanuel, and study dates at Endiro with Laly.

I'm from the interests of my family and my precious belongings.

I am from the family before me and the family after.

We all shape each other with the good! and the bad!



*8th Grade Nostalgia Project*

# Quarter 2: Past Aurora Podcast

By: Cynthia Martinez, Bethany Morton, Mara Zdanowska-Clucas



# The Octagon Home of Aurora

By - Nicole, Alina, & Alyssa





# New york street memorial bridge

By -Crash Levin,Elizabeth Corral Moreno, Natalie Frausto





# *Hotel Aurora*

*By: Jenna Hutchinson &  
Raquel Martinez*



## Nostalgia Project Overview

**Project Title : PUMA Podcast for Aurora - "PAST AURORA"**

*(Double click and then right click to check the box that applies)*

- ☐ First Quarter  
☒ Second Quarter  
☐ Third Quarter  
☐ Fourth Quarter

**Nostalgia Project Essential Question:**

*"What Makes a Question Essential?" by Jay McTighe and Grant Wiggins* (please click this link if you would like more information on crafting Essential Questions).

**Why do people move and how does it affect both places? (Social Studies)**

**How can individuals and groups contribute to their communities and to the world? (Social Studies)**

**How do an author's surroundings and experiences impact what he or she writes? (L.A.)**

**Supporting Questions:** *(include varying levels of [DOK questions](#) here)*

- Formulate a systems, sequence, or exponential equations problem including information you researched on Aurora History. (Algebra)
- How does what I write/read/experience influence future questions and ideas? (Science)

**Grade Level/Content Area: 8th Grade (Social Studies)**

**Artistic media introduced & analyzed for this Nostalgia Project:** ▼

*(Double click and then right click to check each box that applies)*

- ☒ Historical narratives  
☒ Visual media  
☐ Musical traditions  
☐ Culinary expressions  
☐ Cultural celebrations  
☒ Oral storytelling  
☒ Other: Walk through Downtown Aurora to find sites of historical significance

**Brainstorm: How will students show you what they have learned?**

*(Double click and then right click to check each box that applies)*

- ☐ Google Drawing with accompanying narrative/storytelling  
☐ Written narrative with optional embedded visuals and other media  
☐ Poetry books or interactive stories using Book Creator  
☐ Seesaw Recordings  
☐ Video screencastify recordings *(if older students wish to use with Google Slides)*  
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☒ Series of podcasts  
☐ Student-created Hyperdocs  
☐ Student-created interactive Google Slide Deck with Pear Deck or Nearpod  
☐ Other:



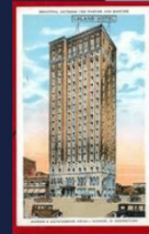
# Connection to Nostalgia

## Nostalgic Retribution

We employ nostalgic retribution to focus on historical events with affective desires of the present to invoke the “good feelings” of nostalgia. We will focus on the contributions different groups (ethnic, race, gender, ) made in the city of Aurora. We will do several close reads, research first and secondary sources, and listen to interviews. As a Nostalgia Project, students choose a place in Aurora (building, church, park, school, etc) and create their own tribute to this place, rather than feeling disconnected to the city they live in, all students will find connections and discover that many different groups of people contributed to the identity and uniqueness of the City of Aurora.

### LELAND TOWER

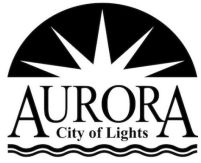
BY: ALEXZA P &  
ALEXANDRA R



### Two Brothers Roundhouse

By: David Z, Daniel T, Francisco M, Adan





# *Connection to Nostalgia*

## **Nostalgic Restoration**

We will feel a new sense of belonging and ownership to the City of Aurora. Students will feel a sense of pride and responsibility to continue to see their role as an active citizen.

## **Nostalgic Reclamation**

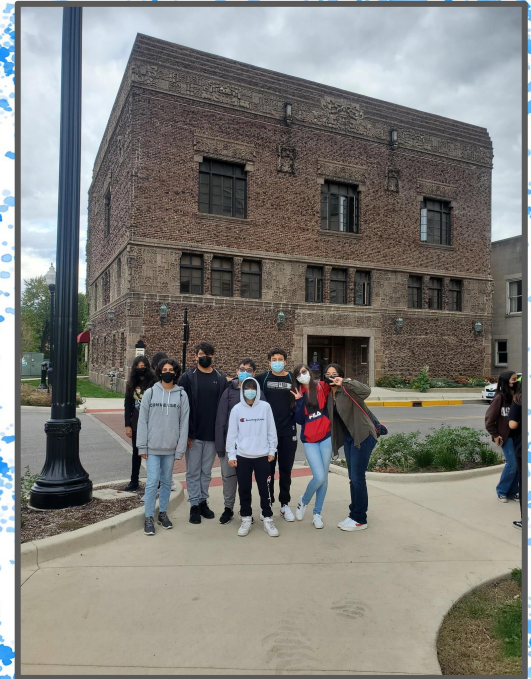
Students will feel invested in their community and also a sense of ownership and responsibility to help their own community thrive.





# *Connection to Curriculum*

**This project will connect with our study of the growth of industry, the rise of big business and the rapid growth of cities. The contributions of different ethnic groups that contributed to the history and current growth of the City of Aurora. Students will use first and secondary sources to create a student-led inquiry on a specific place (churches, schools, parks, historical buildings, etc) and evaluate sources to explain the historical and cultural significance, to better understand how historians tell stories.**



# Supplemental Materials

- African American History  
[:https://www.aurorahistory.net/celebrating-black-history-month-in-aurora/](https://www.aurorahistory.net/celebrating-black-history-month-in-aurora/)
- Mexican Box Car Community:  
[https://repository.arizona.edu/bitstream/handle/10150/624806/pmas\\_03\\_1\\_30.pdf?sequence=1&isAllowed=y](https://repository.arizona.edu/bitstream/handle/10150/624806/pmas_03_1_30.pdf?sequence=1&isAllowed=y)
- GAR museum, SciTech, and Aurora Fire Museum
- Aurora Public Library (Local History Department)
- Aurora Historical Society (Books, museum, archives)
- Historical Landmark Brochure
- Video on History of Aurora (20th century) and other videos about Fox Valley Area, and Aurora  
<https://www.cffrv.org/communications/video-histories>
- Some students also conducted interviews





# Product: Digital Notecard & Script

## Digital Notecard

- Summary of the students' research on their building/historical marker (5 W's)
- [https://docs.google.com/document/d/1v\\_PmEuzzklZcNZxngFptg2y\\_mXwSi1PfVHyARMvC-vg/copy](https://docs.google.com/document/d/1v_PmEuzzklZcNZxngFptg2y_mXwSi1PfVHyARMvC-vg/copy)

## Script

- Hook
- Summary of research
- **Essential Question: Give the audience something to think about? Conclusion (use essential question)** Describe and illustrate how your topic has influenced the City of Aurora both in the past and the present. Create a script that demonstrates your understanding of the essential question: How can individuals and groups contribute to their communities and to the world?



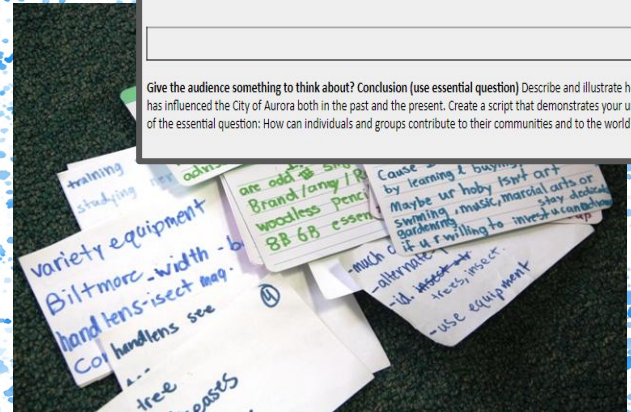
Podcast Script:(summarize your information in your own words, teach, entertain)

Hook: (question, important statistics, or cool/interesting fact)

Summarize your findings using the 5w's, digital notecard:

What Impact did this person, group of people, or event have? Why should we care?

Give the audience something to think about? Conclusion (use essential question) Describe and illustrate how your topic has influenced the City of Aurora both in the past and the present. Create a script that demonstrates your understanding of the essential question: How can individuals and groups contribute to their communities and to the world?



# *Product: Podcast “Past Aurora”*

The podcast encompasses all of the students’ group research and presents it in an interesting and lively way.

A Podcast is a great way to teach communication skills, because unlike presenting in front of a class the students are allowed to hear themselves after their recording. They themselves reflect and edit, their own projects. Students who choose to work in groups were able to peer review and record the podcast until they were satisfied with the work.

Plus, it can give them an opportunity to reflect on and think about what they're learning on a different level. When they teach others, it gives the student a new, deeper perspective on their learning





# MILESTONES

## Milestone #1

*(Ex: Students collaborate on close reading from our scope and sequence with additional sources of media. Research topics are chosen and presentation styles are indicated.)*

Students will work with a partner or small group to select topics using Aurora Historical Society and Aurora's library database.

Students can also use information or topics from their historical walk of Downtown Aurora.

## Milestone #2

*(Ex: Students complete their research and collaboratively begin assembling their project components.)*

Students will begin to work on research and completing the digital notecard

Students will use primary and secondary resources to complete research

## Milestone #3

*(Ex: Carousel gallery walk and collective feedback is offered for all Nostalgia projects. Students go through a period of project revisions.)*

Students will work on collaborating all their information into a creative and thoughtful podcast script.

Students will also listen to podcasts prior to writing their own script.

## Milestone #4

*(Ex: Students present their finalized Nostalgia projects and participate in peer feedback when appropriate.)*

Students will record and edit their podcast. Students will also answer questions about other groups' podcasts and provide feedback.

# MILESTONE 1

## Project Milestone #1: research choosing group

**Approximate Weeks of Instruction:**  
**One to two 45 min class**

### Critical Inquiries for Students:

Please select the [DOK levels](#) for each inquiry and write the questions you would like to ask students underneath.

\_\_\_\_\_

DOK 1 X, DOK 2 \_\_, DOK 3 \_\_, DOK 4 \_\_

1. *Digital Notecard: The 5w's are asked in completing the digital note card for recording the significance of the past: Who was involved? What happened? Where did it happen or location? When did it happen or time frame? Why is this place or person significant to the community or city?*

### Any Notes/Resource Links for Myself:

#### Digital note card:

[https://docs.google.com/document/d/1v\\_PmEuzzkIZcNZxnqFptg2y\\_mXwSi1PfVHyARMvC-vg/edit?usp=sharing](https://docs.google.com/document/d/1v_PmEuzzkIZcNZxnqFptg2y_mXwSi1PfVHyARMvC-vg/edit?usp=sharing)

5w's graphic organizer

### Day 1 Teacher Notes:

#### Student-friendly Learning Objectives:

Choose a topic for your research project: person or place of significance to the history of the City of Aurora.

-

#### Deliverables for the day:

Group has selected a topic and has started research using any of the following:

- Aurora Library Database
- Aurora historical society
- Aurora City website
- Beacon News (Chicago Tribune)



# MILESTONE 2

## Project Milestone #2: creating the digital note card

Approximate Weeks of Instruction:  
One to two 45 min class

### Critical Inquiries for Students:

Please select the [DOK levels](#) for each inquiry and write the questions you would like to ask students underneath.

#### Example:

(DOK 1 X, DOK 2 x, DOK 3 x, DOK 4   )

*What do I want to ask my students to deepen their understanding of the project surrounding this particular milestone?*

DOK 1   , DOK 2   , DOK 3   , DOK 4   

1.

DOK 1   , DOK 2 x, DOK 3   , DOK 4   

2. Summarize finding of the research and how this person, group, or place influenced the City of Aurora.

DOK 1   , DOK 2   , DOK 3 x, DOK 4   

3. Cite evidence using primary and secondary sources, to demonstrate the objective of the project.

### Any Notes/Resource Links for Myself:

#### Digital Notecard:

[https://docs.google.com/document/d/1v\\_PmEuZZkIZcNZxnqFptg2y\\_mXwSi1PvVHyARMvC-vg/edit?usp=sharing](https://docs.google.com/document/d/1v_PmEuZZkIZcNZxnqFptg2y_mXwSi1PvVHyARMvC-vg/edit?usp=sharing)

#### Rubric

<https://docs.google.com/document/d/1F1T2c3hD6glMQRayHY3hvs-jnBRxgCKBUL5LorUo2SM/edit?usp=sharing>

### Day 2 Teacher Notes:

#### Student-friendly Learning Objectives:

-Begin to complete your digital notecard and cite evidence used for research, identify primary and secondary resources used in research.

**Deliverables for the day:** Students will work to complete a digital notecard using information gathered individually and as a group. Students will sort information that is important to answering the essential question for the project.

# MILESTONE 3

## Project Milestone #3: write the script

**Approximate Weeks of Instruction:**  
One to two 45 min class

### Critical Inquiries for Students:

Please select the [DOK levels](#) for each inquiry and write the questions you would like to ask students underneath.

**Example:**

(DOK 1 X, DOK 2   , DOK 3   , DOK 4 x)

*What do I want to ask my students to deepen their understanding of the project surrounding this particular milestone?*

*Describe and illustrate how your topic has influenced the City of Aurora both in the past and the present. Create a script that demonstrates your understanding of the essential question: **How can individuals and groups contribute to their communities and to the world?***

---

DOK 1   , DOK 2   , DOK 3   , DOK 4 x

*1. Describe and illustrate how your topic has influenced the City of Aurora both in the past and the present. Create a script that demonstrates your understanding of the essential question: **How can individuals and groups contribute to their communities and to the world?***

### Any Notes/Resource Links for Myself:

### Day 3 Teacher Notes:

#### Student-friendly Learning Objectives:

*-Describe and illustrate how your topic has influenced the City of Aurora both in the past and the present. Create a script that demonstrates your understanding of the essential question: **How can individuals and groups contribute to their communities and to the world?***

#### Deliverables for the day:

*-Complete your podcast script using information from the digital notecard. When complete, turn in for teacher revision and recommendations for possible edits before recording your podcast.*



# MILESTONE 4

## Project Milestone #4: record the podcast

**Approximate Weeks of Instruction:**  
One to two 45 min class

### Critical Inquiries for Students:

Please select the [DOK levels](#) for each inquiry and write the questions you would like to ask students underneath.

#### Example:

(DOK 1 X, DOK 2 \_\_, DOK 3 \_\_, DOK 4 x)

*What do I want to ask my students to deepen their understanding of the project surrounding this particular milestone?*

**How do an author's surroundings and experiences impact what he or she writes and tells a story?**

---

DOK 1 \_\_, DOK 2 \_\_, DOK 3 \_\_, DOK 4 x

1. Create a podcast using script and information gathered from your research. How do an author's surroundings and experiences impact what he or she writes

### Any Notes/Resource Links for Myself:

<https://www.npr.org/series/4516989/storycorps>

### Day 4 Teacher Notes:

#### Student-friendly Learning Objectives:

-Listen to a podcast from NPR "Story Corps," before recording your own podcast. Practice reading your script and when you are ready you will record your podcast.

**Deliverables for the day:** First recording of Podcast with peer review and revision recommendations from teacher and peers.

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## *Reflection: How it went*

It was so much fun to take the kids and have them explore the history of Aurora. All the chaperones, city officials, and museum curators that we met were excited to see students actively participating in this historical walking tour.

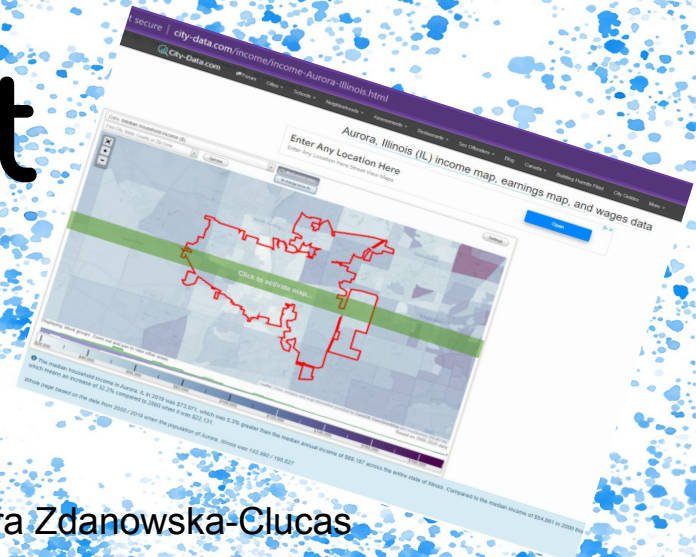
In class, it is was also wonderful to see the students feel excited to learn about the city of Aurora. Having students pick really allowed for autonomy and motivated the students to complete the research. I would constantly hear in class, “Did you know that building used to be.... Or Did you know this place was here since 1800s, or I know where that place is at....”





# 8th Grade Nostalgia Project

## Quarter 3: Their Aurora Podcast



By: Laura Krueger, Cynthia Martinez, Bethany Morton, Mara Zdanowska-Clucas

# Nostalgia Project Overview



## Nostalgia Project Overview

**Project Title: PUMA Podcast for Aurora - THEIR AURORA**

*(Double click and then right click to check the box that applies)*

- ☐ First Quarter
- ☐ Second Quarter
- ☒ Third Quarter
- ☐ Fourth Quarter

**Nostalgia Project Essential Question:**

*"What Makes a Question Essential?" by Jay McTighe and Grant Wiggins* (please click this link if you would like more information on crafting Essential Questions).

- How can individuals and groups contribute to their communities and to the world?
- How does the use of resources define a society's priorities?
- How do migration/population trends affect the lives of people and the characteristics of places?

**Supporting Questions:** *(include varying levels of [DOK questions](#) here)*

- What can we learn from the life stories of others? (L.A/SS)
- Is technology always the best way to go? (L.A)
- What's the problem I am trying to solve? (Science)
- Collect and display data gathered from other communities/citizens of Aurora (Algebra)

**Grade Level/Content Area:**  
8th Grade/All Core Content Areas

**Artistic media introduced & analyzed for this Nostalgia Project:**

*(Double click and then right click to check each box that applies)*

- ☒ Historical narratives
- ☒ Visual media
- ☐ Musical traditions
- ☐ Culinary expressions
- ☐ Cultural celebrations
- ☒ Oral storytelling
- ☒ Other: presenter from the community to talk to students

**Brainstorm: How will students show you what they have learned?**

*(Double click and then right click to check each box that applies)*

- ☐ Google Drawing with accompanying narrative/storytelling
- ☒ Written narrative with optional embedded visuals and other media
- ☐ Poetry books or interactive stories using Book Creator
- ☐ Seesaw Recordings
- ☒ Video screencastify recordings *(if older students wish to use with Google Slides)*
- ☐ Google Blog
- ☐ Create an infographic using Google Draw
- ☐ Google Site for archival collections
- ☒ Series of podcasts
- ☐ Student-created Hyperdocs
- ☐ Student-created interactive Google Slide Deck with Pear Deck or Nearpod
- ☐ Other:



# Nostalgia Project Overview

**Student Collaboration Expectations:** *(Double click and then right click to check each box that applies)*

- ☒ To be completed independently
- ☒ To be completed in pairs of two
- ☐ To be completed in small groups
- ☐ Students may collaborate from a different homerooms (same grade level)
- ☐ Students may collaborate across buildings (same grade level)
- ☐ Other:

**Project Summary:**

*Please describe the project in its entirety.*

**THEIR AURORA** - students will research about Aurora through other's perspectives, including but not limited to: native american community, asian community, interviewing others from different parts of town, east aurora, west aurora, north aurora, fox valley area, youth services in the city, talking to students from other schools.

The students will create a podcast about THEIR aurora

# *Connection to Nostalgia*

## **Nostalgic Restoration**

**Students will be connecting their experiences to those of others in the community. Students will be encouraged to reach out to:**

- **Friends**
- **Grandparents**
- **Aunts/Uncles/Cousins**
- **Political Leaders in the community (Mayor, aldermen, council members)**
- **Members of other ethnic communities**
- **People they know from other parts of town (West Aurora/North Aurora)**





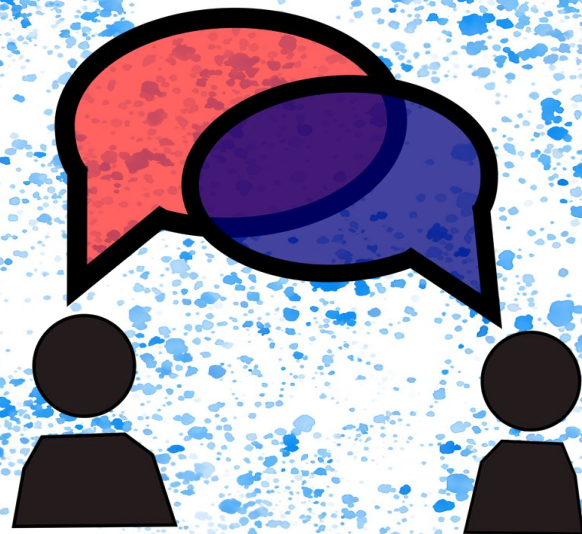
# *Connection to Curriculum*

**This project can connect to the data and statistics that is covered in our Algebra standards or 8th grade math standards. Students will be able to look at charts of data, read maps, compile information about demographics of the area they are investigating, and create their own data representation.**



# Supplemental Materials

- Students are also encouraged to also conduct interviews of family/friends/relatives that live in neighborhoods in Aurora outside their own
- Aurora Data Websites:  
<https://datausa.io/profile/geo/aurora-il/#demographics>  
<http://www.city-data.com/city/Aurora-Illinois.html>
- Desmos Calculator: <https://www.desmos.com/>





# Product: Digital Notecard & Script

## Digital Notecard

- Summary of the students' research on their Aurora Data that has changed over the past 20 years.
- <https://docs.google.com/document/d/1UOVQ57Blrlmsod4lq5oKNwxcZhjGuDljFHbvJskLE2U/edit?usp=sharing>

## Script

- Hook
- Summary of research
- Essential Question: **How has Aurora changed over the years?**



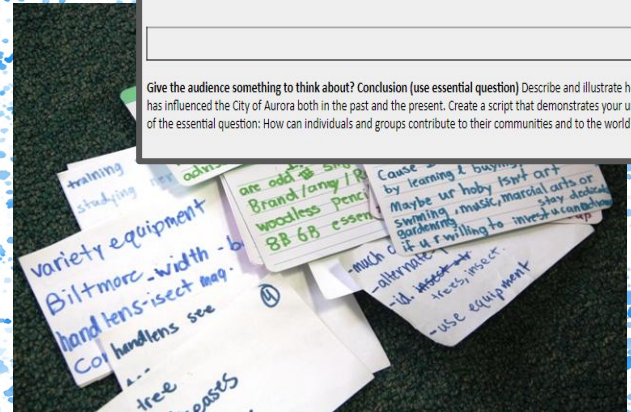
Podcast Script:(summarize your information in your own words, teach, entertain)

Hook: (question, important statistics, or cool/interesting fact)

Summarize your findings using the 5w's digital notecard:

What Impact did this person, group of people, or event have? Why should we care?

Give the audience something to think about? Conclusion (use essential question) Describe and illustrate how your topic has influenced the City of Aurora both in the past and the present. Create a script that demonstrates your understanding of the essential question: How can individuals and groups contribute to their communities and to the world?



# *Product: Podcast "Their Aurora"*

The podcast encompasses all of the students' group research and graphing and presents it in an interesting and lively way.

A Podcast is a great way to teach communication skills, because unlike presenting in front of a class the students are allowed to hear themselves after their recording. They themselves reflect and edit, their own projects. Students who choose to work in groups were able to peer review and record the podcast until they were satisfied with the work.

Plus, it can give them an opportunity to reflect on and think about what they're learning on a different level. When they teach others, it gives the student a new, deeper perspective on their learning.





# MILESTONES

## Part 2: The Nostalgia Project's Milestones

*This section of the template provides an overview of what students will be tasked to complete throughout the duration of the project. There are four milestones in this template, but you do not necessarily have to use all of them.*

- ✦ *What will the project components look like when they are broken down into manageable chunks?*
- ✦ *Consider the inquiry process and how you will build connections between this project and the learning that is happening in your classroom.*

### Milestone #1

*(Ex: Students collaborate on close reading from our scope and sequence with additional sources of media. Research topics are chosen and presentation styles are indicated.)*

- Topic selection
- Teacher check-in for topic selection.
- Students need to choose to gather data about something in the City that is changing

### Milestone #2

*(Ex: Students complete their research and collaboratively begin assembling their project components.)*

- Students will begin to work on research and completing the digital notecard
- Students will make a rough draft or collect data for their scatter

### Milestone #3

*(Ex: Carousel gallery walk and collective feedback is offered for all Nostalgia projects. Students go through a period of project revisions.)*

- Write a script for the main talking points, based on the research notecards, for the podcast. This needs to be word for word what

### Milestone #4

*(Ex: Students present their finalized Nostalgia projects and participate in peer feedback when appropriate.)*

- Recorded Podcast with media (photos/video/slides)

including another's perspective - can be a relative, friend, different ethnicity, someone from west or north side, or someone from an area they would like to learn about.

- plot or two way table to include in their presentation.
- Students will use primary and secondary resources (including maps and data) to complete research

will be said in the podcast

- Create a final draft of your data for including in the presentation
- Checking with teacher for feedback/revision

# MILESTONE 1

## Project Milestone #1:

**Topic Selection - select a person, group, or new area from Aurora to connect with and research.**

**Approximate Days of Instruction: 1-2**

## Critical Inquiries for Students:

Please select the [DOK levels](#) for each inquiry and write the questions you would like to ask students underneath.

DOK 1   x  , DOK 2   , DOK 3   , DOK 4   

1. List some people you know or groups you know who you would like to talk to in regards to their perspective on the city of Aurora.

DOK 1   , DOK 2   , DOK 3   x  , DOK 4   

2. Compare your memories and experiences in Aurora with those of the person/group you talk to.

**Any Notes/Resource Links for Myself:**

## Day 1 Teacher Notes:

### Student-friendly Learning Objectives:

1. Choose a person/group/area from a different area of Aurora to focus on.
2. Research your chosen person/group/area (Use Digital Notecard) and use maps to locate some information about their part of aurora.
3. Research DATA that has been changing about this area of Aurora



# MILESTONE 2

## Project Milestone #2: Research and Digital Notecard. Draft of Data representation.

Approximate Days of Instruction: 1

### Critical Inquiries for Students:

Please select the [DOK levels](#) for each inquiry and write the questions you would like to ask students underneath.

DOK 1   x  , DOK 2   , DOK 3   , DOK 4   

1. *Digital Notecard: The 5w's are asked in completing the digital note card for recording the significance of the past: Who was involved? What happened? Where did it happen or location? When did it happen or time frame? Why is this place or person significant to the community or city?*

DOK 1   , DOK 2   x  , DOK 3   , DOK 4   x  

2. Collect data about the area of Aurora you are investigating. The data should be about some way Aurora is changing.

### Any Notes/Resource Links for Myself:

 **Digital Note-Taking Card Aurora**

### Day 2 Teacher Notes:

#### Student-friendly Learning Objectives:

1. Finish researching and create a digital notecard from your research including a data set that can be graphed in a [scatterplot](#) or a two way table (depending on the type of data found)

#### Deliverables for the day:

- Digital Notecard
- Data collection

# MILESTONE 3

## Project Milestone #3: Script for Podcast, final draft of data representation

### Critical Inquiries for Students:

Please select the [DOK levels](#) for each inquiry and write the questions you would like to ask students underneath.

DOK 1 \_\_, DOK 2 \_\_, DOK 3 \_\_x\_\_, DOK 4 \_\_

1. Cite evidence using primary and secondary sources.

DOK 1 \_\_, DOK 2 \_\_, DOK 3 \_\_, DOK 4 \_\_x\_\_

2. Create a [scatterplot](#) or two way table of the data you collected.

DOK 1 \_\_, DOK 2 \_\_, DOK 3 \_\_, DOK 4 \_\_x\_\_

3. Analyze the data and draw conclusions from the growth or decay about how that area of Aurora is changing

DOK 1 \_\_, DOK 2 \_\_, DOK 3 \_\_, DOK 4 \_\_x\_\_

4. *Describe and illustrate how your topic has shown how the city of Aurora is different/changing. Create a script that demonstrates your understanding of the data.*

## Approximate Days of Instruction: 3

### Any Notes/Resource Links for Myself:

Two-way relative frequency tables | Data and mode...

Two-way relative frequency tables | Data and mode...

Scatterplots — Basic example | Math | SAT | Khan ...

Constructing a scatter plot | Regression | Probabilit...

### Day 3 Teacher Notes:

#### Student-friendly Learning Objectives:

1. Work on creating your scatterplot or two way table. This should be created by hand, and then also recorded digitally in [desmos](#) or as a table in a google doc.

#### Deliverables for the day:

- Mathematical calculations for the data sets, begin the graph or two way table.

### Day 4 Teacher Notes:

#### Student-friendly Learning Objectives:

1. Analyze the data.
2. If creating a scatterplot, write down how the data is growing or decaying. Find the regression line of your data. Label your axes and create a title for the graph.
3. If completing a two-way table, talk about how the categories in the table are related and what that means for that area of Aurora. Label the rows and columns, and make sure the totals in each cell are accurate. Create a title for your table.



# MILESTONE 4

**Project Milestone #4: Recorded podcast with digital media for data representation.**

**Approximate Days of Instruction: 2**

**Critical Inquiries for Students:**

Please select the [DOK levels](#) for each inquiry and write the questions you would like to ask students underneath.

**Any Notes/Resource Links for Myself:**

DOK 1 \_\_, DOK 2 \_\_, DOK 3 \_\_, DOK 4 \_\_x\_\_

1. Create a podcast using script and information gathered from your research. How is Aurora changing in the area you were investigating? How has that affected people in those areas? What do they remember about Aurora?

**Day 9 Teacher Notes:**

**Student-friendly Learning Objectives:**

1. Record your podcast for the class
2. come up with 1-2 questions that could be answered by listening to your podcast

3. <https://www.youtube.com/watch?v=U4B7T8GFA6E> ( insert Audio in google slide)
4. <https://www.screencastify.com> (use to record Audio)

**Deliverables for the day:**

- Recorded Podcast

# Product: Podcast "Their Aurora"

$x_2$	$y_2$
14	52892
15	53098
16	53790
17	54809
18	55836
19	56712

$$y_2 \sim mx_2 + b$$

STATISTICS

$$r^2 = 0.9698$$

$$r = 0.9848$$

PARAMETERS

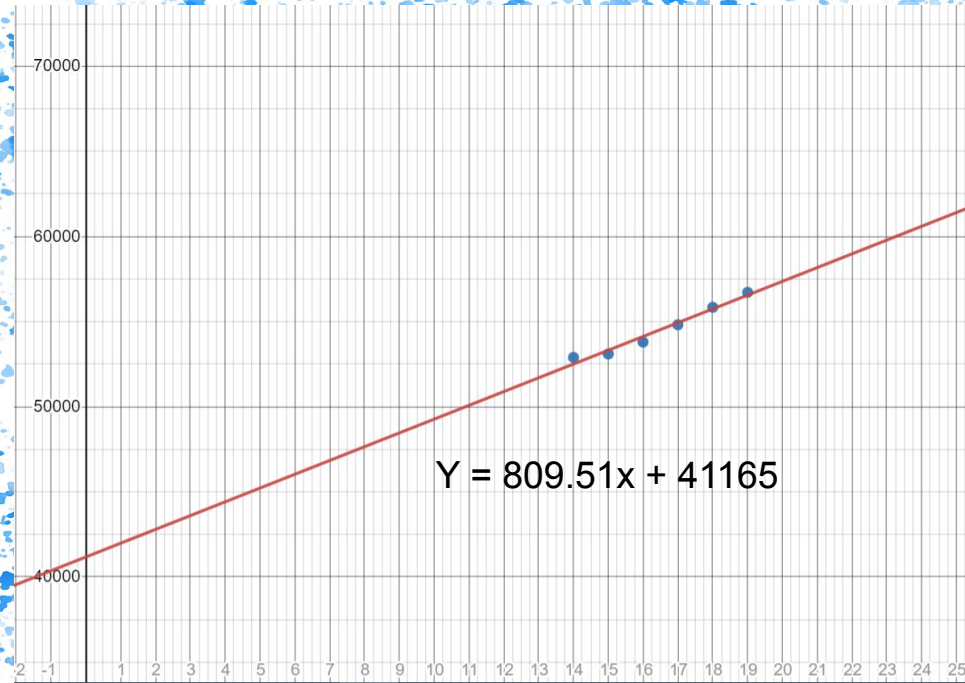
$$m = 809.514$$

RESIDUALS

$$e_2$$

plot

$$b = 41165.8$$



Data from DataUSA

Average Wages - Elem & Middle School Female Teachers

Prediction for the year 2050:

Based on my line of best fit, a female teacher in the year 2050 will be making on average  $809.51(50) + 41165 = \$81640.50$ .

This seems high compared to the earlier numbers but makes sense if you consider teachers who have been teaching for many years and the increase in wages over 30 years.




## *Reflection: How it's going*

So far, students have just begun their research on data that they would like to present. Digital notecards are being filled out, and they are enjoying finding out things about Aurora that they did not know. I am encouraging them to think of something a family member or friend might know about Aurora or be involved with in Aurora so that they can have a personal discussion along with their online research.

Scripts will be written tomorrow and the final podcast is due on Friday.



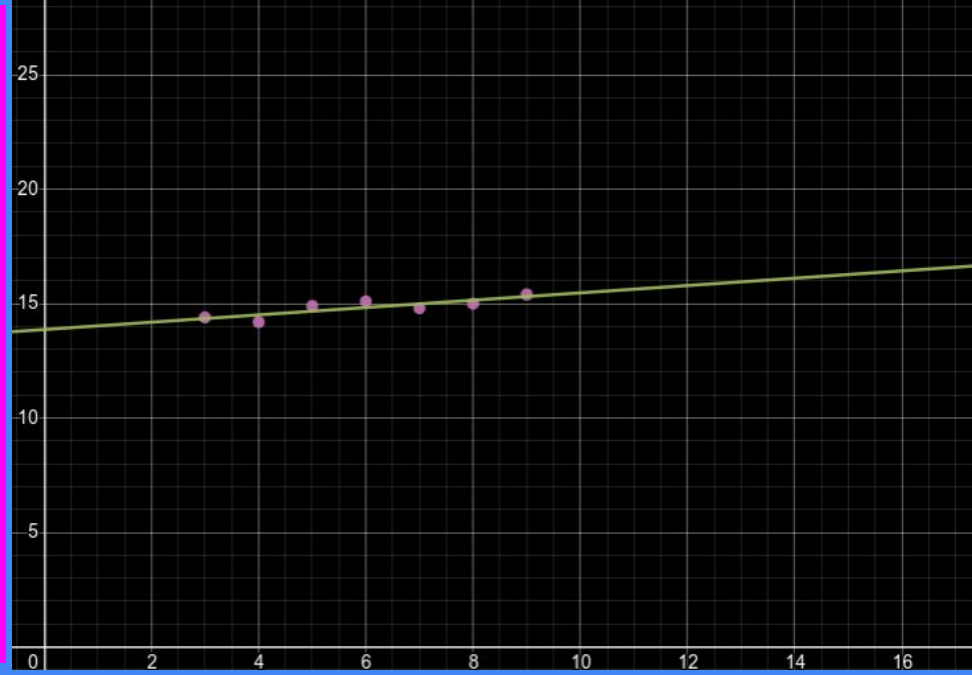
$x_1$	 $y_1$
3	14.4
4	14.2
5	14.9
6	15.1
7	14.8
8	15.0
9	15.4

Prediction for 2052;

Based on my line of best fit, the average English ACT score in East Aurora by 2052 will be 22.12  
 $\{0.16(52)+3.8\}$   
 $=22.12$

This means that in the year 2052 students at East Aurora will be averaging 22.12 on their english ACT scores. This is pretty reasonable considering the average change isn't too high.

ACT test scores



Years since 2000

Average English ACT test scores - East Aurora High School Aurora IL



$$y_1 \sim mx_1 + b$$

STATISTICS

$$r^2 = 0.713$$

$$r = 0.8444$$

PARAMETERS

$$m = 0.160714$$

RESIDUALS

$$e_1$$

$$b = 13.8643$$

$$Y = 0.16x + 13.8$$

Slope: 0.16; means the scores are increasing by 0.16 per year since 2009  
 Y int: 13.8; means that in 2000 the average English ACT test score was 13.8



$x_1$	$y_1$
2000	908
2001	1183
2002	1284
2003	1030
2004	1156
2005	1067
2006	836
2007	338
2008	127
2009	49
2010	71
2011	67
2012	74
2013	154
2014	101
2015	95
2016	155
2017	127
2018	121
2019	72

$$y_1 \sim mx_1 + b$$

STATISTICS

$$r^2 = 0.6979$$

$$r = -0.8354$$

RESIDUALS

$e_1$

PARAMETERS

$$m = -67.1316$$

$$b = 135352$$

## Prediction

My prediction for the amount of housing permits in the year 2052 is around -2,402 permits. We all know that having a negative amount of permits isn't a real thing, but based on the line of best fit that is the prediction.

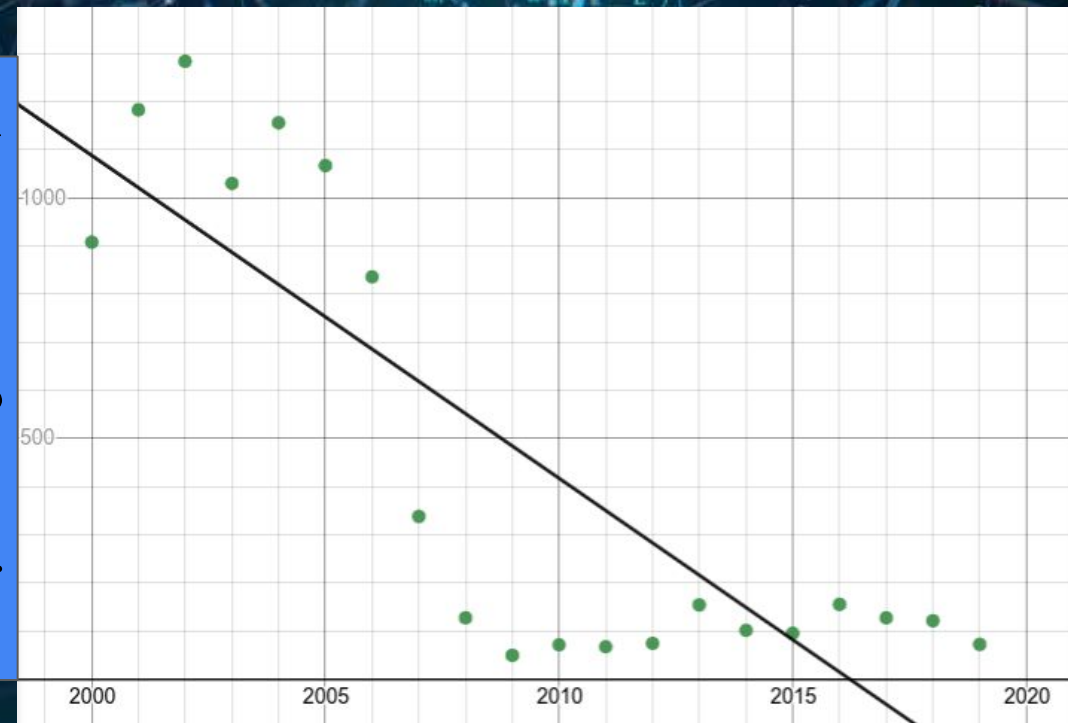
Hypothetically speaking Aurora could see a boom in the house building industry and for all we know that number could skyrocket again, just like it was before the economic crash of 2008, and 2009 which is what sent the amount of permits

$$y = -67.13(52) + 135.35$$



# Number of Housing Permits in Aurora

Amount of Permits



Number of Years

# *8th Grade Nostalgia Project*

## Quarter 4: "Our Aurora" Podcast



By: Cynthia Martinez, Bethany Morton, Mara Zdanowska-Clucas, Laura Krueger



# *Nostalgia Project Overview*

**OUR AURORA** - plans for the future/vocalizing change.

**Tie in Human Impact project into future of Aurora - students will research and advocate for the future of the city whether that be a change that they want to see made, or a project they would like to have built, etc. The podcast is the main product - students may propose a project or idea without having to put it together or organize it. They CAN go above and beyond and do that though.**



# Connection to Nostalgia

## Nostalgic Reclamation

*“...nostalgia functions as a product of memory and as a quality that makes possible continual creative imaginings of a present and a future.”*

### **Integrated into this project:**

- Students think about their Aurora experiences in the past and try to create a better future by proposing changes to issues in their hometown
- They imagine futures they want to live in and propose ways to try to achieve that dream future.





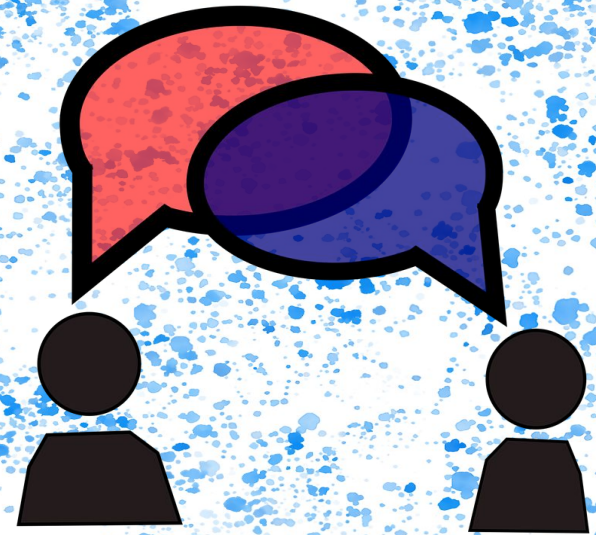
# *Connection to Curriculum*

The nostalgia project is integrated into the science curriculum (and all curriculums for 8th grade) by way of a culminating project that spans all subjects. We usually work on a TED talk that incorporates knowledge learned in all subjects to educate others on a topic of interest. We will be adapting this end of term project to reflect on the past podcasts created about Aurora and their community both past and present. The focus of the project will be for students to take a stand about an issue in their community (be it social, environmental or political) and propose a way to resolve the issue in a way that would benefit the community as a whole.



# Supplemental Materials

- **Students are also encouraged to also conduct interviews of family/friends/relatives/city officials to discuss their ideas and solutions to their issues they chose**
- <https://www.aurora-il.org/>
- <https://www.npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students>
- <https://www.aurora-il.org/2175/CHANGE-Reform-Initiative>






# Product: Digital Notecard & Script

## Digital Notecard

- Summary of the students' research on their Aurora Data that has changed over the past 20 years.
- [https://docs.google.com/document/d/1v\\_PmEuzzklZcNZxnqFptg2y\\_mXwSi1PfVHyARMvC-vg/copy](https://docs.google.com/document/d/1v_PmEuzzklZcNZxnqFptg2y_mXwSi1PfVHyARMvC-vg/copy)

## Script

- Hook
- Summary of research
- Essential Question: Look at charts of data, compile information about demographics of the area you are investigating, and create your own data scatterplot and line of best fit.

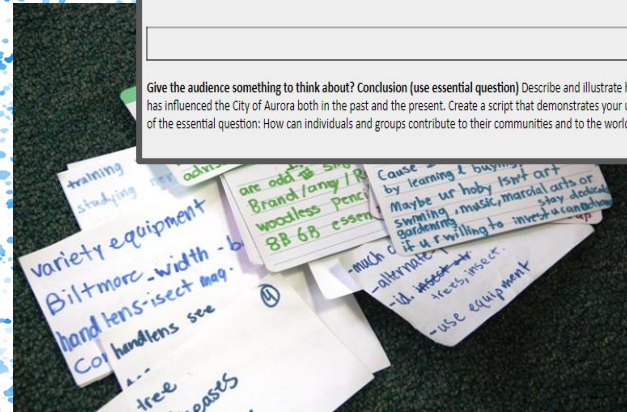
 Podcast Script: (summarize your information in your own words, teach, entertain)

Hook: (question, important statistics, or cool/interesting fact)

Summarize your findings using the 5w's, digital notecard:

What Impact did this person, group of people, or event have? Why should we care?

Give the audience something to think about? Conclusion (use essential question) Describe and illustrate how your topic has influenced the City of Aurora both in the past and the present. Create a script that demonstrates your understanding of the essential question: How can individuals and groups contribute to their communities and to the world?



# *Product: Podcast "Our Aurora"*

The podcast encompasses all of the students' group research and ideas and presents it in an interesting and lively way.

A Podcast is a great way to teach communication skills, because unlike presenting in front of a class the students are allowed to hear themselves after their recording. They themselves reflect and edit, their own projects. Students who choose to work in groups were able to peer review and record the podcast until they were satisfied with the work.

Plus, it can give them an opportunity to reflect on and think about what they're learning on a different level. When they teach others, it gives the student a new, deeper perspective on their learning





# MILESTONES

## Part 2: The Nostalgia Project's Milestones

*This section of the template provides an overview of what students will be tasked to complete throughout the duration of the project. There are four milestones in this template, but you do not necessarily have to use all of them.*

- ❖ *What will the project components look like when they are broken down into manageable chunks?*
- ❖ *Consider the inquiry process and how you will build connections between this project and the learning that is happening in your classroom.*

### Milestone #1

*(Ex: Students collaborate on close reading from our scope and sequence with additional sources of media. Research topics are chosen and presentation styles are indicated.)*

- Research on the Chosen Topic
- Choosing Groups
- Teacher Check in for topic approval

### Milestone #2

*(Ex: Students complete their research and collaboratively begin assembling their project components.)*

- Create a digital notecard that highlights important information from the research milestone
- Teacher Check-In for progress and feedback

### Milestone #3

*(Ex: Carousel gallery walk and collective feedback is offered for all Nostalgia projects. Students go through a period of project revisions.)*

- Write a script for the main talking points, based on the research notecards, for the podcast. This needs to be word for word what will be said in the podcast
- Checking with teacher for feedback/revision

### Milestone #4

*(Ex: Students present their finalized Nostalgia projects and participate in peer feedback when appropriate.)*

- Students will record, edit and present their podcasts
- Students will reflect on their project and propose potential revisions

# MILESTONE 1

## Project Milestone #1:

Choose groups, Identify Project topic and Research

Approximate Days of Instruction:

2 Days in Class

### Critical Inquiries for Students:

Please select the [DOK levels](#) for each inquiry and write the questions you would like to ask students underneath.

#### Example:

(DOK 1 X, DOK 2 \_\_, DOK 3 \_\_, DOK 4 \_\_)

*What do I want to ask my students to deepen their understanding of the project surrounding this particular milestone?*

---

DOK 1 x, DOK 2 \_\_, DOK 3 \_\_, DOK 4 \_\_

1. Identify a problem you are passionate about for your research project.

DOK 1 \_\_, DOK 2 \_\_, DOK 3 \_\_, DOK 4 x

2. Connect your own life experiences to the problem you have identified.

DOK 1 \_\_, DOK 2 \_\_, DOK 3 x, DOK 4 \_\_

3. Research your chosen topic, focusing on finding the roots of the identified problem and starting to formulate possible solutions.

Any Notes/Resource Links for Myself:

### Day 1 Teacher Notes:

#### Student-friendly Learning Objectives:

- I will be able to identify my topic and begin my research on the roots of the topic.

#### Deliverables for the day:

- Hand over Rubric, Intro Sheet and notecard outline
- Make sure students all the info they need to begin their research



# MILESTONE 2

## Project Milestone #2:

### Create a Digital Notecard

## Approximate Days of Instruction:

2 days

## Critical Inquiries for Students:

Please select the [DOK levels](#) for each inquiry and write the questions you would like to ask students underneath.

### Example:

(DOK 1 X, DOK 2    , DOK 3    , DOK 4    )

*What do I want to ask my students to deepen their understanding of the project surrounding this particular milestone?*

---

DOK 1    , DOK 2 x, DOK 3    , DOK 4    

1. Summarize the information we gathered to find the most important parts that relate to explaining and potentially solving the problem.

DOK 1    , DOK 2    , DOK 3    , DOK 4 x

2. Synthesize the main points of your summary into an easy to understand notecard.

DOK 1    , DOK 2    , DOK 3 x, DOK 4    

3. Hypothesize what solutions to your problem could be feasible for your community.

## Any Notes/Resource Links for Myself:

- Use notecard template (digital)

# MILESTONE 3

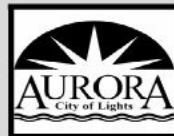
<b>Project Milestone #3:</b>  <b>Create Podcast Script</b>	<b>Approximate Days of Instruction:</b> <b>2 days</b>
<b>Critical Inquiries for Students:</b> Please select the <a href="#">DOK levels</a> for each inquiry and write the questions you would like to ask students underneath. <b>Example:</b> (DOK 1 <u>X</u> , DOK 2 __, DOK 3 __, DOK 4 __) <i>What do I want to ask my students to deepen their understanding of the project surrounding this particular milestone?</i> _____  DOK 1 __, DOK 2 __, DOK 3 __, DOK 4 <u>x</u> 1. Create a script discussing the problem you identified and nypotosizing potential solutions.  DOK 1 __, DOK 2 __, DOK 3 <u>x</u> , DOK 4 __ 2. Revise the script after a check in with the teacher to better convey your message  DOK 1 __, DOK 2 __, DOK 3 <u>x</u> , DOK 4 __	<b>Any Notes/Resource Links for Myself:</b>



# MILESTONE 4

<b>Project Milestone #4:</b> <b>Record, Edit and Present Podcast</b>	<b>Approximate Days of Instruction:</b> <b>3 Days</b>
<b>Critical Inquiries for Students:</b> Please select the <a href="#">DOK levels</a> for each inquiry and write the questions you would like to ask students underneath. <b>Example:</b> (DOK 1 <u>X</u> , DOK 2 __, DOK 3 __, DOK 4 __) <i>What do I want to ask my students to deepen their understanding of the project surrounding this particular milestone?</i> <hr/> DOK 1 __, DOK 2 __, DOK 3 __, DOK 4 <u>x</u> 1. Record a podcast based on your script!	<b>Any Notes/Resource Links for Myself:</b>

# Digital Notecard



## Digital Note Card

Topic:	Student (s) Name:
Notes, Details, Dates, Important Facts, Important People, Impact on Community	
<p><b>Who:</b> Who or what groups were involved in the past and who or what groups use this building now?</p> <input type="text"/>	
<p><b>What:</b> What is the purpose of this place? What used to happen here? What is this building currently being used for? What events have occurred in this place?</p> <input type="text"/>	
<p><b>When:</b> When did this event happen or when was this building built? When did changes occur to this building or place? Time period or era?</p> <input type="text"/>	
<p><b>Where:</b> Where did this take place? Location absolute and relative location</p> <input type="text"/>	
<p><b>Why:</b> Why is this place important or significant? Describe how your topic has influenced the City of Aurora both in the past and the present. How can individuals and groups contribute to their communities and to the world?</p> <input type="text"/>	



# Podcast Recording Directions

## Nostalgia Poem Podcast Directions

1. Plug in headphones
  2. Open tab with poem
  3. Open tab with picture of Aurora.
    - o Click on the arrow next to slideshow. Select PRESENTER VIEW.
  4. Have your intro notecard available
  5. Open STREAM APP: Microsoft 365 Link
    - o Sign-in with your regular email and password
    - o Click on the APPS icon and click on STREAM
  6. Click on Screen Recording
  7. Allow microphone and camera if prompted
  8. Click the camera icon on the bottom of recording screen to disable
  9. Click to START SCREEN RECORDING.
    - o When prompted, select the tab that contains your background picture (Aurora picture)
    - o Click SHARE. Within 3 seconds, it will start recording.
    - o Go to the poem tab and open.
    - o Take a deep breath.
    - o Read notecard.
    - o Read the poem.
  10. Return to the recording tab.
    - o Click "stop" circle and review
    - o Trim beginning and end, if needed. Use the trim button.
    - o Confirm trim.
    - o Click FINISH.
    - o Wait for the video to format. It will take a few minutes. BE PATIENT. DO NOT TOUCH YOUR COMPUTER.
  11. At the top of the screen, go to the three dots next to COPY TO.
    - On the dropdown, click DOWNLOAD. Click DOWNLOAD AGAIN.
    - Pop-up will appear in the right corner that it has been downloaded.
  12. Either
    - a) click on the "Show in Folder" in the Pop-up
    - b) or Click on the circle in the bottom left corner of your computer screen.
      - Find folder called FILE. Open it.
      - Click on DOWNLOADS. Locate your recording.
  13. Single tap on the file name to highlight it.
  14. Two finger tap to bring up the menu.
  15. Click on RENAME.
  16. Change the file name to YOUR FIRST AND LAST NAME
- WhereImFrom.mp4
- TEST EXAMPLE: LauraKruegerTest.mp4
  - FINAL RECORDING EXAMPLE:  
LauraKruegerWhereImFrom.mp4

# Contact Information

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**Bethany Morton**, FRMA 8th Grade Algebra Teacher

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