

**DIXIE STATE COLLEGE – DEPARTMENT OF EDUCATION**

**UNIT PLAN TEMPLATE – Semesters 1 & 2**

Teacher Candidate: Natalie Belka

Content: Social Studies

<b>Step 1 – DESIRED RESULTS</b>
A. Utah State Core Curriculum Standard <u>Social Studies 2<sup>nd</sup> Grade Standard 1</u> <ul style="list-style-type: none"><li>• Students will recognize and describe how people within their community, state, and nation are both similar and different.</li></ul>
E. Enduring Understanding/Big Idea <ul style="list-style-type: none"><li>• Diversity is everywhere and brings excitement to our community.</li><li>• Our community has a past and many traditions</li><li>• My family has a culture of their own.</li></ul>
D. Concepts-Students need to know: <ul style="list-style-type: none"><li>• Examine and identify cultural differences within the community.</li><li>• Students will have a better understanding of different origins and culture.</li><li>• Understand that all cultures are fun exciting and that we all bring positive diversity in our community</li><li>• They will reflect the feelings of their own culture.</li></ul>
C. Skills-Students will be able to: <ul style="list-style-type: none"><li>• Identify the diversities and cultures in our community.</li><li>• Understand the basic history of the culture in which we live.</li><li>• Have a better identity of themselves and where they came from.</li></ul>
B. Essential Questions/Guiding Questions <ul style="list-style-type: none"><li>• What does diversity bring to a community?</li><li>• Where did our community begin?</li><li>• What cultures and how many do I incorporate in my life?</li><li>• What is my cultural identity?</li></ul>
<b>Step 2 – ASSESSMENT EVIDENCE</b>
<ul style="list-style-type: none"><li>• Write an <b>expository</b> “all about” book about the community in which we live.</li><li>• Compare/contrast the culture you studied vs. our and identify <b>key terms</b>.</li><li>• <b>Orally</b> share with your group, the major customs and traditions of your culture.</li><li>• While in teams create a culture and make team flags that represent customs integrated into that culture.</li></ul>

### **Step 3 – INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES**

**Create and “All About” book:** After a detailed lesson on the diversity in the community as well as discussing culture brings to the community, we’ll have the students up doing a **Rally Robin**. While doing this, students will discuss how culture and diversity affect the community in which they live. Next they will write and **expository** “All About” book about the community around them. (Interpretation, Application, Perspective)

**Find similarities and differences in Culture:** We’ll split up in partnerships then head to the library. While at the library, each partnership will research a culture that is unfamiliar to them. Then as a class go over all the **Key Vocabulary** terms when talking about culture. Afterwards on a Venn diagram each student will compare and contrast the new culture they have studied to our culture here. Before turning it in , each partnership will get together again and share their ideas as well as edit them how they want. (Interpretation, perspective, empathy).

**Share your culture:** As part of their homework assignments the students will go home and learn about their own family cultures, customs, and traditions. They can bring props to show and family pictures, whatever they feel that will help to portray the lifestyle of their families. After they have done this, when they get to class we all will take turns and share. First they have to act and mime their cultures. After they are finished with that and all the guesses have been voiced, each student will **orally** educate the class on their personal culture. (Application, Self-knowledge)

**Create a Culture:** As a class we will discuss how society is comprised of many cultures. People add and adopt different aspects of different cultures to who they are today. In groups students will **Collaborate** and create a culture/community, combing ideas and customs from other cultures, and create a flag to represent that culture. Each flag will show the name of their culture/community, language spoken, the dress accepted, a cultural symbol, an interesting fact, and at least one tradition. (Perspective, Empathy, Explanation)

**“All About” book Rubric**

	Excellent 5	Proficient 4	Needs Improvement 2	Totals
Content	Culture is thoroughly defined and specific examples are given.	Culture is defined and discussed	Culture is Mentioned	
Sentence structure	Sentences start with a capital and end with a punctuation mark accurately.	Capitals and ending marks, but they are incorrect.	Words are written, but no Punctuation	
Clarity	Ideas are well expressed and clearly understood.	Ideas were presented, but not sure where you were going with it.	Confusion it the way your ideas were expressed.	
Neatness	Is your book readable, properly organized, and orderly?	Can you read it? Is there structure to it?	Can you read it?	

Overall Score      /20     

**Share your Culture**

	Excellent 10	Good 8	Fair 5	Totals
Stage Presence	Confident	Took a little while to war up, but eventually did it.	Timid/shy	
Mime Presentation	Expressed well non-verbally	Took a little while to war up, but eventually did it.	Not taking it seriously	
Oral Presentation	Did proper research and reported on his/her culture with confidence	Took a little while to war up, but eventually did it.	Didn't do much research	

Overall Score      /30

### Creating your own Culture and Community

Together as a team come up with your own culture and community by combining customs from other cultures, your personal culture, or make up original customs. Then create a flag that will include the following:

**Name of Culture/Community:** \_\_\_\_\_/5

**Language spoken there:** \_\_\_\_\_/5

**Dress and apparel accepted:** \_\_\_\_\_/5

**Cultural Symbol:** \_\_\_\_\_/5

**Interesting fact:** \_\_\_\_\_/5

**At least one tradition:** \_\_\_\_\_/5

