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US History
January 26, 2011

**Portfolio Piece: Map the Multi**

**Paragraph 1: What was this project about?**

The point of mapping the multi was to show how, even though students at BACS think that we do not judge each other, we do. To begin this project, my partner and I drew a map of the multi, containing all of the tables, doors, and other things, after we measured them. After measuring the multi-purpose room’s contents, we tried to decipher who sat at which table to give them accurate labels based on what we thought of them. Next, we put a similarity and difference between our table and the table we labeled. To make sure people understood our diagram, we color coded it and made a key on the side of the poster. The project showed us that we could name tables based on who sat where. For example, we asked around and people thought of the table we sit at to be the ‘smart sophomore girl’ table, or the ‘honors’ table. My partner and I noticed that many Colombians sit at one table in particular, so we dubbed it to be the ‘Colombian’ table. The essential question for the map the multi project might be, “How do stereotypes affect how we group people together?” We answered this question by looking at groups of people and labeling them, without even getting to know them.

**Paragraph 2: Which Habit of Mind does this project demonstrate?**

This project demonstrates the Habit of Mind called Collaboration. Collaboration is the ability to work in a group effectively to complete a goal. This project demonstrates Collaboration because my partner and I had to share our knowledge of who sat at which table, and we had to share the work. To begin the project, we had to measure the multi. We used the number of steps it took to get from one side of the multi to the other, trying to be as accurate as possible. The day we were supposed to measure, though, my partner had a hurt leg. I, therefore, was the one to measure the multi. When we had to share information, we put our brains together to make a mental picture of the multi. Many times, when I did not know who sat at a certain table, my partner did, and vice versa. Sometimes, however, neither of us knew who sat at a table. This is when our classmates came into play. We could ask them a question about a table, and more often than not, a classmate would know the answer. They came to us for help, too. I show Collaboration through this project because I took responsibility for my share of the work, helped my partner, and helped my classmates, too. To make the entire project work, however, we needed a level of trust. We had to rely on each other to do portions of the work, This also required us to get along and be nice. Fighting over small details would have been bad for both of us: we never would have gotten work done. Communication, therefore, was also essential to have. Compromises were made on colors we used. Instead of brown, we used violet in one case.

**Paragraph 3: What is the CCSS skill this project meets?**

This project meets CCSS skill HP3-2. This CCSS states that I must be able to “make personal connections in a historical text.” I show this skill because I realize that there are prejudices in BACS that I thought were not present at first. I was able to group people together based on looks and the opinions of others. We at BACS are a supporting group, but still diverse and therefore people will identify differences between people and who they are friends with. I now realize that people make judgments about people at first glance without even knowing. It is a natural human reaction, and people can relate to each other if they are grouped similarly or have the same beliefs about a group of people. One might even talk to a person about things they assume about the other, and, as often happens, they turn out to be wrong. It is a natural thing to make immediate judgements, but it can be repressed to an extent. Even though I classify one table as the ‘Soccer Playing Colombians,’ it does not mean that all of them must love soccer. I only make this judgment because I see more soccer players than baseball players at that table. I can acknowledge that these types of judgments are made all day, and by everyone. I cannot, though, condemn someone for having a preconceived notion about a group or person. Opinions can always change. This relates to what I was learning in class because if I were to assume something about another based on only one sentence, I would be assuming things about a person without giving them a chance. We learned to give people a chance before judging. For example, in class, we read a story about a bear who travelled onto factory grounds. All of the workers thought he was just a silly person in a fur coat and forced him to work. They conspired on him and forced him into thinking he was a human, when he was actually a bear. The workers decided this at first glance, their prejudices about things in factories overcoming their ability to accept different ideas. This can happen in real life, when groups tell someone they are a jock or a goth: the person will start to believe if they are told enough times.