

## **Social Studies Lesson Plan**

1. **Title:** Create your own culture!
2. **Name:** Riley Chun. 20 November 2017.
3. **Grade level/Subject:** 2<sup>nd</sup> grade, Social Studies.

**4) Context:** This is the first lesson of the unit, which introduces this idea of culture and the way in which people choose to live their lives by the traditions and celebrations they follow, the language they speak, the food they eat, and the clothing they wear. Students understand the idea of community and within a community; people can frame their own culture. This is taught at the beginning of the academic year when students are learning all about each other. It would be a good time to describe your own culture. From this lesson, students will be able to describe their cultural background. Time: 50-60 minutes.

**5. TIP Critical Question:** What is culture and what defines it?

**6. Standards:**

Oregon Standards: Historical Knowledge 2.3: Identify and describe community celebrations, symbols and traditions and explain why they are important to some people.

NCSS Standards: Culture: Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.

ELPA Standards: 2-3.1 An ELL can construct meaning from oral presentations and literary informational text through grade appropriate listening, reading and viewing.

2-3.10 An ELL can make accurate use of Standard English to communicate in grade-appropriate speech and writing.

**7. Learning Targets:** 1) I understand what culture is.

2) I can name the basic components of culture- food, clothing, language and traditions- and provide examples.

3) I can describe my own culture.

Rationale: I want my students to be able to understand the basic concepts of culture. I am defining culture as something as basic as the food you eat, the language you speak, the clothing you wear, and the traditions you celebrate. I want the students to be able to understand these basic components and to describe their own culture using these components. I feel that these should be the minimum lesson targets required. I understand that culture can be defined as so much more to a person's life, but I think it needs to start simple for students so they can build on their understanding.

**8. Content Objectives:**

- 1) By the end of this lesson, students will be able to demonstrate their understanding of culture by describing their culture using the basic components and correct vocabulary.
- 2) By the end of this lesson, students will be apply their understanding of culture by creating a poster representing a culture that interests them, either their own or another culture. This poster will be well designed, neat and cover the basic components of culture- food, clothing, language, and traditions celebrated.
- 3) By the end of this lesson, students will be able to communicate with their peers, using correct vocabulary, and full sentences, to describe their own culture.
- 4) Throughout the lesson, students will be able to participate in all learning activities.
- 5) By the end of this lesson, students will be able to produce quality writing expressed in their sentences describing their culture.

Rationale: I would like my students to display their understanding of culture, by creating their own culture using the basic components. If one of them are missing, it will help me to help my students understand what that component means, or explain to them why it is important in defining a culture.

### **9. Language objectives:**

- 1) Students will demonstrate their understanding of vocabulary by sharing with a partner their culture.
- 2) Students will demonstrate their understanding of culture by creating their own poster displaying a culture that interests them.
- 3) Students will need to know parts of speech (noun, verbs, adjectives, adverbs, etc.) and a basic sentence structure.

Rationale: I would like my students to work on their speaking skills too, as part of this lesson, and therefore sharing ideas with their classmates can help to foster some learning, especially for those students who need differentiation strategies. The speaking aspect is also designed to help the EL Learners practice English.

### **10. Language Demands:**

**Academic Vocabulary:** Food, Clothing, Traditions and Celebrations, Language

**Syntax:** Students will need to know how to write basic sentences to the best of their ability.

**Discourse:** Students will need to be able to write narrative and opinion sentences to describe their culture. Students will need to be able to explain their culture using speaking.

### **11. Student Assessment:**

As the students are working with their partners and groups, I will walk around to monitor if they are using the correct vocabulary, and if they are on track. Students will need to be able to describe their cultures in full sentences both on the poster and spoken. Students will need to fully participate in all the activities throughout this lesson. Students will create a poster that is well designed, neat and have all the basic components of a culture. Students need to write sentences that are legible and have meaning. Students will be able to demonstrate their understanding of culture by covering the basic components of a culture.

Rationale: The students' final poster product will be a good determination for me if they have understood what the basic components of a culture is. It is important to monitor their learning as they are talking with their peers because this is the first step to where if they did not understand, I would be able to help them right away. Being able to write the sentences describing their pictures of the basic components is going to work on their writing aspect, and another opportunity to practice writing sentences.

### **12. Materials/Preparation:**

- Poster Paper
- Pencils, markers, crayons
- Construction paper
- Scissors
- Glue
- Trash can
- Chart/ anchor paper
- Everybody Cooks Rice by Norah Dooley
- National geographic magazines on different cultures
- The poster paper, pencils, markers, crayons, construction paper, scissors and glue will need to be spread across the student's desks.
- National geographic magazines can be spread on a table or in a separate area of the classroom, easily accessible to students.

**13. Differentiation Strategies:** While this lesson is designed using a Universal Design for learning framework, differentiation is important to support all learners and their needs.

- Enrichment: Students who are able to finish the poster and 1-2 sentences describing their culture, will be asked to write more sentences about their culture.
- Support: Students who are not able to write sentences will be able to have their sentences dictated for them to copy.

- Process: Students who are ELL's and are struggling to write their sentences in English, may write their sentences in Spanish. Students who are unable to use scissors will be able to ask for assistance. Students whom English is their first language, and are unable to write their sentences may have their sentences dictated for them to copy. Students who have wrote their sentences would be asked to write more sentences. Students who are done early may start to create another culture, or add to their first culture poster.
- Product: Students will share their work with the class, using the visual and speaking to describe the culture they have created. This will support visual and auditory learners.
- Environment: Students who may need to more guidance may receive help from a peer. Students who need to work together will be able to sit with a group of other students, and students who need to work alone will able to have their own area of the classroom to work.
- Content: Students who do not understand the basic components and vocabulary of culture will be able to have a cheat sheet with the definitions and descriptions of each of the vocabulary words pertaining to culture.

#### **14. Lesson Introduction/Set: (15 minutes)**

Gather the students on the carpet and read book, Everybody Cooks Rice by Norah Dooley. After finishing the book, start to talk about what makes people special and unique. Ask the students to *brainstorm the reasons why they think every family the girl visited had cooked rice for dinner*. Ask the students to *share what makes them special and different from their peers*. Ask students to think about if any of their peers shared the same answer, and why do they think they have the same answer. Ask the students to turn and talk with a partner to share their favorite dinner they eat with their family. Ask the students: *Do you know what the word culture means?* Talk about the different components of culture. Write on the anchor chart the key vocabulary- food, clothing, language, traditions and celebrations.

Rationale: I wanted a piece of literature that students were able to visually see different cultures, but at the same time, able to tie all the cultures back together, and show how cultures can be the same. It was also important to me to express to the students it is ok to be unique, but also to accept and love other cultures around the world. There will be around 30 different cultures in my classroom, and it is important for the students to learn about each other's cultures, and that's why I have them talk with one another about their own personal cultures.

#### **15. Communication of Learning Targets: (5 minutes)**

My learning targets will be posted on the board prior to the lesson beginning. I will introduce the learning targets by explaining to the students these are the main goals we are trying to accomplish by doing this culture activity. Ask the students to read the learning targets, *1) I understand what culture is. 2) I can name the basic components of culture –food, clothing, language, and traditions- and provide examples. 3) I can describe my own real culture.* and ask them what they think they mean.

Rationale: Having the learning targets posted on the board will help the visual learners because they are able to see them throughout the entire lesson. It will be a good reminder for everyone, including me. When I ask the students to read them aloud, it helps the auditory learners because they are able to hear themselves repeating the learning targets. It is important for me to ask them what they mean to them because this requires the students to process the learning targets at a deeper level in order to actually think about what we will be doing during the lesson.

## 16. Learning Activities:

- Pair work: Students will collaborate about what their favorite dinner to eat with their family is. (2 minutes) *Ask your partner what their favorite dinner is.*
- Group Work: *Get into groups of 3 and talk about your culture.* Students will describe their own culture to their peers using vocabulary words that were introduced. (8-10 minutes)
- Independent work: *Create a poster of a culture that interests you, either your own or another culture.* Students will create their own poster of a culture, using picture cut outs from National Geographic magazines. (20 minutes)
- Whole group: *Please share with the class what you have come up with representing the culture for food, clothing, language, and traditions and celebrations.* Students will briefly share with the class what culture they decided to display. (15-20 minutes)

## Lesson Sequence

Time	Activity	Notes
10-15 minutes	<p>Introduction:</p> <ol style="list-style-type: none"> <li>1. Gather the students on the carpet and read book, <u>Everybody Cooks Rice</u> by Norah Dooley.</li> <li>2. Talk about what makes people special and unique. Ask the students to <i>brainstorms the reasons why they think every family the girl visited had cooked rice for dinner.</i></li> <li>3. Ask the students to <i>share what makes them special and different from their peers, and then also what similarities everyone has in common.</i> Ask students</li> </ol>	

	<p>to think about if any of their peers shared the same answer, and why do they think they have the same answer.</p> <ol style="list-style-type: none"> <li>4. Ask the students to turn and talk with a partner to share their favorite dinner they eat with their family.</li> <li>5. Ask the students: <i>Do you know what the word culture means?</i> Talk about the different components of culture. Write on the anchor chart the key vocabulary- food, clothing, language, traditions and celebrations.</li> </ol>	<p>Turn and Talk</p>
<p>5 minutes</p>	<p>Communication of Learning Targets:</p> <p>The learning targets will be posted on the board prior to the lesson beginning.</p> <ol style="list-style-type: none"> <li>1. I will introduce the learning targets by explaining to the students these are the main goals we are trying to accomplish by doing this culture activity.</li> <li>2. Ask the students to read the learning targets, <i>1) I understand what culture is. 2) I can name the basic components of culture and provide examples. 3) I can describe my own culture.</i> and ask them what they think they mean.</li> </ol>	

2 minutes	<p>Pair work:</p> <p>Students will collaborate about what their favorite dinner to eat with their family is.</p> <ol style="list-style-type: none"> <li>1. <i>Ask your partner what their favorite dinner is.</i></li> </ol>	Turn and Talk
8-10 minutes	<p>Group Work:</p> <ol style="list-style-type: none"> <li>1. <i>Get into groups of 3 and talk about your own culture.</i> Students will describe their own culture to their peers using vocabulary words that were introduced.</li> </ol>	As the students talk in their groups, walk around and visit each group, listening to what students are saying and monitor the use of vocabulary words and concepts around the idea of culture. Check for understanding.
20 minutes	<p>Independent work:</p> <ol style="list-style-type: none"> <li>1. <i>Create a poster that represents a culture, whether it is your own or another culture that interests you.</i> Students will create their own poster of a culture they wish to display using materials on their desk.</li> </ol>	As students work on their posters, I will walk and monitor progress, assist, provide differentiation strategies, and check for understanding.
15-20 minutes	<p>Whole group:</p> <ol style="list-style-type: none"> <li>1. <i>Please share with the class what you have come up with for food, clothing, language,</i></li> </ol>	

	<p><i>and traditions and celebrations.</i> Students will briefly share with the class what culture they have created.</p>	
10 minutes	<p>Closure:  Ask students to sit in a circle and ask the students to go around the circle and <i>share what they enjoyed about doing this activity. What did you learn?</i></p>	<p>Talk about uniqueness and cultural differences and how we should celebrate there being so many different cultures around the world, but how some cultures might have same qualities.</p>

**17. Closure:** 10 minutes

Ask students to sit in a circle and ask the students to go around the circle and *share what they enjoyed about doing this activity. What did you learn?* Talk about uniqueness and cultural differences and how we should celebrate there being so many different cultures around the world, but how some cultures might have same qualities.