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School: Whitehills Elementary School
Grade: Sixth
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Part I: Lesson Overview and Instructor Background Knowledge (20 points)

a). Unit Title: *North American: Cultures, Histories, and Economics*

b). Rationale:

In this unit, students will explore the social and economical issues of North America in the 21st Century. The students will review the concept of culture and how it involves the human characteristics of a region or area, discuss its relation to the spreading of ideas and beliefs through cultural diffusion, and explain examples of this process starting locally in their community, and then expand to the national and international levels. This will help the students as citizens to compare and contrast cultural and economical aspects from a local to a global scale for the purpose of making connections, explaining patterns, and proposing solutions to greater populations. Next, students will use their prior knowledge along with additional resources to create a timeline of major historical eras. Historians use eras and periods to organize the study of broad developments that have involved large segments of world's population and have lasting significance for future generations. They use this information to explain change and continuity. One major era that will be emphasized is the 1800s because of the wave of Central American countries gaining their independence from Spain. When Spain first settled in that region, they forced their language and religion on the people there at the time, which will show one example of cultural diffusion. The historical part of this unit will allow students to look across time and see how continued interaction of cultures has resulted in cultural diffusion. We will also read the novel "Walk Two Moons" by Sharon Creech in the unit to learn about how culture has affected different generations of a family. Lastly, the students will be looking at the Aztec and Mayan cultures in greater detail. They will compare and contrast their economies, religions, class structure, etc. The students will use their mathematics skills to identify how the Aztec and Mayan calendar systems vary from those today. From this unit, the students will understand how increased interaction of cultures at every level, from local to global and past to present, encourages integration of innovative ideas and customs. These lessons will immediately impact their lives by helping the students understand and become more knowledgeable about the world. In turn, this will aid them as citizens in making informed decisions.

c). Unit Objectives:

1. Identify the geographical location, dominant language, economic activity, type of government, and cultural traditions of an assigned country in North America.
2. Compare and contrast the cultures of two countries within North America and how cultural diffusion has affected them.

3. Create a timeline from a given era of the history in North America and identify patterns of change.
4. Compare and contrast different ancient calendar systems to present day systems and their significance within their culture.
5. Compare and contrast the Maya and Aztecs societies, including economy, religion, and class structure by accurately creating a Venn diagram.
6. Describe the three different economic systems, traditional, command, and market, and explain the process using an example product from a designated country.
7. Analyze the economic activity of tourism and how it affects regions like the Caribbean both from the islander and tourist perspective.
8. Present a collective presentation on an assigned country containing examples of their countries culture and economics and how other countries in North America have influenced them.
9. Identify similarities among the characters and events in the book Walk Two Moons to the cultures of North America.

d). Unit Standards or Grade Level Content Expectations:

Michigan Grade Level Content Expectations:

- H1.1.1** Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- H1.1.2** Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E/C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included.)
- H1.4.2** Describe and use themes of history to study patterns of change and continuity.
- W3.1.3** Describe similarities and difference among Mayan and Aztec societies, including economy, religion, and role and class structure.
- W3.1.4** Describe the regional struggles and changes in governmental systems among the Mayan and Aztec Empires.
- G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental systems, cultural traditions).
- G2.2.3** Analyze how culture and experience influence people’s perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).
- G4.1.1** Identify and explain examples of cultural diffusion within the Americas (e.g. baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).
- E3.3.1** Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it

be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)

R.CM.06.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.06.03 Analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

R.CM.06.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.

e). Social Studies Content:

In this unit of the Social Studies curriculum, the content focuses on the diffusion of culture, historical patterns and events, and economic activities of North America. The big ideas I derived from the content that will be displayed for the students and what they should be able to do by the end include: 1) Describe cultural diffusion and how it affects the way people live by comparing and contrasting regional cultures and economics in North America. 2) Understand global patterns that exist from the past and the present and how it relates to cultural diffusion. The general idea of this can be summarized even further to understand through cultural diffusion we learn and integrate new ways of life both socially and economically into our own communities.

The students will learn about all the countries through direct instruction, class discussions, and individual presentations. Additionally, each student will have one country they will focus on in particular. They will use their country as an exemplar for each lesson, adding information along the way. The students will present what they have learned to the class. I am confident in my knowledge of the cultures of North America and their individual economic activity, but I struggle knowing how to give specific examples of cultural diffusion and how to identify important patterns and events from history.

After doing some research and discussing with my CT, I was able to come up some examples of cultural diffusion, such as interest in sports like soccer in Latin America and the

United States, styles of architecture, the spread of information through television and internet, access to a variety of restaurants, etc ("Unit 3: North," 2008). I also found the National Geographic website to be a student-friendly website that I will provide as a resource for information on their countries. The second piece I was struggling with was the history of North America. One of the lessons is dedicated to making a timeline of events across history. For this lesson, I explored different resources to pull out important information from past years. The *History of North America* website gives great descriptions from different eras starting in 1500 BC to 1867 AD. *Mayan Kids* is another well-organized website that students can use to dive deeper into Mayan and Aztec's way of life. I will have the students work collaboratively to create a class timeline, and then discuss patterns of change, such as the theme of independence from Spain throughout the Central American countries.

Another resource I am using to design my lesson is the textbook from this course. Teachers need to be creating a 'network of connected knowledge structured around powerful ideas' (Brophy, & Alleman, 2006). Students are much more engaged; able to connect supplementary concepts, and further develop their knowledge if they can relate to or find meaning in the content they are being taught. Each unit has built on the previous one. The curriculum initially focuses on the five themes of Geography and general characteristics of the Western Hemisphere. As the units progressed, they have narrowed down and gone more in-depth on each topic. In addition, the curriculum continues to overlap concepts and terms from previous lessons. For example, globalization is a term that appears often throughout the entire curriculum. This is a powerful idea that is often hard for the students to grasp. However, my goal by the end is for the students, through continued experience, to be able to make the connections on how globalization has an affect on their way of life.

Resources:

Brophy, Jere, & Alleman, Janet. (2006). *Powerful social studies for elementary students: second edition*. Thomson Wadsworth.

Creech, S. (1994). *Walk two moons*. New York: HarperCollins.

History of North America. 15 March 2008

<<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=aa78>>.

Mayan kids. (2008). Retrieved from <http://www.mayankids.com/>

National Geographic website. 27 March 2008 <<http://www.nationalgeographic.com/>>.

The world factbook. (2005). Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/>

World studies: geography, history, culture. (2005). Boston Massachusetts: Prentice Hall.

Unit 3: North America: People, Places, and Issues. (2008). *Michigan citizenship collaborative curriculum*. Retrieved from <http://www.micitizenshipcurriculum.org/index.html>

f) Key Concepts –

Culture – the way of life of a people, including their beliefs, customs, and practices.

Human Characteristics - features of a place made by humans or relate to how people live

Cultural Diffusion – the movement and integration of customs and ideas into another place

Acculturation – the process of accepting new ideas and transforming into the culture.

Native – belonging to a place or environment from birth

Human migration - physical movement by humans from one area to another

Government – an organization that makes and enforces laws to protect its people

Economy – a system in which people make, exchange, and use things that have value.

Part II: Knowing Your Students and their Learning Environment (15 points)**a). Who are my students?**

I am currently working in a sixth grade classroom in East Lansing, Michigan. My students range in ethnicity, ability, personality, and socioeconomic status. Although some of the categories do not range as wide as other, every student is a unique learner.

In regards to ethnicity, the majority of my students are Caucasian, five students are African American, two are Hispanic, one is Chinese, and two are Middle-Eastern. My Chinese student has been to China previously and plans to go again this summer to visit her Grandma. Both of my Middle-Eastern students have been to the Middle East and one has lived in Egypt. Although these countries are not within the Western hemisphere, having these experiences could add to our discussion on cultural diffusion and how outside countries have had an effect on North America.

When thinking of a range of academic abilities, four students come to mind as being lower-level, three are higher-level, and the other twenty-one are mid-level. As far as temperaments, almost all of my students are willing to work and follow my directions. Although, two of my students tend to rebel or find ways of distracting themselves or the class from getting their work done. They are both Caucasian and male. One is a lower-level student, while the other is a higher-level thinker. I may put them in the same group for the country project as a means of solving this issue.

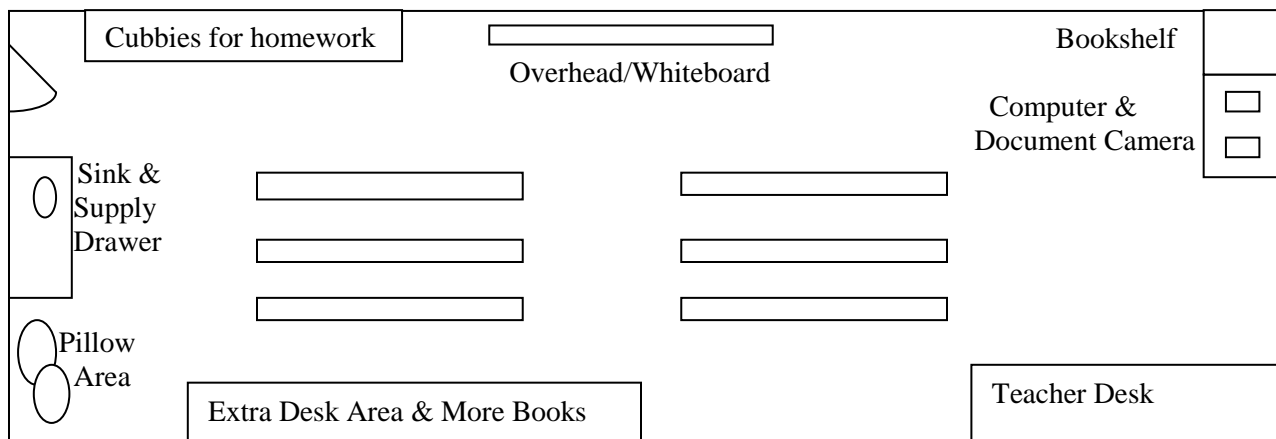
Fortunately, I do not have “labeled” special needs students, but I will focus on making modifications for my lower-level students. One way to do this is by spending more during class or during recess helping those students research their country. For the project, I will pair lower-level students with mid or higher-level students, so they can get peer support as well.

b). Student knowledge and interests.

Currently, my students have been studying the geography of the entire Western Hemisphere. They have looked at the human and physical characteristics of different regions. They have also studied the two ecosystems rainforests and deserts. This will lead into our concentration on North America.

When discussing their prior knowledge, my students knew cultural diffusion had something to do with cultures meeting, but could not draw anything from their interaction. I also asked what they knew about the Maya and Aztec people. They knew that there were Mayan Indians a long time ago, but they could not tell me where they settled, their importance, or what their culture was like. Another question I asked was based on their experience with PowerPoint presentations. The students were about split with having experience with the program versus not. However, all of the students were excited to do that type of project. All in all, I was pleased to see the students had a small foundation for the questions, but there is much work to do. The concepts I will present in my unit will, in general, be original to them.

c). Classroom context.



In our classroom, our desks are arranged in rows. We copied this idea from Teach Like a Champion by Doug Lemov. They suggested doing this because it works best for both

individual and group work. Students easily turn around and face the back row for groups or face front and focus on their own area.

The biggest classroom routine is just getting cleaned up and ready for the next class on time. We have no leeway as far as passing time, so we try to do the best we can in getting everyone packed up and transported from classroom to classroom. This should be solved by beginning the clean-up process 2-3 minutes before class ends.

My students have a fair amount of resources for learning. We can sign up for the computer lab and/or use portable laptops. We have several series of Social Studies books and printed materials on different countries.

d). Linguistic, social and academic challenges, resources and supports.

For my advanced students, I expect them to use resources that are of a higher reading level and to expand their thinking. For example, when they describe the economy of their country, I will have them go into detail explaining in their own words how their economy works. I will also ask them to help teach others how to find information in texts, how to apply that what they learned in the assessments, and how to use the PowerPoint program. For my lower level students, I will spend more time with them during class to help them work through the information. I also plan to pair those students with mid or higher-level students for peer support. For my two students that talk excessively, I will place them in a comfortable yet quiet area, such as in the "Pillow Area", by the bookshelf, or just outside in the hall.

Part III: Resources (14 points)**a). Resources, Preparation/Materials:**

Materials for whole class :	Materials for groups :	Materials for individual students : (be sure to indicate how you are going to provide resources needed for any students with special needs)
<ul style="list-style-type: none"> • National Geographic books • The World Factbook folders • World Studies books • Computers • PowerPoint(s) • <u>Walk Two Moons</u> • Overhead projector with computer access 	<ul style="list-style-type: none"> • Venn diagram worksheets • Aztec worksheets • Mayan worksheets 	<ul style="list-style-type: none"> • Notebook paper • KWL charts

b). Annotated Bibliography:

Brophy, Jere, & Alleman, Janet. (2006). *Powerful social studies for elementary students: second edition*. Thomson Wadsworth.

This book is made for college-level readers and above. It gives insights on how to create a powerful and supportive learning environment in a Social Studies classroom. It addresses issues of every type of learner, but it focuses mainly Social Studies content. I have used this book to guide me in planning my unit. It inspires me to meet the needs of every student and to make the content meaningful to their lives.

Creech, S. (1994). *Walk two moons*. New York: HarperCollins.

Another resource I am using is Walk Two Moons for the purpose of integrating Language Arts into the Social Studies curriculum. The reading level ranges from ages eight to twelve. In this Newbery novel, a thirteen-year-old girl learns about her Indian roots through her family. The text is age appropriate and the students can relate to the main character. Since the main character is a teenager, the students experience some of the same challenges as her. This book could be considered culturally or ethnically bias because it mainly focuses on families of Indian ancestry. However, the ideas and events in this book parallel the unit concepts as it dives into the cultures of North America.

History of North America. 15 March 2008

<<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=aa78>>.

The History World website reads a slightly higher level starting at age twelve. It has numerous amounts of information through each era of North America and any other regions in the world. The reading level is a bit high, but it will help me as a teacher make sure they are

catching the important events. Also, they use helpful visuals to add to the text. Since the reading level is higher than most students, I could give this to my higher-level students to challenge them. The part of the website that will be most useful is the timeline section. It clearly lists important information and gives the exact dates along with a visual timeline.

Mayan kids. (2008). Retrieved from <http://www.mayankids.com/>

A fourth resource I am using is the “Mayan Kids” website. It includes a reading level of eight to twelve years. This website covers a range of aspects of the Mayan and Aztec culture, geography, and history. This site is kid-friendly with a colorful, cartoon theme. It is easy to navigate and includes an infinite amount of information the students can explore as part of the unit. Since the website is made for kids, its colorful, cartoon theme is biased against a more mature audience. Also, the website only concentrates on the Mayan people and has a smaller focus on the Aztec culture. This website fits seamlessly into two of my GLCEs. The students will explore the Mayan and Aztec cultures, then, compare and contrast the two.

National Geographic website. 27 March 2008 <<http://www.nationalgeographic.com/>>.

The National Geographic website is a great Social Studies resource. The reading level ranges across ages, but would start around ten years. It gives geographic and environmental information on countries around the world. It also includes clear photographs of countries, regions, animals, people, and events. The website covers all ages, gender, and ethnicity. However it is targeted at a more mature audience because of the style of the page and reading level. I will be pulling specific information off the website about each country in North America that is relevant for their research.

The world factbook. (2005). Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/>

The World Factbook is generally directed towards ages twelve and up. The site provides factual information on the history, people, government, economy, and geography of over 250 regions. The information is accurate and up to date. They also have stunning pictures with captions to explain each one. Although the reading level is slightly higher than some sixth graders, the heading will be enough for them to locate the evidence they need. The printed information will offer another resource for them to use in researching their country. The information is also organized differently than a book, therefore, may be easier for the students to find information.

World studies: geography, history, culture. (2005). Boston Massachusetts: Prentice Hall.

The World Studies book is a textbook made for grade six. It covers the geography, history and culture across North America. It reads easily for upper elementary students and includes suitable pictures to add to the text. They also have assessments after each section, so the students can monitor their learning. The book presents ideas from all different cultures and will aid the students in uncovering the roots of each country and identifying instances of cultural diffusion.

Unit 3: North America: People, Places, and Issues. (2008). *Michigan citizenship collaborative curriculum.* Retrieved from <http://www.micitizenshipcurriculum.org/index.html>

For my unit, I have based my lessons around the Michigan Citizenship Curriculum. This resource is made for teachers and other school administrators. It is not quite fully developed

yet, since they just adopted it this year. However, each unit does include the GLCEs, focus questions, lesson titles, and a graphic organizer for the unit. The only bias I see is that two out of the six lessons I am teaching focuses on the Mayan and Aztec cultures and no other specific culture have a dedicated GLCE or lesson. Although they do not have detail lesson plans for unit 3 yet, it still gave me an outline of what I need to focus on for each lesson.

Part IV: Overview of Lessons and Assessments (20 points)**a) Narrative Overview: Provide an overview for the ten lessons in your plan.**

Lesson 1 DATE: 2/14 Mon	Lesson 2 DATE: 2/15 Tues	Lesson 3 DATE: 2/16 Wed (short hour)	Lesson 4 DATE: 2/17 Thur	No School
<ul style="list-style-type: none"> • G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental systems, cultural traditions). • Obj: Identify the geographical location, dominant language, economic activity, type of government, and cultural traditions of an assigned country in North America. • Procedure: <ul style="list-style-type: none"> - Introduce unit (PowerPoint of unit focus questions, graphic organizer of unit, introduce <u>Walk Two Moons</u>, map of North America, review <i>culture</i> and <i>human characteristics</i>) - Assign students a country - Ask students to individually fill out a KWL chart (which will be completed at the 	<ul style="list-style-type: none"> • G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental systems, cultural traditions). • Obj: Identify the geographical location, dominant language, economic activity, type of government, and cultural traditions of an assigned country in North America. • Procedure: <ul style="list-style-type: none"> - Begin reading <u>Walk Two Moons</u>, briefly discuss the author beforehand and the setting and characters after reading - Continue working on country - Short oral presentation on country 	<ul style="list-style-type: none"> • G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g. baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration). • R.CM.06.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. • Obj: Compare and contrast the cultures of two countries within North America and how cultural diffusion has affected them. • Procedure: <ul style="list-style-type: none"> - PPT: review <i>migration</i> discuss <i>cultural diffusion</i> as 	<ul style="list-style-type: none"> • H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time. • H1.4.2 Describe and use themes of history to study patterns of change and continuity. • Obj: Create a timeline from a given era of the history in North America and identify patterns of change. • Procedure: <ul style="list-style-type: none"> - Read & briefly discuss <u>Walk Two Moons</u> - Students will get a partner of the same country and will construct a piece of our timeline using construction paper from the information they 	

<p>end of the unit) - Handout resources (National Geographic books, World Studies books, and The World Factbook folders) – have students begin researching the human characteristics of their country</p> <ul style="list-style-type: none"> • Assessment: Listen to students’ responses when reviewing ideas and assess KWL charts. In the KWL charts, I will look for questions on language, religion, cultural traditions, government and economic systems, and history. • Extensions/Modifications: <ul style="list-style-type: none"> - Those who finish early can make a poster of their information on their assigned country and/or research another country. - For those who are struggling, I will leave a list of ideas for human characteristics on the board as they are researching, such as, language, religion, 	<ul style="list-style-type: none"> • Assessment: In the oral presentation, I will look for the location, dominant language and 2 other cultural characteristics, economic activity, government system. • Ext/Mod: <ul style="list-style-type: none"> - Those who finish early can work on giving a detailed explanation of the economic system or government system. - For those who are struggling, I will walk around the room helping pull out important information and I will leave the 5 characteristics on the board. 	<p>a result, give examples of cultural diffusion</p> <ul style="list-style-type: none"> - Pair students and have them discuss the similarities and differences between their countries and United States - Have students make a Venn diagram with their partner’s country and write a statement explaining how the cultures have influenced each other. • Assessment: I will monitor responses when discussing migration and cultural diffusion and will look at the Venn diagrams they produce. I will look for accurate definitions of the terms and the Venn Diagram should include correct similarities and differences between the two countries regarding culture, economics, government, and history. • Ext/Mod: <ul style="list-style-type: none"> - Those who 	<p>researched.</p> <ul style="list-style-type: none"> - Discuss patterns and how/why historians group history into time periods to study. • Assessment: I will observe the group work and will look for ways historians break up time, such as in eras or in chunks of time where significant events occurred. In the final timelines, students should notice a pattern of the landlocked countries in Central America all gaining their independence from Spain in the 1800s. The idea of independence diffused throughout this region. • Ext/Mod: <ul style="list-style-type: none"> - Those who finish early can help another group, add to their KWL chart, or read a book silently. 	
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<p>economic systems, governmental systems, history clothing styles, food, housing styles, celebrations, etc. I will also be walking around helping students pull out important information from the packets.</p>		<p>finish early can add to their information on their country or to their KWL chart or read silently.</p> <ul style="list-style-type: none"> - For those who are struggling, I will have an example Venn diagram on the board of countries not in North America to give them an idea of what I am looking for. 	<ul style="list-style-type: none"> - For those who are struggling, I will ask other peers that are finished to help or I will help them with one and ask them to do the next. - I will leave the timeline visible and will highlight where there are patterns. 	
No School	No School	<p>Lesson 5 DATE: 2/23 Wed (short hour)</p> <ul style="list-style-type: none"> • W3.1.3 Describe similarities and difference among Mayan and Aztec societies, including economy, religion, and role and class structure. • W3.1.4 Describe the regional struggles and changes in governmental systems among the Mayan and Aztec Empires. • Obj: Compare and contrast the Maya and Aztecs societies, including economy, religion, and 	<p>Lesson 6 DATE: 2/24 Thur</p> <ul style="list-style-type: none"> • W3.1.3 Describe similarities and difference among Mayan and Aztec societies, including economy, religion, and role and class structure. • W3.1.4 Describe the regional struggles and changes in governmental systems among the Mayan and Aztec Empires. • Obj: Compare and contrast the Maya and Aztecs societies, 	<p>Lesson 7 DATE: 2/25 Fri</p> <ul style="list-style-type: none"> • H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular –

		<p>class structure by accurately creating a Venn diagram.</p> <ul style="list-style-type: none"> • Procedure: <ul style="list-style-type: none"> - Go to computer lab - Research Aztec and Mayan Societies using “Mayan Kids” website and working through a worksheet to guide their learning. • Assessment: <ul style="list-style-type: none"> - I will look for accurate answers from the website on their worksheets. • Ext/Mod: <ul style="list-style-type: none"> - Those who finish early can continue exploring the website and play the games available. - I will have hints as to where to look on the website for certain answers. 	<p>including economy, religion, and class structure by accurately creating a Venn diagram.</p> <ul style="list-style-type: none"> • Procedure: <ul style="list-style-type: none"> - Go to computer lab - Research Aztec and Mayan Societies using “Mayan Kids” website and working through a worksheet to guide their learning. - Have students individually create a Venn diagram with the information they found over the past two days. • Assessment: <ul style="list-style-type: none"> - I will look for accurate answers from their worksheets. In the Venn diagram, students should be pulling information from the first two worksheets in relation to the 	<p>B.C.E./C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included.)</p> <ul style="list-style-type: none"> • R.CM.06.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts. • Obj: Compare and contrast different ancient calendar systems to present day systems and their significance within their culture. • Procedure: <ul style="list-style-type: none"> - Show PowerPoint on the different calendar systems. - Quiz comparing the two societies. • Assessment: <ul style="list-style-type: none"> - I will look for accurate and in
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			<p>two societies. For example, a similarity could be that both societies lived in Mexico and for a difference the Aztecs lived on small islands called chinampas while Mayans lived on large pieces of land to farm for their family.</p> <ul style="list-style-type: none"> • Ext/Mod: <ul style="list-style-type: none"> - Those who finish early can continue exploring the website and play the games available. - For those who struggle, I will have hints as to where to look on the website for certain answers. 	<p>depth answers on a short answer quiz using the information they researched on the websites and examples from the Venn diagram.</p> <ul style="list-style-type: none"> • Ext/Mod: <ul style="list-style-type: none"> - When students are finished, they can read a book or work on other homework. - I will remind students to think back to their Venn diagram.
<p>Lesson 8 DATE: 2/28 Mon</p> <ul style="list-style-type: none"> • E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be 	<p>Lesson 9 DATE: 3/1 Tues</p> <ul style="list-style-type: none"> • G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean 	<p>Lesson 10 DATE: 3/2 Wed (short hour)</p> <ul style="list-style-type: none"> • R.CM.06.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral 	<p>Lesson 11 DATE: 3/3 Thurs</p> <ul style="list-style-type: none"> • R.CM.06.03 Analyze global themes, universal truths and principles within and across texts to create a deeper understanding 	<p>Lesson 12 DATE: 3/4 Fri</p> <ul style="list-style-type: none"> • R.CM.06.03 Analyze global themes, universal truths and principles within and across texts

<p>produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)</p> <ul style="list-style-type: none"> • Obj: Describe the three different economic systems, traditional, command, and market, and explain the process using an example product from a designated country. • Procedure: <ul style="list-style-type: none"> - Read & briefly discuss <u>Walk Two Moons</u> - Discuss different economies (traditional, command, and market) - Record notes on board during discussion, then, cover them. - Have students write a short essay comparing our economy to their assigned country's economy. • Assessment: <ul style="list-style-type: none"> - I will monitor the classroom discussion looking 	<p>Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).</p> <ul style="list-style-type: none"> • Obj: Analyze the economic activity of tourism and how it affects regions like the Caribbean both from the islander and tourist perspective. • Procedure: <ul style="list-style-type: none"> - Discuss characteristics of the Caribbean - Use a T-chart to graph how tourist affect an island positively and negatively (ex. includes the Caribbean promoting their culture to bring others there) 	<p>and written responses.</p> <ul style="list-style-type: none"> • Obj: Present a collective presentation on an assigned country containing examples of their countries culture and economics and how they have been influenced by other countries in North America. • Identify similarities among the characters and events in the book <u>Walk Two Moons</u> to the cultures of North America. • Procedure: <ul style="list-style-type: none"> - Go to computer lab - Introduce PowerPoint and basic tools - Begin working on PowerPoint for country • Assessment: <ul style="list-style-type: none"> - Their PowerPoints must include at least 5 slides (Title & map, 5 characteristics, comparing one other country's culture, connection with a character from the book or theme, and 	<p>by drawing conclusions, making inferences, and synthesizing.</p> <ul style="list-style-type: none"> • Obj: Present a collective presentation on an assigned country containing examples of their countries culture and economics and how they have been influenced by other countries in North America. • Identify similarities among the characters and events in the book <u>Walk Two Moons</u> to the cultures of North America. • Procedure: <ul style="list-style-type: none"> - Finish PowerPoints - Begin Presenting (if time) • Assessment: <ul style="list-style-type: none"> - Their PowerPoints must include at least 5 slides (Title, map, 5 characteristics, comparing one other country's culture, connection with a character from 	<p>to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p> <ul style="list-style-type: none"> • Obj: Present a collective presentation on an assigned country containing examples of their countries culture and economics and how they have been influenced by other countries in North America. • Identify similarities among the characters and events in the book <u>Walk Two Moons</u> to the cultures of North America. • Procedure: <ul style="list-style-type: none"> - Students will present their PowerPoints - Students
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<p>for prior knowledge of these systems and/or examples of these economies within their assigned country or other countries they are familiar with within North America. I will also look for an understanding in their essays of two economic systems including a definition of each and an example using their assigned country and the United States’.</p> <ul style="list-style-type: none"> • Ext/Mod: <ul style="list-style-type: none"> - I will record the notes on the board for students to copy and refer to. - Higher-level students will be expected to extend their thinking in their essays. Once they are finished they can add to their KWL charts. 	<ul style="list-style-type: none"> • Assessment: <ul style="list-style-type: none"> - I will monitor discussion and asses the T-chart looking for specific examples of the effect of tourism on the tourist as well as on the islander. • Ext/Mod: <ul style="list-style-type: none"> - I will record everything on the board for a visual for students. 	<p>resources)</p> <ul style="list-style-type: none"> • Ext/Mod: <ul style="list-style-type: none"> - I will leave the requirements and basic instructions posted for students to follow while they get familiar with the program. - Those that are ahead may help teach others. 	<p>the book or theme, and resources)</p> <ul style="list-style-type: none"> • Ext/Mod: <ul style="list-style-type: none"> - I will leave the requirements and basic instructions posted for students to follow while they get familiar with the program. - Those that are ahead may help teach others. 	<p>will fill any blank areas on the KWL charts with the knowledge they have gained over the unit.</p> <ul style="list-style-type: none"> • Assessment: <ul style="list-style-type: none"> - Their PowerPoints must include at least 5 slides (Title & map, 5 characteristics, comparing one other country’s culture, connection with a character from the book or theme, and resources) - I will look for extending knowledge on the KWL charts and completeness • Ext/Mod: <ul style="list-style-type: none"> - Students will be assessing each other’s presentations and will be thinking of questions to ask presenter.
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b) Family/Parent Letter: –

1/24/2011

Dear Parents/Guardians,

Starting in February, our class will be working through a unit on North America. The content focuses on the diffusion of culture, historical patterns and events, and economic activities of the region. The big ideas that we will focus on include being able to: 1) Describe cultural diffusion and how it affects the way people live by comparing and contrasting regional cultures and economics in North America. 2) Understand global patterns that exist from the past and the present and how it relates to cultural diffusion. The general idea of this can be summarized even further to understand through cultural diffusion we learn and integrate new ways of life both socially and economically into our own communities.

The students will be learning about all the countries through direct teaching, class discussions, and individual presentations. Each student will have one country they will mainly focus on. They will continuously record information on their country throughout the unit. At the end, the students will present what they have learned about their country to the class in a PowerPoint presentation.

At home, you can be working with your student by discussing your ancestral history, unique cultural traditions of your family, or bringing in artifacts for the class. You may have taken a vacation to another country within North America that might spark a conversation on the culture, economics, or history of that region. Your child can also be paying attention to any current events that could add to our discussions. If you have any questions or would like to share any knowledge with the class please contact me at pate_l@elps.k12.mi.us.

Thank you,
Ms. Pate

c) Assessments:

- Give a brief 2-3 minute oral presentation on a country in North America. (Objective 1)
- Create a Venn diagram comparing two North American countries' culture and economics. (Objective 2)
- Write a statement explaining how the cultures have affected each other. (Objective 2)
- Create a timeline from a given era of important events. (Objective 3)
- Create a Venn diagram comparing the Mayan and Aztec societies. (Objective 5)
- Write a short essay comparing our economy in the U.S. to their assigned country's economy. (Objective 6)
- Create a detailed PowerPoint presentation on a country in North America. (Objective 8)
 - Title & map (5 pts)
 - 5 cultural characteristics (5 pts)
 - Comparing one other country's culture (5 pts)
 - Connection with a character from the book or theme (5pts)
 - Resources (5 pts)
 - Presentation & Design Template (5 pts)

d) Out-of-school learning: opportunities to expand and enrich the curriculum outside of class (home assignment):

I will ask students to pay attention to current events in the news and share interesting findings. With each new lesson, I will ask students to think of how the concept affects/relates to the US and/or their community.

Part V: Individual Lesson Plans (16 points) –

Your Name: Lauren Pate

Grade Level: 6th grade

CT: Cheryl Cicero

School: Whitehills Elementary

Date: February 14, 2011

Overall lesson topic/title Duration of time : Diving into North America (55 mins)

Rationale: This lesson forms the foundation of the unit. We will go over focus questions and unit goals. We will address the end assessment presentation, so the students have an idea of what topics and activities we will be doing throughout. The students will also receive their own country they will be studying and teaching the rest of the class about.

Learning Goals/Objectives for today's lesson:

Identify the dominant language, religion, economic activity, type of government, and cultural traditions of an assigned country in North America.

MI GLCEs:

G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental systems, cultural traditions).

Materials & supplies needed:

- PowerPoint
- Overhead
- National Geographic books
- World Studies books
- The World Factbook folders
- Paper
- Pen/Pencil
- Walk Two Moons

<p>Procedures and approximate time allocated for each event</p> <p>LAUNCH (“BEFORE”) (10-15 minutes)</p> <ul style="list-style-type: none"> - Introduce the unit: “Now that we finish our unit on the Western hemisphere, were going to zoom in and focus on North America. Who can show me on this map what region is North America?” - View PowerPoint: Show the map of the Western Hemisphere and emphasize that Central America is included in North America. Address focus questions to be thinking about throughout the unit. Address the unit goals that they will be working towards. Show the graphic organizer of what the unit will consist of. Show and talk about reading <u>Walk Two Moons</u> along with our unit and discuss characters and themes. - Assign countries: “Throughout this unit, you will be able to study your own country and learn all about the country, so you can teach the rest of the class.” Number off the students 1-14. There will be two students to every country, but they will be doing research individually. Display the list of countries with their assigned number. Tell the students they will give a short oral presentation tomorrow on what they have learned so far. Then, at the end of the unit they will put everything together in a PowerPoint presentation. <p>EXPLORE (“DURING”) (25 minutes)</p> <ul style="list-style-type: none"> - KWL charts: Have the students fill in a KWL chart explaining what each letter means: K – what I know about this country, W – what I want to learn about this country, L – what I have learned about this country. 	<p>Academic, Social and Linguistic Support during each event for my focus students:</p> <p>Showing the map of the Western Hemisphere and the graphic organizer for the unit provides a visual for students on how the unit will go. I will also keep the goals posted in the room as a reference.</p>
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<p>- Begin researching: Tell students they may use the National Geographic books, World Studies books, or The World Factbook folders to research their country. They must use at least two resources. Display the characteristics being assessed on the overhead:</p> <ul style="list-style-type: none">- Geographical Location (eg. United States is in Northern America with Canada along its north border and Mexico to the south)- Dominant Language- 2 other cultural characteristics (e.g. food, clothes, festivals, etc)- Economic system- Government system- History (original settlers and independence) <p>* Students: Also be thinking about - How have other cultures influenced this country?</p> <ul style="list-style-type: none">- Remind students to use text features to find their information (content, index, section titles, etc.).- Tell students to make sure to write a short description for each idea they write down. Their detailed notes will help them later when filling in their charts and, more importantly, putting together their final presentation. <p>SUMMARIZE (“AFTER”) (3-5 minutes)</p> <ul style="list-style-type: none">- Clean up research materials: “Will one person from each row pick up the books and stack them on the table in the back. For tomorrow, we will have a little more time to research, then, you will do a short oral presentation at the end on what you have learned about your country so far.”- Wrap up the lesson: “After today, you should have a good idea of what the next couple of weeks are going to look like. I want you to continue thinking about the	<p>Reviewing text features will help struggling readers, but I will also be walking around the room helping students find the information.</p> <p>I will continue to reference our unit goals, so the students know what we are trying to accomplish and be able to do by the end. This way they monitor their learning.</p>
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goals we talked about earlier as we move throughout our unit.”	
<p>Assessment I will walk around the room as students are researching to make sure they are finding the correct information and are taking detailed notes. I will also ask students, by show of hands, at the end of class how far they are in their research to gauge how much time they need the following day.</p>	<p>Academic, Social, and Linguistic Support during assessment</p>

a) Basis for assessment

<p>Task: Students will use different resources to research information on their country.</p>	<p>Diagnostic features:</p> <ul style="list-style-type: none"> • Must use at least two different resources 	<p>Support: I would supply them with the materials and highlight important headings that include the information required.</p>
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<p>Your Name: Lauren Pate Grade Level: 6th grade CT: Cheryl Cicero School: Whitehills Elementary Date: February 15, 2011</p> <p>Overall lesson topic/title Duration of time: Research and Present Country (55 minutes)</p> <p>Rationale: The students will complete their research on their country and be able to present their information to the class. This lesson gives them more time to become familiar with their country and practice for the final assessment. By the end of the unit, they will have mastered their country and will be able to teach the rest of the class all about it. From this lesson they will see what gaps they need to fill in order to be confident about the</p>
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knowledge they have learned. Learning this information will also allow them to compare their country to other countries, which is another main goal of this unit.

Learning Goals/Objectives for today’s lesson:

Identify the dominant language, religion, economic activity, type of government, and cultural traditions of an assigned country in North America.

MI GLCEs:

G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental systems, cultural traditions).

Materials & supplies needed:

- National Geographic books
- World Studies books
- The World Factbook Folders
- Paper
- Pen/Pencil
- Walk Two Moons
- Microphone

Procedures and approximate time allocated for each event

LAUNCH (“BEFORE”)

(10 minutes)

- Review yesterday’s lesson: “Yesterday, we talked about the North American unit we will be studying over the next few weeks and you began researching your own country. Today, we will have some more time to research and present, but before we do that I wanted to start reading the first chapter of our book.”
- Read and briefly discuss Walk Two Moons Ch. 1: Talk about the setting and characters. Tell students to be thinking about connections they can make between the book and their own culture.

Academic, Social and Linguistic Support during each event for my focus students:

EXPLORE (“DURING”)

(35-40 minutes)

- Distribute research materials: Tell students they may use the National Geographic books, World Studies books, or The World Factbook Folders to research their country. Remind them they must use at least two resources. Remind students to write down descriptions of concepts in their notes, so when they look back they understand what they wrote. Tell them they have 10-15 minutes to finish researching before they start presenting.
- Clean up research materials: “Will one person from each row pick up the books and stack them on the table in the back.”
- Start presentations: Tell students this is a short oral presentation. The final assessment will go into more detail, but for now they just need to tell the class about the geographical location of their country, the dominant language, 2 other cultural characteristics, their type of government system, and economic system. History will be discussed later in the unit. Ask for volunteers to present. If no one volunteers, draw popsicle sticks. Everyone must present.
- Student questions: Once someone has presented, allow 1-2 students to ask questions. If students have more questions, they can write them down for later.

SUMMARIZE (“AFTER”)

(5 minutes)

- Student questions: If there is time at the end, go over the any questions written down. If not, give the questions to the presenters to answer later.
- Share: Ask students to share one thing they learned

I will have students speak using the microphone, so all the students can hear.

<p>about another country. Allow 3-4 responses.</p> <ul style="list-style-type: none"> - Wrap up the lesson: "Today, you were able to learn about other countries in North America. For tomorrow, I want you to be thinking about how other countries have influenced your assigned country. You can talk to parents and friends about ideas on this topic and we'll share them tomorrow." 	
<p>Assessment In the oral presentation, I will be looking for the correct geographical location, dominant language and 2 other cultural characteristics, economic activity, and type of government system.</p>	<p>Academic, Social, and Linguistic Support during assessment</p>

h) Basis for assessment

<p>Task: Students will give a brief oral presentation on the research they did on their assigned country.</p>	<p>Diagnostic features: The presentations must include the following 1 point for each: geographical location (1), dominant language (1) and 2 other cultural characteristics (2), economic activity (1), government system (1).</p>	<p>Support: If students have trouble presenting in front of a class, they can present from their seat. Also, we have one student they uses a computer to type all of his work. He may do his work on his computer and submit it that way.</p>
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<p>Your Name: Lauren Pate Grade Level: 6th grade CT: Cheryl Cicero School: Whitehills Elementary Date: February 16, 2011</p> <p>Overall lesson topic/title Duration of time: Cultural Diffusion (45 mins)</p> <p>Rationale: In this lesson, the students will make cultural connections between countries.</p>
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Our world is becoming global and with that cultural diffusion occurs. United States will be used as a model country to compare and contrast with other countries. This allows a basis for students to make a personal connection. Then, they will be able to compare and contrast their assigned country to another country and discuss how the two countries have influenced each other.

Learning Goals/Objectives for today’s lesson:

Compare and contrast the cultures of two countries within North America and how cultural diffusion has affected them.

MI GLCEs

G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g. baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).

R.CM.06.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

Materials & supplies needed:

- PowerPoint
- Overhead
- Venn diagram worksheets
- Paper
- Pen/pencil

Procedures and approximate time allocated for each event

LAUNCH (“BEFORE”)

(10 minutes)

- Start reading Walk Two Moons Ch. 3: Read and briefly discuss connections.
- Review previous lesson: “Yesterday, you got to present your research on your country. Now, we’re going to study those cultures on an interregional scale. Who

Academic, Social and Linguistic Support during each event for my focus students:

This is a review to help students make connections between lessons.

<p>remembers what <i>interregional</i> means?" Have students collectively come up with a definition.</p> <p>EXPLORE ("DURING") (30 minutes)</p> <ul style="list-style-type: none"> - View PowerPoint: Review <i>migration</i> and discuss <i>cultural diffusion</i> as a result. Give examples from the U.S. (e.g. Spanish class in public schools, fast food restaurants in other countries, sharing information through the internet) - Pair-Share: Pair students up with another country. Have them compare/contrast their countries and discuss how they may have influenced each other. Pass out Venn diagram worksheets. Have students fill in what they discussed. They must have at least four ideas down on their diagram. After, have the students each write a statement explaining how the countries cultures have affected one another. Their statement must be 2-3 sentences long. <p>SUMMARIZE ("AFTER") (5 minutes)</p> <ul style="list-style-type: none"> - Wrap up the lesson: Have students share some of their ideas with the class. Go over the theme of the lesson: <i>Through cultural diffusion we learn and integrate new ways of life both socially and economically.</i> Tell the students tomorrow they will get a chance to share the history of their country. Tell the students to be thinking about how the history of their country has an effect on its culture. 	
<p>Assessment I will monitor discussion and assess the Venn diagrams and the statements comparing/contrasting the two countries.</p>	<p>Academic, Social, and Linguistic Support during assessment</p>

h) Basis for assessment

Task: Students will complete a Venn diagram and write a statement comparing and contrasting two countries.	Diagnostic features: <ul style="list-style-type: none">• Venn diagram must have at least 4 different ideas• Statements must be 2-3 sentences	Support: I would pair special needs students with a mid or higher-level student that I know works well with others and can help teach them. One of my students that uses a computer could types his statement and submit it.
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Part VI: Post-Teaching Reflection (15 points)

Although some lessons went better than others, my students accomplished a great deal over this unit. Their strengths were shown in their understanding of cultural diffusion, comparing and contrasting the Mayan and Aztec cultures, analyzing the effect of tourism, and as they worked together to design their PowerPoints. My CT also commented positively on how well I planned my lessons to meet the needs of all the students. Some areas where they struggled to grasp the concept included understanding economic systems and citing sources in their PowerPoint projects.

The students have studied culture throughout the year, so when I introduced the concept of cultural diffusion the students quickly picked up on the idea and were able to make connections and give examples. One student had gone to Mexico over winter break and had shared with us how she had seen the same fast food restaurants as in the U.S. and direction signs in English while she was down there.

We also spent a few days on the Mayan and Aztec societies, but I wish we would have had more time to dive deeper into these cultures. My CT said they normally spend a week or two on this lesson, whereas, I only two to three days. The students were extremely engaged during these lessons as they worked through their computer scavenger hunt. Afterward, the students had enough information to analyze the similarities and differences between the two cultures. The average grade on this assignment was an A or 94%.

The lesson on the effect of tourism in a given region was successful as well. The entire class contributed to the T-chart including perceptions from sides, the islander and the tourist. They were also able to explain their thoughts in a short journal writing.

Lastly, the students amazed me on how well they worked together to complete the final assessment. I truly believe in integrating technology into the curriculum as much as possible. My CT commented on the feedback form that I had integrated visuals and technology well in my unit. Although limited resources play a role, I would like to do more with technology in the classroom whenever possible. I was enthused to teach some of the students how to design a PowerPoint because these are lifelong skills they will continue to use. I was also impressed on how much information they had pulled together to share. It also helped to have most of the research done in the beginning of the unit. The students' average for this assessment was an A- 90%.

Regarding the lower points of the unit, the economy lesson did not seem to stick right away. They have studied the different economies earlier in the year, but it seems to be a difficult topic for them to gain a deeper understanding of. Since I was not satisfied with their economic essays initially, I decided to briefly review the topic the next day, ask for questions, and remind them of the requirements of the essay before giving them time to revise and add to their essays. There was a significant improvement in their essays.

Another issued I had was in their final assessment. I made it clear from the start that they needed to use as least two different sources when completing their research, but many did not cite them or it was done incorrectly. Many students used Google as one of their sources and I had to explain that Google is a search engine that is used to get them to their desired website. I should have stated this before they started their projects.

One other change I would have made would have been to save more time to read Walk Two Moons. Some of the lessons took up more time than expected in order to assure the students understanding of the concepts; therefore, it took away from the reading.

Unfortunately, we had to stretch the book a few days past the unit because of it. As a result, some students lost interest and there was a slight disconnect to the unit.

I learned a great deal from this unit as a teacher. I learned it is important to communicate with colleagues to gather ideas and collaborate on schedules. Due to conflicting schedules, I was not able to extend my unit, but my CT and I both agreed that spending more time and going more in depth into the material would have been an area to improve on. I know that lessons can change from day to day and in order to be an effective teacher sometimes you have to take more time on a lesson than expected. I look forward to this being able to do this when I have my own classroom. Finally, it is always beneficial to plan ahead. You can never be too prepared.

CT FEEDBACK FORM for Social Studies Teaching

Name(s) of Intern: _____

Collaborating Teacher _____ School _____ Grade _____

Date _____

COLLABORATING TEACHERS: Please complete this feedback form for **one** of the lessons that your intern plans and teaches in your classroom. If you prefer to type up your comments, please ask your intern to email you an electronic copy of the feedback form.

1. Strengths of the lesson (content, activities, active student involvement, management, etc.):

2. Comments about preparation and planning for this lesson:

3. Comments about timing, pacing, wait time:

4. Suggestions for improvement regarding classroom management:

