Ongoing: Celebrating People and Cultures

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Full Year**
Length: **Ongoing throughout the year**
Status: **Published**

Unit Overview

In the unit, *Celebrating People and Cultures*, the students will discover the different aspects of culture, how people from different cultures meet their needs, and how the United States is a mix of cultures. They will learn about what school is like for students in another country and the customs observed in the school. The students will discover cultural and religious holidays celebrated in the United States and learn about the reasons for celebrating national holidays. As a part of the unit, they will read about the lives of a diverse group of American heroes and the qualities that made each a hero. In addition, as part of their study of maps and globes, the students will use latitude and longitude to determine the location of places.

Standards

SOC.6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
SOC.6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
SOC.6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
SOC.6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.14	Trace how the American identity evolved over time.
SOC.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
SOC.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Essential Questions

- 1. How has the study of American folklore and popular historical figures enabled Americans with diverse cultural backgrounds to feel connected to a national heritage?
- 2. How has American culture been influenced by the behaviors of different cultural groups living in the United States?
- 3. How do prejudice and discrimination act as obstacles to understanding other cultures?
- 4. How do historical symbols and the ideas and events they represent play a role in understanding and evaluating our history?

Application of Knowledge and Skills...

Students will know that...

- 1. Students will know what culture is.
- 10. Students will know why some people are honored with holidays.
- 11. Students will know about the lives of American heroes who worked for freedom.
- 12. Students will know about American heroes whose ideas helped others.
- 2. Students will know how people across the world meet their needs.
- 3. Students will know about ways in which people learn about their culture.
- 4. Students will know about some school routines and customs in Moscow or a city in another country.
- 5. Students will know about what a school day is like in Moscow or a city in another country.
- 6. Students will know how to use latitude and longitude to determine the absolute locations of places.
- 7. Students will know about some cultural and religious holidays celebrated in the United States.
- 8. Students will know about ways in which families share beliefs and values.
- 9. Students will know national holidays celebrated by people across the United States.

Students will be able to...

- A. explain what culture is

- B. write a brief essay to compare how people across the world meet their needs
- C. describe the ways in which people learn about their culture; provide an example from your own life and share this with a partner
- D. describe some school routines and customs in Moscow or a city in another country
- E. write a brief essay comparing a school day in Moscow or another country to a school day in your community
- F. use latitude and longitude to determine the absolute locations of places
- G. identify some cultural holidays celebrated in the United States; choose one of these holidays and write about how you would like to celebrate the holiday
- H. identify some religious holidays celebrated in the United States; write about a religious holiday you or someone you know celebrates
- I. describe ways in which families share beliefs and values; write a paragraph about one of your family values
- J. identify national holidays celebrated by people across the United States
- K. explain why some people are honored with holidays
- L. describe the lives of American heroes who worked for freedom in a brief essay
- M. identify American heroes whose new ideas helped others

Assessments

- Diagnostic: Splash Activity: students use vocabulary splash sheet to generate ideas about upcoming unit of study
- Formative: "A Country other than the United States, such as Russia," Lesson 2 Test
- Formative: "Culture in a Community," Lesson 1 Test
- Formative: "National Holidays," Lesson 2 Test
- Formative: "Our Heroes," Lesson 3 Test
- Formative: Cultural Holidays Lesson 1 Test
- Summative: Grade 3 Benchmark Test, Celebrating People and Cultures
- Summative: Review and Test Prep Chapter 11 Test
- Summative: Review and Test Prep Chapter 12 Test

Activities

Almanac Map and Graph Skills

- Almanac Map Practice worksheet
- Almanac Graph Practice worksheet

"Culture in a Community," reading selection

- "Culture in a Community," Lesson Review
- Vocabulary and Study Guide
- "Johnny Appleseed! Johnny Appleseed," Extend Lesson 1
- *Lesson 1 Test

"Russia," reading selection

- "Russia," Lesson Review
- Vocabulary and Study Guide
- "Long Days, Short Days," Extend Lesson 2
- Lesson 2 Test
- Skillbuilder: Use Latitude and Longitude
- Skillbuilder: Latitude and Longitude worksheet

*Review and Test Prep

*Chapter 11 Test

"Cultural Holidays," reading selection

- "Cultural Holiday," Lesson Review
- Vocabulary and Study Guide
- "Citizenship, What We Share," Extend Lesson 1
- Lesson 1 Test

"National Holidays," reading selection

- "National Holidays," Lesson Review
- Vocabulary and Study Guide
- "Citizenship, A Day for Leaders," Extend Lesson 2
- Lesson 2 Test

"Our Heroes," reading selection

- "Our Heroes," Lesson Review
- Vocabulary and Study Guide
- "Local and Global Heroes," Extend Lesson 3
- Lesson 3 Test
- Skillbuilder: Tell Fact from Opinion
- Skillbuilder: Tell Fact from Opinion worksheet

*Review and Test Prep

*Chapter 12 Test

Molly's Pilgrim project

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Provide vocabulary cards/lists
- Study Guides for assessments
- Preprinted worksheets

- Visual Aids for Instruction
- Assigned partners/groups
- Instruction for using additional resources

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: latitude, longitude, custom, value, belief, and culture
- Assigned partners/groups
- Provide vocabulary cards/lists

Content specific modifications to extend learning for gifted students may include:

- Instruction for using additional resources
- Resource supplements (ie books from library) available for further research
- Computer websites for further research
- Blank booklet
- My Community Handbook Culture where you live Explore your local culture

Integrated/Cross-Disciplinary Instruction

Language Arts Literacy:

- Happy New Year
- Cesar Chavez
- Hindu Holiday
- Utilize non-fiction skills taught during Reader's Workshop to assist in understanding the textbook reading passages.

Holocaust/Genocide/ Caring Makes a Difference

- The Christmas Menorahs, How a Town Fought Hate by Janice Cohn, D.S.W.
- The Carp in the Bathtub by Barbara Cohen
- Mrs. Katz and Tush by Patricia Polacco

Resources

- Video: National Observances: Veterans Day, Memorial Day, Labor Day, Election Day, Independence Day
- Almanac Map and Graph Practice
- Digital Readworks
- Google Classroom
- Houghton Mifflin Social Studies, Houghton Mifflin Company, 2005
- Performance Assessment
- Readworks
- Skill Transparencies
- Test Generator
- Weekly Reader, Current Events www.eduplace.com/kids/hmss
- www.discoveryeducation.com
- www.ekuplace.com/kids

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.