LESSON PLAN 1

Name: Dani Williams                                                Grade: 4
Topic: Today’s Characteristics

MISSOURI GRADE LEVEL EXPECTATIONS
Culture RI.6.A.4 Compare cultural characteristics across historical time periods (e.g., language, celebrations, holidays, artistic expression, food, dress, & traditions).
Social Science Inquiry TS.7.B.4.a Use visual tools and informational text to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support.

LESSON OUTCOMES
Each student will compare cultural characteristics across historical time periods. Each student will use visual tools to communicate information and ideas.

LESSON SUMMARY
After listening to a teacher-read book, students will work independently and write down the different cultural characteristics they see today.

MATERIALS/RESOURCES

PROCEDURES
Readiness (15 minutes):
1. Gather students to the front of the room, students will sit in their assigned spot on the floor. I will say “Show me what it looks like” so students will sit criss-cross on the floor.
2. Hand out KWL chart, have students fill out the first two columns Know and Want to learn.
3. Read the book, Scholastic Big Book of Holidays Around the World being sure to ask questions of students that allows them to compare what holidays they see being celebrated:
   a. “What Holidays are celebrated here?
   b. “How about in Asia?
   c. “What about in the 1400’s did we have all these holidays?
   d. “Why do we have different holidays?
4. Explain to students that they are now going to list what other cultural characteristics they see today on the poster paper around our room.
   a. What is your favorite food/ your family’s favorite food?
   b. What is the norm for attire (clothes) today?
   c. What language or languages do you speak?
   d. Name one family tradition you have!
5. Have children return to their seats by dismissing them by their rows in the front of the room.

Focus (15 minutes):
6. Instruct students that two tables at a time will be going around the room, the other students will be getting their laptops.
7. Demonstrate how to compare cultural characteristics by using a holiday out of the Scholastic book, listing one of the holidays that my family and I celebrate.
8. Instruct the students to turn on their laptops and google cultural characteristics of the present, ones that aren’t family oriented such as artistic expression.
9. When all students have contributed to the posters, they will return to their seats.
10. Instruct children to independently fill out their last column in the KWL chart for what they learned. When finished have students bring their KWL charts to the front of the room. Have the students share what they found. Collect KWL charts for assessment.
Closure (15 minutes):
11. Instruct students to return to their desks by calling on the students who are listening and following directions correctly.
12. Using the Apple TV, guide the students to watch the video Holidays All Around the World.
   a. Note that the book listed some of the same holidays, and that the students recognized some of the holidays being talked about.

ASSESSMENT:
13. Check student KWL charts for previous knowledge and what they learned about other cultural characteristics. Informally assess what students found while researching, also informally assess how many connections they make during the video.

DIFFERENTIATION:
Students can be challenged more by asking them to search for the cultural characteristics of a different country such as Asia or Africa... Students requiring additional assistance can use what others have written down to look up to understand what characteristic that might be. Or have them work in pairs to accomplish their findings. Alternatively, the teacher may fill in one blank KWL chart for the class by calling on students to give verbal answers.

TECHNOLOGY:
Laptops.

SOURCE: Dani Williams
<table>
<thead>
<tr>
<th><strong>Know</strong></th>
<th><strong>Wonder</strong></th>
<th><strong>Learn</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What I <em>think</em> I know</td>
<td>What I <em>want to know</em></td>
<td>What I <em>learned</em></td>
</tr>
</tbody>
</table>

Topic ________________  date ________

mywarriorkids.com
What is you and your family's favorite foods?
What is the norm for our attire (clothes) today?
What language(s) do you speak?
Name one family tradition you have!
LESSON PLAN 2

Name: Dani Williams
Grade: 4
Topic: What Influences Change

MISSOURI GRADE LEVEL EXPECTATIONS
Geography EG.5.D.4 Describe how people are affected by, depend on, adapt to and change their physical environments (past).
Social Science Inquiry TS.7.B.4.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.

LESSON OUTCOMES
Each student will describe how people are affected by, depend on and adapt to and change their physical environments. Each student will create products such as maps, graphs, timelines, charts, models, or graphic organizers to communicate information and understanding.

LESSON SUMMARY
After listening to a teacher-read book, students will work in pairs to create their products. Students will then watch a Brain Pop video.

MATERIALS/RESOURCE
Going Home by Eve Bunting, Brain Pop: Humans and the Environment, blank Venn-diagrams, construction paper, crayons/markers, and laptops.

PROCEDURES
Readiness (10 minutes):
14. Gather students to the front of the room reminding them to sit in their assigned seats. Allow them to move closer around my rocking chair.
15. Read the book, Going Home being sure to ask questions of students that allows them to identify the different reasons for Carlo’s family moving:
a. “Why did they move?”
b. “What is the point of relocating?”
c. “Why did Carlo’s family pick America?”
d. “How do our resources differ than Mexico’s?”
16. Identify the same information from the book to present day, why people migrate to the U.S.
17. Explain to students that they are now going to describe how people are affected depend on, and adapt to their physical environments by creating a product such as maps, graphs, charts, etc.
18. Have children return to their seats by dismissing them by the quietest row.

Focus (30 minutes):
19. Instruct students that they are to work in pairs to complete their product of choice (graph, chart, or graphic organizers).
20. Assign student pairs based on desk mates. Call on one student from each pair to tell me their product of choice. Have both students in the team retrieve their supplies. During this time student will also be turning their laptops on. “Remember to work together as a team, no one should be doing all the work! Don’t forget supplies should not be around your laptops, we treat them with care!”
21. Demonstrate how to describe how people adapt to their physical environment, by using one of the cultural characteristics from our list we made yesterday.
22. Pass out blank organizers to the groups that are using them, and check with each student pair to ensure they understand the task.
23. When students are finished, have them bring their products to the front of the room for sharing. Collect their products for assessment.

Closure (10 minutes):
24. Instruct students to return to their desks by calling on the students who are sitting criss-cross awaiting the next set of directions.
25. Review on the cultural characteristics and which ones corresponded to how we adapt, depend, and change our physical environments.
26. Using the Apple TV, turn the student’s attention to watch a Brain Pop video on Humans and their environments.

**ASSESSMENT:**

27. Check student’s products for accurate description, and linking cultural characteristics and how we adapt, depend, and change the physical environment. Chart, graphs and graphic organizers should describe the effect on the physical environment. Informally assess the students making connections as they watch the video.

**DIFFERENTIATION:**

Students can be challenged more by asking them to include all cultural characteristics and describe how we depend, adapt to, and change our physical environments. Students requiring additional assistance can have fewer items to fill in on their own. This may be done by having them complete one sheet as a pair or can also pair more proficient readers/writers with those who need more help to share the work. Alternatively, the teacher may fill in one blank graphic organizer for the class by calling on students to give verbal answers.

**TECHNOLOGY:**

Laptops and Apple TV

**SOURCE:** Dani Williams
Effects Chart
Graphic Organizer

Name: _________________________ Date: ___________ Class: ___
LESSON PLAN 3

Name: Dani Williams                    Grade: 4
Topic: Culture Making

MISSOURI GRADE LEVEL EXPECTATIONS
Groups, Culture, and People RI.6.A.4 Compare cultural characteristics across historical time periods (e.g., language, celebrations, holidays, artistic expression, food, dress, & traditions).
Social Science Inquiry TS.7.A.4.b Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

LESSON OUTCOMES
Each student will compare cultural characteristics across historical time periods to create their own culture. Each student will identify and use artifacts to help create their own culture.

LESSON SUMMARY.
After listening to a teacher-read book, students will work in pairs to create their own culture, students will make sure that they include artifacts. Students will create a brochure or PowerPoint to share with the rest of the class.

MATERIALS/RESOURCES
*How My Parents Learned to Eat* by: Ina R. Friedman, construction paper, markers/pencils, laptops, PowerPoint, digital brochure.

PROCEDURES
Readiness (10 minutes):
28. Gather students to the front of the room, making sure they sit like “4th” graders, criss-cross, and all eyes are on me.
29. Read the book, *How My Parents Learned to Eat* by Ina R. Friedman. Being sure to question the students on their knowledge of cultural characteristics:
   a. “What foods do we eat?”
   b. “How did we learn to eat?”
   c. “Why do we use utensils to help us eat?”
   d. “Name some other countries that use different utensils than ours.” (Asia, Japan, Australia, Korea)
30. Identify some of the same characteristics from their graphic organizers, and their cultural research. Also point out that we have adapted to differ cultural characteristics as our environment has changed over the years.
31. Explain to students that they are now going to compare cultural characteristics from the past to create their own culture.
32. Have children return to their seats by step 1. Standing up, step 2. Quietly returning to their seats, and step 3. Wait for me to call on one of your group members.

Focus (35 minutes):
33. Instruct students that they are to work in pairs to complete their own cultures.
34. Assign student pairs based on the pairs they have worked with in the past two lessons. Call on one student from each pair to their laptops, and other supplies if needed. Have student place their Venn-diagrams, cultural research, and their graphic organizers to help them create their own culture. “Remember class to make sure you both get a say in the decisions made, be sure to use your seven habits to help you problem solve.
35. Demonstrate how to create an online brochure on their laptops so they can create their own cultures and displaying their information in an organized manor. Have the students understand to include at least one artifact for their own culture.
36. Pass out construction paper to the groups who need it, check in with each pair to ensure that they understand what it is they’re supposed to be doing.
37. When students are finished, have them bring their brochures that will be printed out, or their hand made brochures, or their PowerPoints to the front.

38. Instruct students to sit with their partner and have their products, and their artifacts on the ground in front of them. Making sure they sit like a 4th grader and have their listening ears turned on for other groups to present their cultures. Collect the student’s brochures, or PowerPoints for assessment.

Closure (5 minutes):
39. Instruct students to return to their desks by calling on the pairs who are sitting criss-cross and being quiet.
40. Using the Apple TV use some of the past students work to show what other cultures students have come up with.
41. Focusing on the cultural characteristics as well as the artifacts students came up with.

ASSessment:
42. Check student brochures/PowerPoints for accuracy and inclusion of all cultural characteristics and artifacts. Informally assess how well students shared and presented their created culture.

Differentiation:
Students can be challenged more by asking them to make replicas of their artifacts, such as language what would their so called language look like. Students requiring additional assistance can use a previous student’s culture, but come up with their own characteristics. This may be done by having them complete one sheet as a pair or can also pair more proficient readers/writers with those who need more help to share the work.

Technology:
Laptops

Source: Dani Williams and CK Teaching Aids on Teachers Pay Teachers
Tazman Culture

- Brief overview of created culture
We speak with what sounds like a slur and a lisp! Some may say we speak jibberish.

Example of language here.

Holidays & Traditions

We tazmanians celebrate national disasters, such as Tornado's!

Picture of Holidays & how they celebrate.

Our attire

We wear very little clothing due to our climate.

Show dress here!

We enjoy small creatures as our food. Rabbit is our main course for Holidays!

Examples of food here
The Tazmans make many clay and sand sculptures. They may also use rocks! Examples were clay and sand sculptures.
Our motto: Spin through life consuming everything in your way.
Language

We speak a mixture of whines, moans, and barks. We may also growl, or groan depending on our mood.

Here is what it might look like if we were speaking to you:

Doggles

A brief description of your culture here, also include a picture.
Our Attire
We like to wear our winter coats all year round.

Our Location
We reside in a small town called Dogleton. It is usually cold the highest temperature we have seen was 65 degrees. All of our back yards are miles of woods.

Holidays and Traditions

Our holidays are very rare we celebrate Thanksgiving, Woofareen, and Barkmas.

These are celebrated throughout the year and we usually get the pack together.

Traditions
Every year when we grow a year older we have a wishbone stuffed with our favorite treats. Everyone gets a chance to bite into the wishbone to break it and the pack rushes to get all the goods.

Good Eats
We love to find our own food, we hunt it down. Fishing is our favorite we especially love salmon because it's easier to catch for us.

Our Motto
We are au cuddly good time and love to trot around.

Doolleton is calling for you to come visit us!
LESSON PLAN 4

Name: Dani Williams
Grade: 4
Topic: Research

MISSOURI GRADE LEVEL EXPECTATIONS
RI.6.A.4 Compare cultural characteristics across historical time periods (e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).
Geography EG.5.D.4 Describe how people are affected by, depend on, adapt to and change their physical environments (past).
Social Science Inquiry TS.7.D.4 Conduct research using appropriate sources.

LESSON OUTCOMES
Each student will compare cultural characteristics across historical time periods (e.g., language, celebrations, holidays, artistic expression, food, dress & traditions). Each student will describe how people are affected by, depend on, adapt to and change their physical environments. Each student will with conduct research using appropriate sources.

LESSON SUMMARY
After reading an article posted on my teachers page, students will work in pairs to research the historical time period they chose in lesson 2. Student will then describe how their physical environment might have impacted those cultural characteristics.

MATERIALS/RESOURCES
How Do Humans Affect the Environment by Susan Patterson, social studies notebooks, Teachers Pay Teachers: Environment affecting people or people modifying the environment, and markers/pencils.

PROCEDURES
Readiness (5 minutes):
43. Gather students to the front of the room have them sit in their assigned seats. Have them turn their attention to the white board.
44. Instruct the students that today they are going to research their historical time period and the impact that their physical environment had on them. Making sure they research and answer the following questions:
   a. “How does the society dress?”
   b. “What food does your culture eat?”
   c. “How does their culture get their food?”
   d. “What traditions does that culture have?”
   e. “Why do cultures move from place to place?”
45. Identify the relationship between the physical environment and how different cultures might rely or modify their environment.
46. Explain to students that they are now going to pull out their social studies notebooks, and write at the top environment affecting people or people modifying the environment. When that is done they will then visit my teacher’s page and they will read the given article “How Do Humans Affect the Environment?”
47. http://greenliving.lovetoknow.com/How_Do_Humans_Affect_the_Environment
48. Have children return to their seats by calling on them based on raised hands.

Focus (45 minutes):
49. Instruct students that they are too go to my teacher page, and read the article that I have posted. After they have read the article they will raise their hand for their set of cards.
50. Instruct students that they are to work individually to complete their T charts in their social studies notebooks.
51. Call on the tables that looked prepared and are sitting quietly. Each student will get their own set of cards in which they will need to glue them under the correct topic. “Remember that we are a sharing community, if someone needs glue we share it with them.”
52. Allow students to get into their assigned pairs, which they received earlier.
53. Have students keep their social studies notebooks out to take notes in while doing their research. Making sure they answer the questions written on the white board.
54. When students are finished, have them bring their notebooks to the front of the room to share. Collect their notebooks for assessment.

Closure (5 minutes):
55. Instruct students to return to their desks, I will dismiss them by the quietest row, and also by who is sitting appropriately.
56. Review the question I had the students ask by having students give us different examples then the ones they shared with us when we joined together to collaborate.

ASSESSMENT:
57. Check student’s social studies notebooks for accuracy of labeling their cards correctly. Informally assess how well students took notes and how accurate her notes are. Informally assess how well they present their findings.

DIFFERENTIATION:
Students can be challenged more by asking them to make their own list instead of using the set of cards I provide for them. Students requiring additional assistance can have fewer cards to sort through, they could also be given a couple answers to them on their T-Charts. This may be done by having other students tell me what it is they have under each header.

TECHNOLOGY:
Laptops, Online article on my page.

SOURCE: Dani Williams and Teachers Pay Teachers, Heather Jackson
Environment affecting people

Traditionally, people have settled close to sources of water.

The available foods in an area strongly influence the diet of the people.

People build some structures to withstand earthquakes, if earthquakes are common in the area.

The climate in an area influences the way that people dress.

People tend to live in areas where the land is flat and the soil is good for farming.

People modifying environment

People create cities.

People drill and mine for resources to use for energy.

People cut down trees to plant crops.

People create irrigation systems to move water.
Research Questions?!  

Be sure to answer all these questions during your research. If you have more information than the lines provided jot down the main ideas, and then you can transfer them to full sentences later.

How does your culture dress?  
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

What foods does your culture eat?
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________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

How does your culture get their food?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
What traditions does your culture have (mention holidays here)?
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________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Has your culture moved locations, if so why?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

How does your culture affect the environment they are in?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
LESSON PLAN 5

Name: Dani Williams
Grade: 4
Topic: Culture Drama

MISSOURI GRADE LEVEL EXPECTATIONS
Groups, Culture, and People RI.6.A.4 Compare cultural characteristics across historical time periods (e.g., language, celebrations, holidays, artistic expression, food, dress, & traditions).
Geography EG.5.D.4 Describe how people are affected by, depend on, adapt to and change their physical environments (past).
Social Science Inquiry TS.7.A.4.b Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

LESSON OUTCOMES
Each student will compare cultural characteristics across historical time periods. Each student will describe how people are affected by, depend on, and change their physical environment. Each student will identify and use artifact to represent their culture.

LESSON SUMMARY
After listening to a teacher-read book, students will work in pairs to get their artifacts, costumes, props ready to present. Students will then present to the class their findings on the culture they focused to study.

MATERIALS/RESOURCES
Same, Same but Different by Jenny Sue Shaw, artifacts/props, costumes, scoring guide, and exit slip

PROCEDURES
Readiness (10 minutes):
58. Gather students to the front of the room, have them sit in their assigned seats, make sure they have my full attention, by telling them to put their dazzling eyes on me.
59. Read the book, Same, Same but Different being sure to ask questions of students that allows them to make connections with what we have been learning:
   a. “How are all of us the same?”
   b. “How are all of us different?”
   c. “Why do we have different cultures?”
   d. “Why do different cultures have different traditions or celebrations?”
   e. “Why do only certain cultures live in certain areas of the United State?”
60. Identify the same information from previous work.
61. Explain to students that they are now going to get with their partner and gather all their necessities to present.
62. Have children return to their seats, dismissing pairs that look ready and are quietly and patiently waiting.

Focus (50 minutes):
63. Instruct students that they are to get with their partner and all their artifacts/props, and put on their costumes.
64. “Boys and Girls you have a limited time to rehearse one last time please use your time wisely!”
65. Demonstrate what it should sound like while students are rehearsing, and what it should look like.
66. Dismiss the students to rehears giving them 15 minutes to get everything they need together and have it organized for their presentation.
67. When the 15 minutes is up call the students to the front of the room, allowing them to sit with their partner. “All props, and or artifacts should be on the ground in front of you and your partner, your hands should be placed in your lap.”
68. Instruct the students how they will be graded by directing their attention to the white board to
quickly go over the rubric. “*We should respect the presenters by putting our dazzling eyes on their dazzling performances, if you have any questions for the presenters please wait until the very end.*”

Closure (10 minutes):
69. Instruct students to return to their desks by calling on the students who are sitting criss-cross like a 4th grader should.
70. Allow students to take off their costumes and put away all artifacts and props.
71. Pass out exit slips for students to fill out and collect them.

ASSESSMENT:
72. Score students performances on the rubric checking for accuracy of cultural characteristics, and physical environments. Also assess students exit slip on what they have learned this unit. Informally assess how well students were able to talk about the questions asked while reading *Same, Same but Different*.

DIFFERENTIATION:
Students can be challenged more by asking them to provide more than two artifacts for the class to see, or make their presentation based off of one of the cultures traditions, explaining why that tradition makes them adapt to their physical environment. Students requiring additional assistance, can provide us one artifact of a cultural characteristic, and may use their notebook to tell us the rest of their findings. This may be done by pairing more proficient readers/writers with those who need more help to share the work.

TECHNOLOGY:
Not included.

SOURCE: Dani Williams
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>20</th>
<th>15</th>
<th>10</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Shows a full understanding of their culture and their characteristics. Students show how their culture depends, changes, or adapts to their environment.</td>
<td>Shows a somewhat understanding of their culture and cultural characteristics. Somewhat explain how their culture depends, changes, or adapts to their environment.</td>
<td>Shows little understanding of their culture and cultural characteristics. Has little understanding on how their culture depends, changes, or adapts to their environment.</td>
<td>Shows no understanding of their culture and cultural characteristics. Does not show how their culture depends, changes, or adapts to their environment.</td>
</tr>
<tr>
<td><strong>Artifacts</strong></td>
<td>Student uses several artifacts (does not include costume) that show considerable work/creativity to better understand their culture.</td>
<td>Student uses 1 artifact that shows considerable work/creativity to help understand their culture.</td>
<td>Student uses 1 artifact which has some significance to understand their culture.</td>
<td>The student uses no artifacts OR the artifacts chosen detract from their culture.</td>
</tr>
<tr>
<td><strong>Cultural Dress</strong></td>
<td>Student hand made/bought the cultures attire to wear during presentation.</td>
<td>Students have some attire they made/bought.</td>
<td>Students have pictures of cultures attire.</td>
<td>Students have no attire, no pictures of their cultures attire.</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Students are able to accurately answer almost all questions posed by classmates about the topic.</td>
<td>Students are able to accurately answer most questions posed by classmates about the topic.</td>
<td>Students are able to accurately answer a few questions posed by classmates about the topic.</td>
<td>Students are unable to accurately answer questions posed by classmates about the topic.</td>
</tr>
<tr>
<td><strong>Enthusiasm</strong></td>
<td>Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.</td>
<td>Very little use of facial expressions or body language. Did not generate much interest in topic being presented.</td>
</tr>
</tbody>
</table>
COUNTDOWN BY ________________

3 things I know about...

2 questions I still have...

1 thing I will do...
Bibliography