**Activities to Investigate “Funds of Knowledge”**

(Dr. Nicholas Wysocki)

The following list provides 11 examples of the activities that educators, across academic content areas, have used **in both classrooms and communities** to identify and learn more about the **ASSETS, STRENGTHS, AND RESOURCES** that learners possess in their lives, households and communities (i.e., “Funds of Knowledge”).

**NOTE: FIRST, IDENTIFY THE ACADEMIC CONTENT STANDARDS THAT LEARNERS MUST MEET AT YOUR DESIRED GRADE LEVEL(S) BEFORE YOU EXAMINE THESE ACTIVITIES (I. E., WHAT LEARNERS MUST KNOW AND BE ABLE TO DO)!!**

**(SPED majors: Choose a specific academic content area(s), grade level, and accompanying standards that especially interest or challenge you as you think about making accommodations for learners with special needs)**

Possible Activities:

1. Create a graphic organizer of the occupations held by the learners, their parents, grandparents, family members, guardians, and/or community members (i.e., what is the nature of their occupations and what are the kinds of academic knowledge and skills that are necessary to do these kinds of work? How do these connect to teaching and learning in your academic content area? Go to the Web and see the kinds of occupations identified by Luis Moll, Norma Gonzalez or Cathy Amanti in their Funds of Knowledge research)
2. Discuss the kinds of social networks that the learners’ family and community members identify as important to help them deal with changing or challenging circumstances, such as economic (generate income for survival, both temporarily and long term), social (locate child care at the last minute; help navigate social service agencies; locate a place to live; translate or interpret), technological (fix a vehicle; housing repairs), cultural (provide cultural/spiritual uplift or guidance), etc. (Note: Teacher candidate must then analyze the ways that these social networks can aid in both their own teaching and in their learners’ learning)
3. Inquire about the kinds of physical or social activities that each of the members of the household are responsible for in the household (e.g., who cooks and what/how does that individual prepare meals? Who repairs the house? Who represents the family at school events?) (Note: Teacher candidate must then analyze the kinds of academic knowledge and skills present in said activities that can connect to required academic content standards)
4. Note the child-care responsibilities taken on by the learners or any of their household members (Note: Teacher candidates can generate examples of these responsibilities and then analyze the kinds of academic knowledge and skills present in said activities that can connect to required academic content standards)
5. Determine the kinds of literacy practices that the learners engage in within their homes and communities (e.g., oral storytelling in Native American communities; See the sample literacy questionnaire and questions in the Carla Amaro-Jiménz article that you can locate on the Web) (Note: Teacher candidate must then analyze the kinds of academic knowledge and skills present in said activities that can connect to required academic content standards)
6. Identify the spiritual practices that the learners discuss are important to them and/or their communities (e.g., the significance of drumming in the Dakota Indian community; the practice of “Call and Response” between preacher and congregation in the African American community; the importance of the Shaman in the Hmong community) (Note: Teacher candidate must then analyze the kinds of academic knowledge and skills present in said activities that can connect to required academic content standards)
7. Ask about the cultural traditions, practices, or celebrations that learners, their household members, and/or their community members engage in that provide them with a sense of cultural identity (See the Digital Lecture –Sociological Framework Diagram and the Sociological Framework document both in D2L) (Note: Teacher candidate must then analyze the kinds of academic knowledge and skills present in said activities that can connect to required academic content standards)
8. Discuss the entertainment activities that the learners and/or any of their household or community members engage in on a regular basis (Note: Teacher candidate must then analyze the kinds of academic knowledge and skills present in said activities that can connect to required academic content standards)
9. Investigate the kinds of physical activities that learners engage in within their household or community that provide them with a sense of health and well-being (Note: Teacher candidate must then analyze the kinds of academic knowledge and skills present in said activities that can connect to required academic content standards)
10. Identify the kinds of physical/geographical spaces in the learners’ communities that are identified, by said learners, as important to social and/or cultural interaction in their communities (Note: Teacher candidate must then analyze “why” from the perspective of the learners and then make connections to the academic knowledge and skills reflected in the required academic content standards).
11. Determine the physical places, physical materials, or individuals that the learners identify as “educational” resources outside of the school setting (Note: Teacher candidate must then analyze “why” from the perspective of the learners and then make connections to the academic knowledge and skills reflected in the required academic content standards).

Research tools that can be used to identify learners’ Funds of Knowledge:

1. Observations/Field notes in ethnographic setting
2. Graphic organizers of collected data
3. Interview guide (with follow up questions to be asked spontaneously)
4. Buddy system among learners to brainstorm the significance of their activities or practices to the development of specific academic knowledge and skills in a academic content area.
5. Questionnaire
6. Family Journal (to be completed by family members or guardians)
7. Cultural artifact analysis
8. Primary and secondary document analysis (in the historical research sense)
9. Identification and analysis of research articles discussing the relationship of learners’ culture, important societal factors, and academic indicators (see the Digital Lecture –Sociological Framework Diagram and the Sociological Framework document both in D2L)