



Teaching *for*
TRANSFORMATION

**Find the Value:
A study of immigration in our
community
Math Fundamentals, Junior High**

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Deep Hope:

- My deep hope is that the **TRUTHS** and **VALUES** in mathematics shows us that **all people** have **VALUE** which inspires us to play our part in the application of God's story.



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Long Term Learning Targets:

- How does the statistical data on local immigrants impact my life and community?
- I can support local immigrants and their needs because they are a reflection of God's image.
- I can respond to local immigrants in a way that honors God.



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Curricular Outcomes:

Texas state math standards that were covered in this FLEx:

- MA 7.6.f use data from a random sample to make inferences about a population
- MA 7.6.g solve problems using data represented in bar graphs, dot plots and circle graphs, including part-to-whole and part-to-part comparisons and equivalents



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Habit(s) of Learning:

The math class part of this 7th-grade collaborative FLEx focused on Courageous Designing because they were asked to determine which math graph would represent the current local immigration data their small group was assigned. Then the groups had to draw the graph and explain what they noticed about what their data communicated about immigrants. Gracious Communicating was also incorporated because each team stood in front of the class and communicated their inferences based on what their data represented.



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Storyline:

The collaborative Immigration FLEx supported my math storyline very well. We discussed as a class our storyline of “Find the Value” in all people which moved us toward fulfilling God’s Story of restoration in our own community.

Real People & Real Needs

I can recognize the value of real people and meet their real needs through my application of decimals and percents.

Write a note to your neighbors below.

My deep hope is that the TRUTHS and VALUES in mathematics shows us that all people have VALUE which inspires us to play our part in the application of God's story.

Find the VALUE

Real Work Process

The top Countries for Immigrants

Oregon

Other

Country	Percentage
Other	44%
Mexico	36%
Vietnam	6%
China	5%
India	5%
Philippines	4%

Immigrant Population by Country 1990-2010

Desired
Expected
Current

Reflections on Deep Hope

Deep Hope

My Deep Hope is that the TRUTHS and VALUES in mathematics would further reveal the truth of our VALUE to help us multiply our impact in God's Story.

Psalm 135, Ephesians 1:3-14

Known	Chosen	Loved
Created	Adopted	Marked with Holy Spirit
Blended	Freely & wonderfully made	Gift
Adopted	Prepared	Knit together
Redeemed	Included	Seen
Forgiven		Not alone

IDENTITY



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Formational Learning Experience:

Real needs: create visual representation (graphs) of local immigration data.

Real people: Show our classmates information about the people who immigrate into our home town. Help the immigrants into our town feel welcomed.

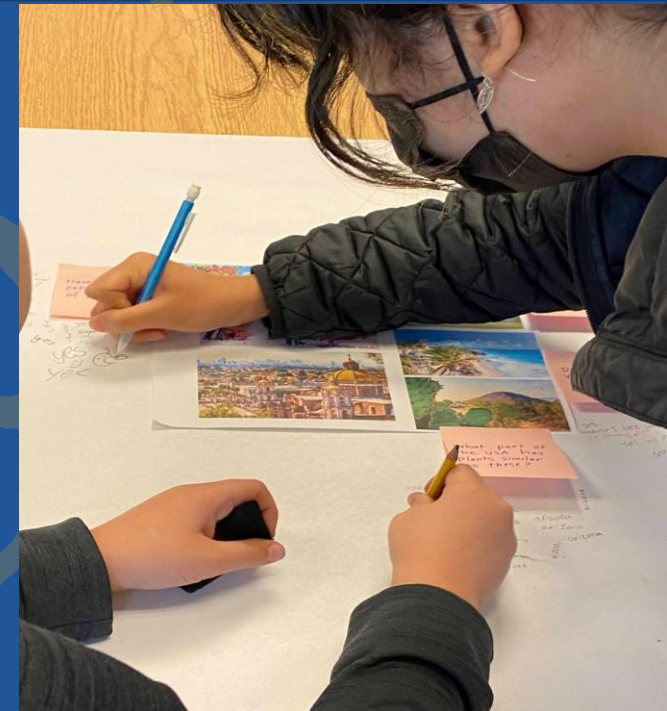
Real work: study data on local immigrant statistics and create graphs to represent this information. Share the graphs with other kids in our school. Write welcome letters to give to the local Latino Association for distribution at their discretion.



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INVITE

- Students participated in a gallery walk.
- Students answered questions that helped them relate personally to images of the five countries most Oregon immigrants come from (China, Mexico, India, Vietnam, Philippines)

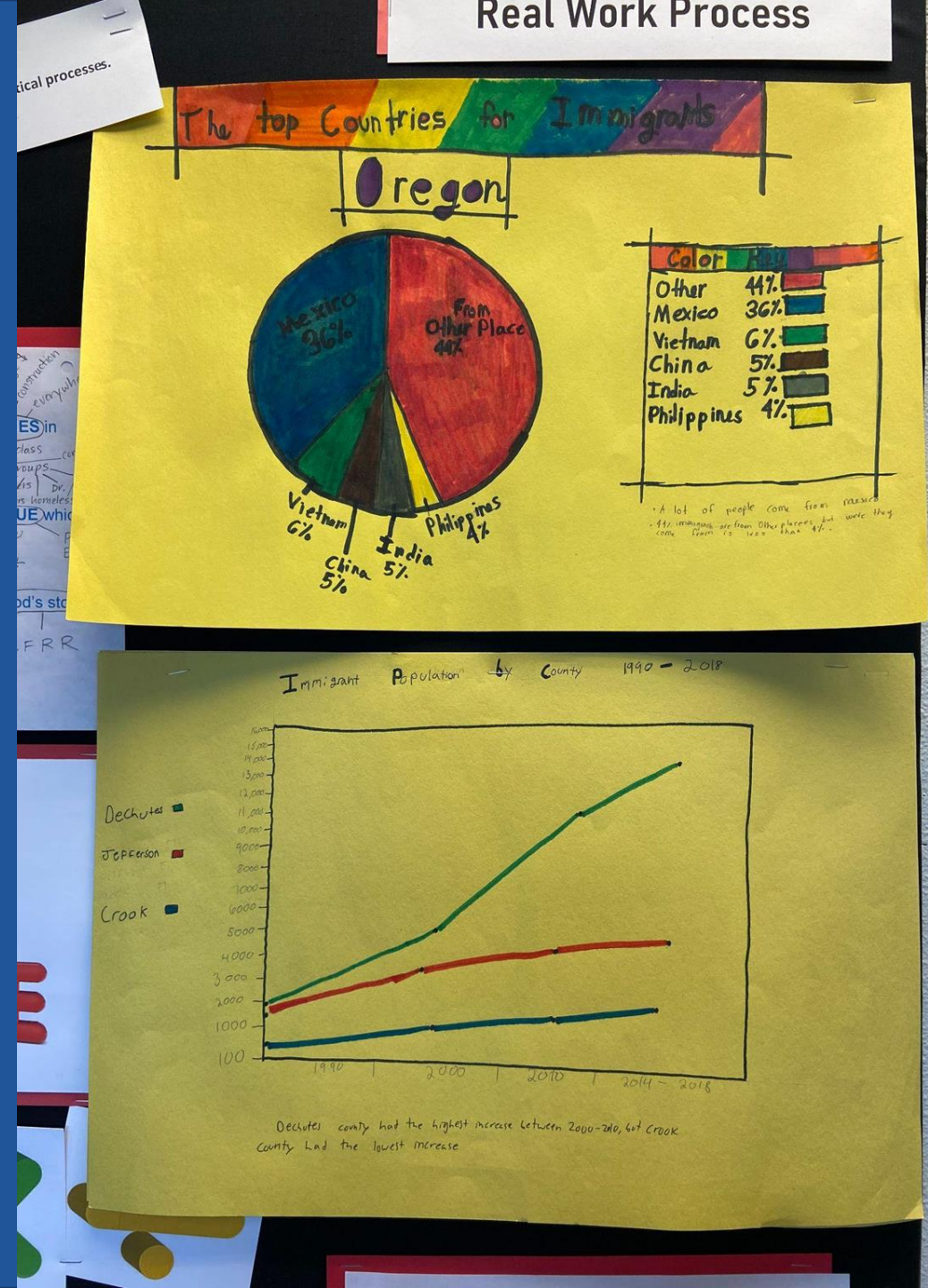




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NURTURE

- Students were given data on local immigrants and made graphs to represent the information.
- Students shared the graphs with the whole class.
- Students reflected on what the data actually showed instead of their prior bias. They communicated inferences from the data.





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EMPOWER

- After making graphs about local immigrant data, students felt compelled to write Welcome Letters to immigrants that come to our home town. We gave the letters to the local Latino Association in town to distribute as desired. Several students extended their support by bringing in items to give away.





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Student Reflections:

Students reflections about the immigration FLEx showed they grew significantly in compassion, awareness, and desire to help local immigrants.

Students wrote,

“I used to think immigrants were from Mexico and China. I also thought that they were familiar with the US, but most of time they’re not. But now I think they are people who want a better life and want to succeed with all they have. Just as we would in a foreign place we would want help and friends. So we should be there for them.”



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Student Reflections:

“I used to not really think too much about immigrants and I never thought too much of them. But now I think that they are a part of our community and they matter.”

“I used to think that they just came here and no one cared. But now I think that they all matter and its important to have somewhere you feel safe.”

“I used to think there were very few immigrants in Central Oregon. But now I know there are more and we should be more aware about it.”



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Teacher Reflections:

My Deep Hope and long-term learning targets were realized through the spring FLEx primarily because it was a collaborative effort with two other 7th-grade teachers. One student asked, “Why are we talking about the same subject in all our classes?” I explained how life as an adult is not separated by subjects. One does not only think about math one day, reading another day, and Bible another. I explained that the CCS teachers wanted the education at CCS to represent real life for our 7th-grade students. I further explained that teachers can each cover our subject-specific content within the same topic to broaden student learning and application. I believe our collaborative experiment proved this to be accurate. It was very successful and it was also less stressful for teachers.