

GRADES 7 - 12

FOR EDUCATORS

KULTUREMAG

A TEACHER'S GUIDE TO SOCIAL AND EMOTIONAL LEARNING WITH KULTUREMAG



WITH CURRICULUM | LESSON PLANS/RESOURCES | AND MORE...

Letter from the Founder

The Kulture mission

I'd like to begin this message by sharing my thanks for the work that you do. We are in a period of history where society can often forget the value and importance of our administrators, teachers and educational system, I'd like to share my appreciation for your time, your commitment and dedication to our students. Stay encouraged and be kind, because our students are depending on you.

Low self-esteem, lack of direction and social-emotional stagnation are just a few of the conditions with which today's scholars are continually grappling. And although many feel that this is an impossible problem to address, there are resolutions. KultureMAG is helping reshape how educators connect with their students by providing culturally relevant content for youth. But in order to achieve our goal and build character, empathy, and establish the social and emotional resilience within schools across the country, we must work together.

Sitting in the back of the ambulance on a patient transfer from the Children's Hospital to a mental health facility, I listen while she recounts the situation that brought her here. In this moment I become her therapist. Her dream is to become a social worker. She is a sixteen-year-old high school scholar, in an educational community where she feels her voice is ignored; in a school of many where she feels she is one of few. She then shares her desire to commit suicide. The year is 2018.

Two months later, we cross paths again. She is now in a behavioral unit, and this encounter is different from our first. There is a smile that radiates from her face; a glow that survived the depression of her past. She calls out, noticing me before I notice her. "I am doing so much better," she says, "Thank you for everything!" The "everything" I had done, was simply to listen to her, to see her. That is what matters.

After working on the ambulance for three years in an inner city following the completion of my biology degree. Conversations like this are no longer foreign to me. Every second I spend with scholars from different walks of life, or different cultural, racial, and ethnic backgrounds, confirms for me the void that they feel; that this same girl felt in 2018. This is a reflection of the large, yet reversible, social and emotional void in our society and the culture within our schools.

A scholar who is academically nurtured without being fed socially is a scholar who will fail to thrive. As our world changes in many ways, our scholars continue to feel its daily impact and their self-esteem stagnates. This deficit in self-esteem will jeopardize the success of any scholar, regardless of district or background. The question of "what is my purpose?" is a question that we have to explore for ourselves. It is a question that directs the course of our life and validates our efforts as educators, influencer, community organizations and organizers. KultureMAG has become a serviceable resource for educators to help increase scholar growth and character development. It is a valuable resource for both content-driven classrooms as well as character and socio-emotional-driven advisories.

We at Kulture are looking to provide scholars with a token of hope; a resource that will not only uplift them, but will provide them with the tools they need in order to build character, develop social and emotional resilience and intelligence while grooming them to become productive young adults for our world. Thank you for taking the Kulture initiative.

With love,

Founder of KultureMAG

89.3% OF
OUR STUDENTS

believe KultureMAG is a need for
their generation

87% OF
OUR STUDENTS

believe KultureMAG should be
provided for the students at their
high school



OVERVIEW

CONSISTENCY

A message will only become life changing when that message is consistent. Scholars need a message that is consistent. KultureMAG provides the consistency with a print publication that is accompanied with lessons plans and curriculum that align with common core standards for general studies classrooms and advisory periods. Kulture is here to enforce a classroom culture that encourages honest classroom discussion, student growth and academic development.

WHAT IS KULTUREMAG?

KultureMAG is an educational lifestyle print publication launched in 2017 with the purpose of informing, guiding and encouraging the high school audience. It assists in developing leadership attributes, self-confidence, and self-empowerment through original content (art, poetry, articles) and other artistic creations, both linguistic and visual. KultureMAG was created with the intention of inspiring and engaging through culturally relevant and aesthetically progressive content that aligns with youth culture and appeals to our audience. The content is supported with lessons plans created for classroom use that align with common core standards. KultureMAG itself is inspired by the youth, created with the purpose of fostering interactions between scholars, the art of the magazine, and the content of a class. Its ultimate goal is the breaking down of arbitrary societal limitations such as race, sex, and socioeconomic status.

Its content is specifically designed to:

- Recount inspirational narratives of young adults who have used their talents to make a positive impact on the world
- Incorporate vibrant and catchy photographs, graphic imagery and short quotes to appeal to the millennial age group's social media preferences
- Present stories that celebrate individuality, self-expression and self-worth
- Publicize resources that youth can use to develop their own talents and knowledge base
- Expose readers to the wide variety of elements of "Kulture"
- Be non-partisan, non-judgmental and objective

PUSH THE KULTURE FORWARD

In two years, we've reached thousands of scholars through a combination of speaking presentations and introductions to schools via our print publication for classroom use. These scholars represent a range of heterogeneous and homogeneous demographics, and populate public, magnet, independent, middle and high schools in New Jersey, Connecticut, Massachusetts, Rhode Island, New York and New Hampshire with plans for expansion.

With KultureMAG, we are bridging the gap and doing our part to welcome a more diverse and innovative future. We look to provide scholars with a token of hope, a resource that will not only uplift them and inspire, but also give them the tools they need to build character, empathy, and establish the social and emotional resilience and intelligence that will lead them towards success. Through KultureMAG, scholars are given stories that serve as a lesson, and show what it means to demonstrate leadership qualities in their communities.

Thank you for joining us in the journey to a more self-aware scholar one who will be a positive contributor to not only their community but to the world.

DOWNLOAD RUBRICS/ASSIGNMENTS AT: [HTTP://BIT.LY/KULTUREMAG](http://bit.ly/kulturemag)

[WWW.KULTUREMAG.COM](http://www.kulturemag.com)



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 **@KULTUREMAG**

TEACHER'S GUIDE

The Classroom Guide has been developed with the knowledge that there are teachers with little teaching experience, as well as teachers with many years of experience. It offers a step-by-step outline for how to work through every lesson. Therefore, the primary aim of the Classroom Guide is to provide teachers, whatever their background, with guidance and suggestions so that they can create successful lesson plans that fulfill their students' needs. In this way, even the least experienced teacher can teach each lesson successfully, and more experienced teachers can make use of those activities in the guide that are suitable to their context, with the freedom to deviate from the Teacher's Guide as they see fit.

In order for you to be able to evaluate your students at any stage of the month, we have included photocopiable Evaluation Instrument pages with suggestions on how to assess your students' performance. You can use the suggested aspects to evaluate a few selected students.

When using the assessments, follow these steps:

1. Make a copy of the assessment for every student.
2. Read all the instructions out loud and make sure everyone understands what they have to do.
3. Get students to work on the assessment individually.

Apart from formal written assessments, you can evaluate your students' progress in a variety of ways:

- careful analysis of their work, including homework
- informal oral evaluation as students are working
- observation and systematic record-keeping of learners during everyday classroom activities
- self-assessment by learners

HOW TO USE KULTUREMAG

Kulture can be used as a stand-alone lesson or as supplemental material for an assignment. It can be used in core classes, clubs, advisory, extension activities, etc

Use as needed even with or without pre-made lesson plans

RESULTS + GOALS

- Use to build interdisciplinary + non-academic connections
- Gain information from multi perspectives + build empathy/relationships through lessons
- Use lessons to create change through actionable plans (goal setting + communication building)
- Create a longstanding partnership between school and Kulture to address student needs

STEPS FOR CLASSROOM USE

STEP 1: Teacher acquires magazines + lessons

STEP 2: Teacher reviews subject curriculum for connections + where to use lessons/materials

STEP 3: Through unit (or after) teacher uses KultureMAG as an assignment example/supplemental activity

STEP 4: The teacher continues with the unit + final assignment using Kulture model/rubrics

OPTIONAL: Have students extend learning by identifying their own connections between Mag, class, and life.

EXAMPLES OF LESSONS

ACTIVITY: *Interview*

SOCIAL STUDIES/SCIENCE

Interview overlooked members of your community/ local history

ENGLISH

Through the perspective of Journalism/Expository or narrative writing

FOREIGN LANGUAGES/ELECTIVES

Overlooked people in the field/demographic

GOAL SETTING

Academic Goals:

- Standardized testing growth
- Student learning objectives

(Tracked by teachers in class, yearly)

Personal Goals:

- College/Career planning
- Social/emotional growth
- Increasing school pride and ownership

(Tracked thorough self assessment and teacher assessment)

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**DOWNLOAD RUBRICS/ASSIGNMENTS AT:
[HTTP://BIT.LY/KULTUREMAG](http://bit.ly/kulturemag)**

CURRICULUM OVERVIEW

With an emphasis on social-emotional learning and health and wellness, this curriculum provides classroom teachers with tools and activities to be used in conjunction with the magazine.

OBJECTIVE

- To inspire and empower students to be their best selves while refining skills in reading and writing.

ESSENTIAL QUESTIONS

- How do my choices affect the world around me?
- Why do I matter?
- How can my choices lead to positive changes in my community?
- How am I influenced by others?
- How can I positively influence others to be their best selves?

THE COMMON CORE ELA STANDARD

The following lessons offer opportunities to connect Common Core ELA standards to material written by and for students. Each lesson focuses on a particular article, piece of art, or series of art within a specific issue of the magazine. Lessons serve as a guide for teachers to provide a unique opportunity for students to connect with material that is accessible and meaningful. Each lesson has a social-emotional or health and wellness focus, with underlying skills focused on analysis, reading comprehension, and writing skills. Each lesson identifies the standards addressed, and provides guidelines for teachers to administer and evaluate the activity.

ISSUE 1: **VICE**

ISSUE 2: **UNTITLED**

Standards:

The following standards reflect the general sentiment of this material.

Reading: Informational Text

Craft and Structure:

CCSS.ELA-LITERACY.RI.9-10.4; CCSS.ELA-LITERACY.RI.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a four opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.11-12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or

her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Reading: Informational Text

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.9-10.7 - Analyze various accounts of a subject told in different mediums (e.g. a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-LITERACY.RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing:

CCSS.ELA-LITERACY.W.9-10.2; CCSS.ELA-LITERACY.W.11-12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.3 (A - E); CCSS.ELA-LITERACY.W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCSS.ELA-LITERACY.W.9-10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. CCSS.ELA-LITERACY.W.11-12.3.A

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.9-10.3.B; CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C; CCSS.ELA-LITERACY.W.11-12.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D; CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.E; CCSS.ELA-LITERACY.W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.



KULTUREMAG
ISSUE ONE
THEME: VICE

ISSUE 1: VICE

INTERVIEW ASSESSMENT AND RUBRIC

ESSENTIAL QUESTION

What does it mean to be successful? How do my choices affect the world around me?

LESSON OVERVIEW

Lessons can be completed over 4 classes.

This assessment focuses on self and social awareness, how we define success in our world, and ends with a reflection. This assessment can be used in any Social Studies, Journalism, or writing course, in an advisory setting, or through a school club.

RESOURCES:

- Pre Assessment
- How Much A Dollar Cost? Found in KultureMAG
- Interview template
- Reflection and Personal Portrait
- Assessment rubric (below)

ASSIGNED TASK

Read “How Much a Dollar Cost?” by Johnny Guillmete, in which he profiles an interesting individual in an interesting way. Choose someone in your life who may be “overlooked” in day to day life. This could be a grandparent, elderly neighbor, or family friend. Conduct an interview, reflect, and write a brief personal portrait of the individual. Use Guillmete’s essay as a guide.

(CLASS 1) DISTRIBUTE PRE ASSESSMENT, LOOK THROUGH THE MAGAZINE FOR EXAMPLES/DEFINITIONS OF SUCCESS

- What are the differences between these definitions of success? What makes them the same? Are they all valid? Why or why not?
- Come to a consensus that the definition of success varies between individuals and cultures.

(CLASS 2) READ THE INTERVIEW AND DISCUSS

- Who is interviewed and what types of questions are asked?
- If you were able to interview someone in your community, who would it be and why?
- In the end, how is success defined?



Photo above: Screenshot from page 20
Article: “How Much a Dollar Cost?”

(CLASS 2 / INDEPENDENT) PLAN OWN INTERVIEW USING THE TEMPLATE

- Who will you interview? why?
- What questions will you ask?
- What do you hope to gain from this experience?

(CLASS 3/ INDEPENDENT) EXECUTE INTERVIEW

- Document interview in a format similar to Johnny Guillmete (Personal Portrait).

(CLASS 4/ INDEPENDENT) REFLECT ON EXPERIENCE (USING REFLECTION AND PERSONAL PORTRAIT DOCUMENT)

PRESENT AND ASSESS USING RUBRIC ON PAGE 8

Interview template/planning document (Rubric Indicators 1, 2, 3)
Reflection template and questions (Rubric Indicators 2, 3, 4, 5, 6)
Documentation of interview (Rubric Indicators 2, 3, 5)

Critical Thinking, Communication, and Awareness Rubric

Indicators The scholar...	Target	Developing	Beginning
1. Describes the Problem and Asks Relevant Questions	<ul style="list-style-type: none"> Asks relevant questions that address the meaning, purpose, and process of the inquiry. Identifies multiple and varied possible points of view on the situation. 	<ul style="list-style-type: none"> Asks relevant questions but may not address the meaning, purpose, and/or process of the inquiry. Identifies few points of view on the situation. 	<ul style="list-style-type: none"> Asks irrelevant questions or needs substantial assistance to ask questions. Identifies only one point of view on the situation.
2. Establishes and maintains a clear purpose.	<ul style="list-style-type: none"> Engages and orients the audience by setting out a problem, situation, or observation. 	<ul style="list-style-type: none"> Somewhat defines the problem, situation, or observation. 	<ul style="list-style-type: none"> Does not define the problem, situation, or observation.
3. Communicates with clarity and precision	<ul style="list-style-type: none"> Use an effective line of reasoning to articulate a set of connected thoughts. 	<ul style="list-style-type: none"> Uses reasoning that lacks clear connections between thoughts. 	<ul style="list-style-type: none"> Uses thoughts and idea that are random, disconnected, or vague.
4. Supports communication with clear and complete evidence	<ul style="list-style-type: none"> Draws on facts and/or experiences to support a perspective or substantiate a claim. 	<ul style="list-style-type: none"> Supplies limited facts and/or experiences to support a perspective. 	<ul style="list-style-type: none"> Supplies no facts and/or experiences, to support a perspective.
5. Enhances communication with style, language, and strategic use of media	<ul style="list-style-type: none"> Employs a style that is appropriate to purpose and audience. Uses precise language in the presentation of ideas. Makes strategic use of appropriate media. 	<ul style="list-style-type: none"> Employs a style that is somewhat appropriate to purpose and audience. Uses some vague or unclear language in the presentation of ideas. Uses media that are somewhat appropriate for the situation. 	<ul style="list-style-type: none"> Employs a style that is inappropriate to purpose and audience. Uses vague language in the presentation of ideas. Uses inappropriate media.
6. Demonstrates self and social awareness	<ul style="list-style-type: none"> Reflection documenting growth of self or social awareness is clear and insightful. Clearly details catalyst or reason for change in self or social awareness. 	<ul style="list-style-type: none"> Reflection documenting growth of self or social awareness is clear. Briefly mentions catalyst or reason for change in self or social awareness. 	<ul style="list-style-type: none"> Reflection documenting growth of self or social awareness is unclear or missing. Does not explain catalyst or reason for change in self or social awareness.

What does it mean to be successful?

In your opinion, what does it mean to be successful? Is your opinion different from others? Why?

Indicator	Target	Developing	Beginning
2. Establishes and maintains a clear purpose.	<ul style="list-style-type: none">Engages and orients the audience by setting out a problem, situation, or observation.	<ul style="list-style-type: none">Somewhat defines the problem, situation, or observation.	<ul style="list-style-type: none">Does not define the problem, situation, or observation.
4. Supports communication with clear and complete evidence	<ul style="list-style-type: none">Draws on facts and/or experiences to support a perspective or substantiate a claim.	<ul style="list-style-type: none">Supplies limited facts and/or experiences to support a perspective.	<ul style="list-style-type: none">Supplies no facts and/or experiences, to support a perspective.
6. Demonstrates self and social awareness	<ul style="list-style-type: none">Self or social awareness is clear and insightful.	<ul style="list-style-type: none">Self or social awareness is clear.	<ul style="list-style-type: none">Self or social awareness is unclear or missing.

*Rubric modified from assessment rubric

Use this document to plan your interview. When the interview is taking place you should video or audio record responses for accuracy.

Interviewer: _____

Date: _____

What is the purpose of this interview?:

Who do you plan to interview? Why?:

What questions will you ask? Generate a list of at least 10 questions:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

What new knowledge or understanding do you hope to gain from this experience?

Post-Interview Reflection and Personal Portrait

Before this assignment, what was your definition of success? Why? How did it change?

If you were to conduct this interview again, what would you add or change? Why?

Personal Portrait on Interview Subject (500-750 words):

How did your subject define success? Tell their story using Kulture Mag's "How Much a Dollar Cost?" as a guide.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ISSUE ONE: VICE

ESSAYS ON THE DEFINITION OF SUCCESS (PERSUASIVE ESSAY OR ARGUMENT WRITING)

ESSENTIAL QUESTIONS

- What does it mean to be successful?
- How do my choices affect the world around me?

MATERIALS:

- Writing surface and appropriate writing tool
 - Copies of KultureMAG, Issue 1: Vice for each student or small group
 - Paper and pencil or Tablet (for each small group)
- For independent writing project: paper and pencils or computer/tablet for each student

Note to teacher: This lesson can be framed as a persuasive writing task or an argument writing task. That decision is yours. Be sure to review essential components of each type of writing where indicated.

Standards:

CCSS.ELA-LITERACY.RI.9-10.4; CCSS.ELA-LITERACY.RI.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a four opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

LESSON OVERVIEW

SESSION 1: INTRODUCTION

Prior to reading KultureMAG, Issue 1: Vice, Ask students as a whole group to define success in their own words. Record responses where they can be seen by everyone.

SMALL GROUPS:

Read KultureMAG, Issue 1: Vice. During reading, each group generates a list of ways that success is defined within any article or art in the magazine.

DISCUSSION:

After reading KultureMAG, Issue 1: Vice, ask students if there are additional definitions of success that should be added to the list.

Select 2-5 distinct definitions for discussion.

ASK:

What are the differences between these definitions of success? What makes them the same? Are they all valid? Why or why not?

Ask additional questions applicable to responses, and to continue discussion.

Discussion goal: Develop understanding that success is a relative term, and may be defined differently by distinct groups, individuals, or cultures.

SESSION 2: INTRODUCE INDEPENDENT WRITING PROJECT

Explain to students that they will be writing a persuasive essay / argument about success. Review the project description.

Project Description:

Write an argument or persuasive essay that addresses the following questions:

- How do you define success? What interview, quote, or piece of art from KultureMAG, Issue 1: Vice, most resonates with your definition of success? What counterarguments can be made for your definition of success? How can a person measure their success based on your definition?

Review/Mini Lesson:

Discuss and review essential components of writing for a persuasive essay or argument, including: tone, language, and structure. Distribute planning sheets, or other tools you wish to use.

(For additional resources for teaching persuasive essay writing or argumentative essay writing, please consult readwritethink.org.)

SESSION 3: PRESENTATION: GALLERY WALK/PRESENTATION/SMALL GROUP SHARE & REFLECTION

When students have completed their final drafts, have students present the source of their inspiration (article or piece of art) and their essay. (Suggested options below)

GALLERY WALK

Hang student essays next to their source of information on the wall around the room. Students can move about the room to look at the work of their peers.

PRESENTATION

Each student presents their essay and inspiration to the whole group. Small Group Share: Divide students into groups of 4-6. Within each group, students present their inspiration and essay. Each group member should ask one question of each presenter.

REFLECTION / EXIT TICKET

Write a short paragraph on a slip of paper or in a journal addressing the following question:

- After reading KultureMAG and listening to your peers, has your vision of success changed?
- If so, how?
- If not, do you think that the word success may have more than one meaning? Explain.

EVALUATION NOTE TO TEACHERS

Use a rubric of your choice that addresses both clarity of content and writing and language conventions. It is suggested to use a process of outlining, drafting, and creating a final piece for continued exposure to the writing process. Essays and arguments must adhere to standard English language, and use appropriate conventions, such as paragraphs, transition words, opening, and conclusion.

ISSUE ONE: VICE

SOCIAL STUDIES/ SOCIOLOGY

OBJECTIVE

- The student will use magazine articles, as well as outside sources to discuss a broader theme.
- The student will use outside sources to create a personal gratitude journal.

MATERIALS

- Writing surface and appropriate writing tool
- Copies of KultureMAG, Issue 1: Vice for each student or small group
- Paper and pencil or Tablet (for each small group)
- Personal Journal
- PragerU and Randy Pausch video (Online)

DISCUSSING A BROADER THEME

Time needed: One class period

Read “11 Ways to Make Your Dreams Reality” and view the following videos: Don’t Follow Your Passion by PragerU and Really Achieving Your Childhood Dreams by Randy Pausch. Create a list of your own, which contains the best 11 ways to make your own dreams come true.



Photo above: Screenshot from page 17

Article: ANoyd Interview

JOURNAL ENTRY

Time needed: One month (daily class writings)

Keep a gratitude journal for one month, being sure to write in it daily. At the end of the month, write a reflection on how your attitude has changed (or not) during this period of time.

**DOWNLOAD RUBRICS / ASSIGNMENTS AT
[HTTP://BIT.LY/KULTUREMAG](http://bit.ly/kulturemag)**

ISSUE ONE: VICE

ENGLISH/ LANGUAGE ARTS

OBJECTIVE

- The student will make real-life connections between their own lives and the information discussed in the article. (Reading Informational Texts)
- The student will analyze a piece of visual art and make a connection by writing about the art.
- The student will compare contrast two poems on the same theme.
- The student will make and support a thesis using evidence from informational articles.

MATERIALS:

- Writing surface that can be seen by all and appropriate writing tool
- Copies of KultureMAG, Issue 1: Vice for each student or small group
- Paper and pencil or Tablet
- Discussion question worksheet + Invictus Poem

ASSIGNED TASKS

DISCUSSION QUESTIONS (ANOYD ARTICLE)

Time needed: One class period

1. ANoyd is quoted as saying, "If you're in high school, go to all your classes and enjoy those four years of your life because goes by quick [sic]." Do you agree or disagree with this statement? Who else in your life has given you this same kind of advice? Would you say that you are following this advice? Why or why not?
2. ANoyd says that he decided on his name because he was "annoyed" by life and music. Create a "name" for yourself which depicts your attitude towards life, school, or your philosophy of life. Explain what the name means and how you came up with it.
3. The author of the article describes ANoyd's room in great detail. It is easy to see how his room is a reflection of the artist and person he is. Write a detailed description of your own room. Be sure to focus on the items that truly reflect who you are.

JOURNAL PROMPT

Time needed: 15 minutes

- 1) Two individuals are pictured in the photographs on pages



Photo above: Screenshot from page 16
Article: ANoyd Interview

10 and 11. Choose one of them who appeals to you and based on the short quote and excerpt on the two pages, what back story can you create for individual you selected? What challenges might they face in life on first glance? Do you connect in anyway with the short excerpt on page 10?

MAKING CONNECTIONS

Time needed: One class period

Find common threads in the ANoyd article, the Sampson article, and the Kristin Armani article. Choose two of these commonalities and trace them through all three pieces. Establish a thesis which states the "common thread" and support the thesis with evidence from the articles.

Read the William Ernest Henley poem on Invictus about believing in yourself. Find at least one other poem which has the same theme and write a brief essay comparing and contrasting the two poems.

Name: _____

Date:_____

Discussion Questions (ANoyd Article)

1. ANoyd is quoted as saying, "If you're in high school, go to all your classes and enjoy those four years of your life because goes by quick [sic]." Do you agree or disagree with this statement? Who else in your life has given you this same kind of advice? Would you say that you are following this advice? Why or why not?

[illegible]

2. ANoyd says that he decided on his name because he was "annoyed" by life and music. Create a "name" for yourself which depicts your attitude towards life, school, or your philosophy of life. Explain what the name means and how you came up with it.

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

KLTR MEDIA

Recount inspirational narratives of young adults who have used their talents to make a **positive impact on the world**



Incorporate vibrant and catchy photographs, graphic imagery and short quotes to appeal to the **millennial age group's social media preferences**



Present stories that celebrate individuality

self-expression

self-worth

Expose readers to the wide variety of elements of **KULTURE** through the use of interactive **lesson plans** and activities for **classroom use**

Publicize resources that **youth can use to develop** their own talents and knowledge base



Be non-partisan, non-judgmental and objective

TESTIMONIALS

Kulture is a lifestyle! You and your brand are representing youth lifestyle and I think of it as a form of social media but without technology. Your featuring tons of amazing people that love what they do and want to do dope stuff.

KultureMAG taught me that We have a chance to make opportunities for ourselves and work towards our goals with all of our power. We have a voice and we can use it.

40+ HIGH SCHOOL VISITS
PUBLIC | PRIVATE | WARREN

I thought that the KultureMAG presentation was really interesting. We don't have many presentations at our school to begin with, but when we have them, they're usually just extremely boring speakers reading off powerpoints. Though it was great to finally have a presentation that really appealed to my generation with a speaker that was able to engage the audience.

of students believe KultureMAG should be provided for the students at their high school



of students believe KultureMAG is a need for their generation



3 out of 4 students believe KultureMAG is Inspirational, shareable, relatable and overall cool publication

ISSUE ONE: VICE

CIVICS/ CONNECTICUT HUMANITIES

OBJECTIVE

- To draw connections between KultureMAG and CT Humanities
- Learn Connecticut History
- Brainstorm ways to be active in the community

MATERIALS:

- Writing surface that can be seen by all and appropriate writing tool
- Copies of KultureMAG, Issue 1: Vice for each student or small group
- Paper and pencil or Tablet
- Discussion question worksheet + Access to Connecticuthistory.org

LESSON OVERVIEW

Individually:

- Review KultureMag and the definition of Kulture on pg 6

Discuss as a class:

- Where do you see Connecticut currently demonstrating our Kulture?
- Do you see there being an overlap at this time?
- How do you envision Connecticut currently to be represented in the future? "Think: Connecticut time capsule - music, art, food, the Kulture!"

ASSIGNED TASK

Scan the snapcode in the left corner on pg 34 of KultureMAG to be brought to the Connecticut History website. Individually, or with a partner, complete the following prompts. By the end of this exercise, you (or your team) should be able to walk away with ideas of how to build partnerships with your community, grow a deeper understanding of Connecticut's history and identify ways in which you can actively contribute to the Kulture of Connecticut.

GET CREATIVE!

Time needed: One class period

PART I (15-20 MIN)

Use the Snapcode on page 34 to be brought to Connecticuthistory.org. Click one of the sections (*Towns, Topics, Eras, or People*) and find a story that interests you! On a blank sheet of paper, write a few sentences on the topic you choose and why? Also, include information about what you learned that you did not know before.

Photo above: Screenshot from page 34
 Snapcode can be found on this page inside of magazine
PART II (REMAINDER OF CLASS PERIOD)

Get creative! After you've explored a story that interests you, write a piece for KultureMAG about the topic/person/location from the story you selected. It can be an editorial, poem, etc.

**If extra time available, allows students to share their work with the class.*

SCHOOL SPIRIT

Time needed: One class period

In groups of four, students will work together to create a proposal for an event that combines the mission of KultureMAG, your school and CT Humanities. Have students think of ways that they could connect Connecticut's history and your school's spirit into an event. Students must assign each group member a title and a role. Proposals must answer all essential questions: Where would the event be? What would it include? Who would be there? What goal would it set out to accomplish? After their proposals are created, each group will share their event with the class and classmates will vote on the most well thought out event.

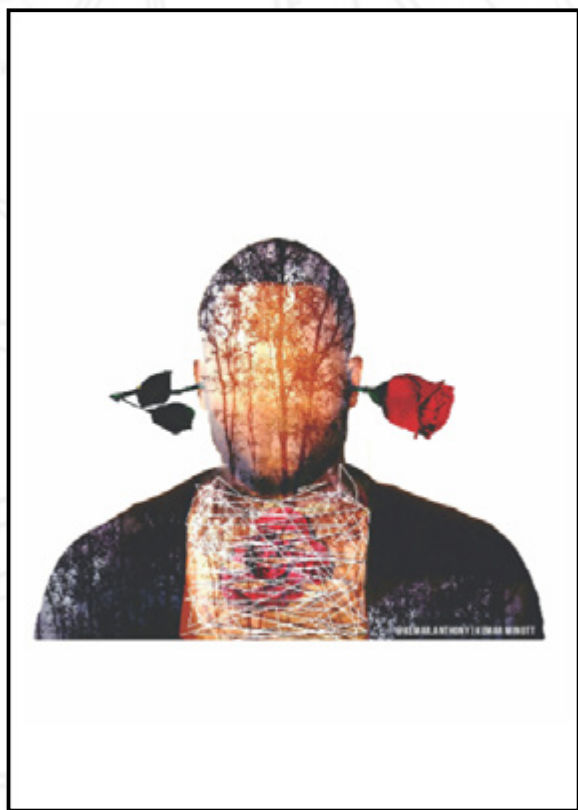
Name _____

Date _____

Read the definition for “Kulture” according to KultureMAG. What does it mean to you and how does it connect to the CT Humanities description of humanities (*Our Stories, What Are The Humanities* tab)?

How do you suggest CT Humanities get more students involved with Connecticut and it’s history?

Go to the *Info Hub* drop-down on the CT Humanities page and navigate to the events calendar. What are some upcoming events near you that you could attend? What kind of events would you like to see more of? What events do you think represent the Kulture of Connecticut?



KULTUREMAG
ISSUE TWO
THEME: UNTITLED

ISSUE 2: UNTITLED

PERSONAL DEVELOPMENT PLAN

OBJECTIVE

The scholars will use a variety of sources to create and track a personal development plan.

LESSON OVERVIEW

All of the young people interviewed for the issue have achieved some level of success because they set goals for themselves. A personal development plan with SMART goals can help students to achieve goals they envision.

RESOURCES:

- Personal development plan worksheet
- TED Talk & PragerU video ([Youtube Search](#))
- Personal development template
- Smart Goal outline & Assessment rubric
- Personal goal setting article: mindtools.com/page6.html

ASSIGNED TASK

Read the following article Personal Goal Setting and view the John Bowers TED talk, as well as the PragerU video “Don’t Compare Yourself to Others”. Create a Personal Development Plan, in which you create at least five personal goals for this year, along with strategies to complete them and a deadline for each. You can use the Personal Development Plan template to begin and the PDP Monitoring Document to track progress.

Use the rubric on page 26 to assess the PDP. The PDP Monitoring Document will show scholar growth and progress.

SMART GOAL OVERVIEW

SMART is an acronym that you can use to guide your goal setting. To make sure your goals are clear and reachable, each one should be:

- Specific (simple, sensible, significant)
- Measurable (meaningful, motivating)
- Achievable (agreed, attainable)
- Relevant (reasonable, realistic and, results-based)
- Time bound (time-based, time limited, time-sensitive)

HOW TO USE SMART

1. SPECIFIC

Your goal should be clear and specific, otherwise you won’t be able to focus your efforts or feel truly motivated to

achieve it. When drafting your goal, try to answer the five “W” questions:

- What do I want to accomplish?
- Why is this goal important?
- Who is involved?
- Where is it located?
- Which resources or limits are involved?

2. MEASURABLE

It’s important to have measurable goals, so that you can track your progress and stay motivated. Assessing progress helps you to stay focused, meet your deadlines, and feel the excitement of getting closer to achieving your goal.

A measurable goal should address questions such as:

- How much? How many?
- How will I know when it is accomplished?

3. ACHIEVABLE

Your goal also needs to be realistic and attainable to be successful. In other words, it should stretch your abilities but still remain possible. When you set an achievable goal, you may be able to identify previously overlooked opportunities or resources that can bring you closer to it.

An achievable goal will usually answer questions such as:

- How can I accomplish this goal?
- How realistic is the goal, based on other constraints, such as financial factors?

4. RELEVANT

This step is about ensuring that your goal matters to you, and that it also aligns with other relevant goals. We all need support and assistance in achieving our goals, but it’s important to retain control over them. So, make sure that your plans drive everyone forward, but that you’re still responsible for achieving your own goal.

A relevant goal can answer “yes” to these questions:

- Does this seem worthwhile? Is this the right time?
- Does this match our other efforts/needs?
- Am I the right person to reach this goal?
- Is it applicable in the current socio-economic environment?

5. TIME-BOUND

Every goal needs a target date, so that you have a deadline to focus on and something to work toward. This part of the SMART goal criteria helps to prevent everyday tasks from taking priority over your longer-term goals.

A time-bound goal will usually answer these questions:

- When? What can I do today?
- What can I do six months from now?
- What can I do six weeks from now?

Personal Development Plan

For your Personal Development Plan, you will create and track five personal goals along with strategies to complete them and a deadline for each.

Briefly list the five goals you have for yourself this year:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

In order to reach your goals, they need to be S.M.A.R.T. Use the outline below to create a plan for each of your goals. There will be check-ins every other week to monitor progress and adjust plans as needed.

Planning begins on the next page.

Goal #: _____

Write today's date in the box that coincides with your current progress. Below, provide an explanation as to why you marked that and your next step moving forward on **two** of the check-in days of your choice.

	Attempting/ Beginning	Strong Effort	Meeting Self-Expectations	Exceeding Self-Expectations
Am I following the action steps I outlined in my Personal Development Plan?				

Date: _____

Where did you rate yourself? Why? _____

What changes will you make going forward? What are your next steps? _____

Date: _____

Where did you rate yourself? Why? _____

What changes will you make going forward? What are your next steps? _____

Goal # _____

Date Created: _____

What's the goal you have in mind?	
<hr/> <hr/> <hr/> <hr/>	
S Specific	What do you want to accomplish? Who needs to be included? <hr/> <hr/> <hr/>
M Measurable	How can you measure progress and know if you're successfully meeting your goal? <hr/> <hr/> <hr/>
A Achievable	What are the steps you will need to take to meet this goal? What will you do if you encounter a barrier along the way? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
R Relevant	Why are you setting this goal now? Does it compliment or interfere with your other goals? <hr/> <hr/> <hr/>
T Timely	What is the deadline for this goal? Is this realistic? <hr/> <hr/> <hr/>

Use the rubric below to assess the PDP. The PDP Monitoring Document will show scholar growth and progress.

Personal Goal Identification	<ul style="list-style-type: none"> • The goal is personal and addresses areas of weakness as identified by the scholar. • The goal is detailed and focuses on specific skills, behaviors, and/or knowledge strategic to goal achievement. 	<ul style="list-style-type: none"> • The goal is personal and addresses areas of weakness as identified by the scholar. • There is a lack of focus and detail regarding the specific skills, behavior, and/or knowledge strategic to goal achievement. 	<ul style="list-style-type: none"> • The goal is personal and addresses areas of weakness as identified by the scholar. • Details are not provided regarding the specific skills, behavior, and/or knowledge strategic to goal achievement. 	<ul style="list-style-type: none"> • The goal is unrelated to personal growth and does not address areas of weakness as identified by the scholar. • The goal displays no specificity as it is general and vague.
Personal Development Plan	<ul style="list-style-type: none"> • Develops a specific and attainable plan of action that details realistic tactics to reach success 	<ul style="list-style-type: none"> • Develops a specific and attainable plan of action that introduces a realistic tactics to reach success 	<ul style="list-style-type: none"> • Action plan detailed may be nonspecific or may include unattainable or unrealistic tactics 	<ul style="list-style-type: none"> • Plan of action may be vague, confusing, or under-developed

ISSUE TWO: UNTITLED

ENGLISH/ LANGUAGE ARTS

OBJECTIVES

- The student will make real-life connections between their own lives and the information discussed in the article. (Reading Informational Texts)
- The student analyze a piece of visual art and make a connection by writing about the art.
- The student will make support a thesis using evidence from informational articles.
- The student will compare contrast the subjects of two informational articles and establish and defend an overall theme for both pieces.
- The student will write a poem modeled after a selected poem.
- The student will practice interview skills and personal essay writing, while modeling an existing personal essay.

MATERIALS:

- Writing surface and appropriate writing tool
- Copies of KultureMAG, Issue 2: Untitled for each student or small group
- Paper and pencil or Tablet (for each small group)
- Discussion questions worksheet
- Angela Duckworth article & TED talk (Online)

ASSIGNED TASKS

DISCUSSION QUESTIONS (HUNTER LYON)

Time needed: One class period

1. In the Hunter Lyon article, Hunter says that he feels that today's generation is "lost"? What reasons does he give? Why do you agree or disagree with him?
2. Hunter discusses the biggest lesson he has learned in life? What is the biggest lesson you have learned in your life? Who taught you this lesson? How has it impacted your life today?
3. One thing that Hunter attributes to his success is the ability to set goals. On a scale of 1-5 (5 being very successful) how would you rate your ability to make and achieve goals? Analyze this rating.

JOURNAL PROMPT

Time needed: 15 minutes

- 1) Look carefully at the photograph on page 23 taken by visual artist Romel Findley and respond to the following questions:



Photo above: Screenshot from page 43
Article: A letter to a generation by Ike Ibakah

- What is happening in the picture?
- How does the picture make you feel?

MAKING CONNECTIONS

Time needed: One class period

Choose one of the quotes on page 38 and write a well-organized essay of 250 words in which you argue for or against this quote. Use at least two of the articles in this issue to support your thesis.

Compare and contrast Hunter Lyon and Nycole Hartfield, based on the interviews in this issue. How are they similar? How are they different? What is the overall theme found in both stories?

MAKING CONNECTIONS

Time needed: 30 minutes

Read "Letter to a Generation" on page 43. Write your own "Letter to My Generation."

DISCUSS A BROADER THEME

Time needed: One class period

Read "Letter to a Generation." Read the following article "Why Millennials Struggle for Success" by Angela Duckworth and view the TED Talk she gives on the same topic. What role does society play in the success or failings of this generation? What can society do to ensure the success of its members?

Name: _____

Date: _____

Discussion Questions (Hunter Lyon Article)

1. In the Hunter Lyon article, Hunter says that he feels that today's generation is "lost"? What reasons does he give? Why do you agree or disagree with him?

2. Hunter discusses the biggest lesson he has learned in life? What is the biggest lesson you have learned in your life? Who taught you this lesson? How has it impacted your life today?

3. One thing that Hunter attributes to his success is the ability to set goals. On a scale of 1-5 (5 being very successful) how would you rate your ability to make and achieve goals? Analyze this rating.

INVITE A MOTIVATIONAL SPEAKER TO YOUR SCHOOL

ANTHONY VALENTINE

From selling custom T-shirts outside of his grandmother's residence to American recording artist Kendrick Lamar sporting one of Anthony's custom-made denim vests to modeling with New Balance, Valentine (as most of his friends and supporters call him) has always explored his interests, constantly developing his talents and desire to bring positive impact on the world. At the age of 14 Valentine worked picking tobacco, a long family tradition believed to instill respect, hard work, and persistence. At the age of 21, Valentine co-founded C.H.A.N.G.E (Carrying Humanity as New Generations Emerge) - an organization at Central Connecticut State University with a mission to pair middle school and elementary school students with mentors from the college community.

Now, at 26 years old, after obtaining a biology degree and pivoting his career from medicine to establishing himself as a social entrepreneur, Valentine is a creative director/consultant, motivational speaker, television producer, and the founder of KultureMAG, an urban elegance publication created to feed the interests, hunger and knowledge bank of high school and college-aged students. Valentine is here to bring Kulture to the world through the discipline of an educational lifestyle brand that will motivate, inspire and provide intellectual and social and emotional resources for both the current generation and for the future generations to come.

"In each and every one of us sits a seed, and when we allow our light to shine, develop the belief ourself and build strategies that will help us grow, only then will those seeds sprout and blossom into the flower we are meant to be." - A. Valentine



AS SEEN IN!

edCircuit



PBS

Forbes

Hartford
Courant

new balance

"Mr. Valentine was excellent...His content was engaging and students felt an instant connection with him... If you are looking for a speaker that can successfully engage a very apathetic campus community then he is the right fit for you.

As a school that struggles with addressing mean behavior, empathy, respect, and its connection to diversity, Mr. Valentine did an amazing job of connecting all these areas and did in a way that felt organic. I would highly recommend him!"



Independent School/ MA 2019'

"The Garfield Middle School (Revere, MA) was fortunate to bring in Anthony to speak with our students this past week. His message was relatable, uplifting, and inspiring to our kids. We look forward to continuing our relationship with him and Kulture magazine. I highly recommend Anthony."



Garfield Middle School/Revere, MA 2019

"Valentine was INSPIRING! He was the keynote speaker for the Be the Change club, Youth Leadership Summit. He spent the day with a diverse group of 100 high school students and inspired them to leave a legacy. Every single student in their final evaluations said things like "Valentine was the best, inspiring speaker." "Bring Valentine back." "More Valentine."

He was punctual, organized, warm, engaging and participated in the other activities throughout the day. He did the wrap up session at the end of the day with the same enthusiasm as he did the keynote in the beginning of the day! A true professional!



Concord High School/Concord, NH.

SPEAKING THEMES

LEGACY

We will all leave a legacy, so how do you want to be remembered?

The Marathon

Run your race and pace your self. There was a reason why the tortoise won the race.

My Story

The journey that made me

Other topics:

Diversity, Encouragement, Self-Love, Anti-Bullying, Self-Esteem, Passion, Overcoming obstacles, Emotional resilience.

OVER
40

HIGH/MIDDLE SCHOOL VISITS

OVER
13K

STUDENTS
THROUGHOUT NEW ENGLAND





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AT**

[HTTP://BIT.LY/KULTUREMAG](http://bit.ly/kulturemag)

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**BRING
KULTURE**
2 YOUR SCHOOL