

Grade 2	Lesson: Community Culture Trunk Unsere verschiedenen Kulturen	Reference to English Interconnections Lesson Community Culture Trunk p. 14
Science Standard(s): Standard 1, Objective 2		
Content Objective(s):	Language Objective(s):	
Students will recognize the contributions of different immigrant and native groups to Utah's culture by matching a contribution to a specific group in a game with a partner. <i>I can recognize things from a different culture by matching pictures to that culture in a game with my partner.</i> <i>Ich kann Dinge einer anderen Kultur erkennen, indem ich dieser Kultur Bilder bei einem Spiel mit meinem Partner zuordne.</i>	Students will tell their partner which cultural group contributed a specific tradition or custom using sentence frames modeled by the teacher. <i>I can tell my partner which cultural group contributed a specific tradition or custom using the sentence frames.</i> <i>Ich kann meinem Partner mit dem Satzbau mitteilen, welche kulturelle Gruppe eine gewisse Tradition oder einen Brauch beigetragen hat.</i>	
Essential Questions: How are people in the community both similar and different?	Required Academic Vocabulary for Word Wall: Listen: culture, immigrant, European, Hispanic, Native American, pictures, card, group, country, Kultur, Einwanderer/Immigrant, Europäer, Hispanoamerikaner, Amerikanischer Ureinwohner, Bilder, Karte, Gruppe, Land Speak: culture, immigrant, European, Hispanic, Native American, Kultur, Einwanderer/Immigrant, Europäer, Hispanoamerikaner, Amerikanischer Ureinwohner Read: culture, immigrant, European, Hispanic, Native American, Kultur, Einwanderer/Immigrant, Europäer, Hispanoamerikaner, Amerikanischer Ureinwohner Write: Sentence Frames: "_____ came from the culture of _____, now _____ is/are part of our culture." ____ kam/stammt aus der Kultur der _____, jetzt ist ____ ein Teil unserer Kultur. "What culture did _____ come from?" Aus welcher Kultur kommt/stammt _____? "_____ came from the _____ culture." _____ stammt/kam aus der _____ Kultur.	

Materials: ● Map of the world ● Posters created during “Cultures in our Community” lesson, displayed in the classroom ● A set of picture cards for each pair of students (see attached sheet) ● Pictures, music, artifacts or other representations of contributions to Utah culture from the following cultural groups (be sure to include pictures of things the students will be identifying in the game during Independent Practice): ○ Native American (corn, canoes, names of places in the state, cotton) ○ European (English language, fairy tales, holidays, Christmas trees) ○ Hispanic (tortillas, salsa, salsa dancing) ● Word cards with the following words and pictures on them (one set for each pair): ○ Native American ○ European Immigrants ○ Hispanic Immigrants	Additional Lesson Vocabulary: corn, canoe, Utah, fairy tales, cotton, language, holidays, tortillas, salsa, dancing Mais, Kanu, Utah, Märchen, Baumwolle, Sprache, Feiertage, Tortillas, Salsa, tanzen
Lesson: Community Culture Trunk	Instructional Time: 35 minutes
Opening: (3 minutes) ● Refer to the posters made during the “Cultures in our Community” lesson.	

T: "Raise your hand if you remember seeing these before. What did we describe on these posters? Think...(wait 5 seconds). There is a word that describes all of the things on these posters. Raise your hand if you remember." Call on a student with his/her hand raised. **Meldet euch, wenn ihr euch daran erinnert, diese schon einmal gesehen zu haben. Was haben wir auf diesen Postern beschrieben? Denkt nach.... Da gibt es ein Wort, das all diese Dinge auf den Postern beschreibt. Meldet euch, wenn ihr euch daran erinnert.**

S: "Culture." **Kultur**

T: "Yes, all these posters describe our culture. Remember, our culture is what we eat, what we wear, the language we speak, holidays we celebrate..." point to the posters as you are saying these things. "Who can tell me some things that are part of our culture?" **Ja, alle diese Poster beschreiben unsere Kultur. Denkt daran, dass unsere Kultur aus dem besteht, was wir essen, was wir anziehen, unserer Sprache, unseren Feiertagen... Wer kann mir einige Dinge nennen, die Teil unserer Kultur sind?**

- Call on students to answer.

T: "Today we are going to learn to recognize things from a different culture by matching pictures to that culture in a game with a partner." **Heute werden wir lernen, wie man Dinge aus einer anderen Kultur erkennt, indem wir Bilder dieser Kultur, bei einem Spiel mit unserem Partner, zuordnen.**

Introduction to New Material (Direct Instruction): (15 minutes)

T: "Look at the items up on the board. They are from 3 different areas around the world. I want you to guess where you think they came from. Did they come from a Native American culture (show a picture to represent Native Americans) are they from a European culture (show a picture to represent Europe), or are they from a Hispanic culture (show a picture to represent Hispanics)." **Schaut euch die Dinge auf dem Board an. Sie kommen aus drei verschiedenen Gebieten der Welt. Ich möchte, dass ihr ratet, woher sie kommen. Kamen sie aus der Kultur der Ureinwohner Amerikas, kommen sie aus der europäischen Kultur oder kommen sie aus der hispanoamerikanischen Kultur?**

T: "Let's sort them." **Lasst sie uns ordnen.**

- Sort the objects that represent the different cultures.

T: "How do you think those objects got to us?" **Was glaubt ihr, wie diese Gegenstände zu uns gekommen sind?**

S: *will respond*

T: "One way is IMMIGRATION!" **Eine Möglichkeit ist die Einwanderung!**

T: "This word describes people who moved here from another country. If a person from China moves to the United States," point to the map and move your finger from China to the U.S. "they are called an immigrant. If a person from Mexico moves to the United States, they are called an immigrant." Move your finger from Mexico to the U.S. on the map. **Dieses Wort beschreibt die Leute, die aus einem fremden Land hierher eingewandert sind. Wenn jemand aus China in die Vereinigten Staaten einreist, dann nennt man ihn Emigrant/Einwanderer. Oder wenn jemand aus Mexiko in die Vereinigten Staaten zieht, dann nennt man ihn Emigrant/Einwanderer.**

- Continue activity with a few more countries.

T: "So if a person moves from Africa to the United States, what would they be called? Everyone think...(wait 10 seconds) what is the word? Turn and tell your neighbor what they would be called, an...." **Wenn jemand aus Afrika in die Amerikanischen Staaten zieht, wie würde man ihn nennen? Wie lautet das Wort? Dreht euch zu eurem Nachbarn und sagt, wie man ihn nennen würde, einen ____.**

S: *Immigrant. Emigrant/Einwanderer*

T: "Right. Now, think, are any of your parents immigrants. Were any of your parents born in another country, but moved here?" **Richtig. Denkt einmal nach. Sind eure Eltern Emigranten? Wurden eure Eltern in einem anderen Land geboren und sind hergezogen?**

S: *will respond*

T: "When immigrants come to this country, they bring things from their own culture, like the food they eat, the games they play, or the clothing they wear. Those things are all part of their culture. Today we are going to talk about some specific cultural groups. The first is not an immigrant culture but the last 2 are." **Wenn Emigranten in dieses Land kommen, dann bringen sie Dinge aus ihrer eigenen Kultur her, wie zum Beispiel das Essen, die Spiele, die sie spielen oder**

Kleidung, die sie tragen. Diese Dinge gehören alle zu ihrer Kultur. Heute werden wir über einige spezielle Kulturgruppen sprechen. Die erste ist keine Emigrantenkultur, aber die letzten zwei sind es.

- Introduce Native Americans first since they were already here. You can talk about them being here and the and some things from our culture in Utah and the nation that we got from them. List some specific examples for teachers (See Interconnections lesson).

T: "This says 'Native Americans.'" (put it on the map) Hier steht „amerikanische Ureinwohner“.

T: "Native Americans are not immigrants. They did not come from another place." Point to other continents and shake your head no. "They lived here in our country" point to North America on the map "before other immigrants came. They were the first people to live in our country. So, are Native Americans immigrants? Thumbs up or down?"

Amerikanische Ureinwohner sind keine Emigranten. Sie kamen nicht von einem anderen Ort her. Sie haben hier in unserem Land gelebt, bevor andere Emigranten gekommen sind. Sie waren die ersten Leute, die in unserem Land gewohnt haben. Sind amerikanische Ureinwohner also Emigranten? Daumen hoch oder runter?

- Students should show you thumbs down.

T: "You're right! Native Americans are not immigrants." **Ihr habt recht! Amerikanische Ureinwohner sind keine Emigranten.**

T: "We are going to look at some things from our culture that originally came from the culture of Native Americans." **Wir werden uns einige Dinge unserer Kultur anschauen, die ursprünglich aus der Kultur der Amerikanischen Ureinwohner stammen.**

T: "Look at this picture, it is a _____. Native Americans ate/used/wore... this in their culture." **Schaut euch das Bild an, es ist ein/eine _____. Amerikanische Ureinwohner aßen/verwendeten/trugen... dies in ihrer Kultur.**

T: "I will put it under the word Native American on the map." **Ich werde das unter das Wort Amerikanische Ureinwohner auf der Karte pinnen.**

- Using pictures of things from Native American culture. After showing each picture, have students use the sentence frame '_____ came from the culture of Native Americans, now _____ are/is part of our culture.'

T: "Now let's talk about European immigrants." Put up the word card on the map over Europe. **Lasst uns nun über europäische Emigranten sprechen.**

T: "Many years ago, hundreds of European immigrants came to this country. They brought their culture with them. Let's look at some parts of their culture they brought." **Vor vielen Jahren kamen hunderte europäische Emigranten in dieses Land. Sie haben ihre Kultur mitgebracht. Lasst uns ein paar Teile ihrer Kultur, die sie mitgebracht haben, betrachten.**

- Hold up a picture of a Christmas tree.

T: "What do you see in this picture? On 3, turn and tell a partner what you see in this picture. Ready, 1, 2, 3." **Was seht ihr auf dem Bild? Dreht euch auf drei zu eurem Partner und sagt ihm, was ihr auf diesem Bild seht. Fertig, 1,2,3.**

S: A Christmas tree **Ein Weihnachtsbaum**

T: "Right, this is a picture of a Christmas tree. European immigrants brought Christmas trees to our country. Before European immigrants moved here, people did not have Christmas trees." Put the picture of the Christmas tree on the map under the word card 'European Immigrants.' "Christmas trees come from the culture of European immigrants," point to the word card while saying this "now Christmas trees are part of our culture" refer to the posters showing the student's culture made in the 'Cultures in our Community' lesson while saying the last part. **Richtig, das ist das Bild eines Weihnachtsbaumes. Europäische Einwanderer haben den Weihnachtsbaum in unser Land gebracht. Leute hier hatten keinen Weihnachtsbaum, bis europäische Einwanderer hergekommen sind. Der Weihnachtsbaum stammt aus der Kultur europäischer Einwanderer. Jetzt sind Weihnachtsbäume Teil unserer Kultur.**

T: "Let's practice saying 'Christmas trees came from the culture of European immigrants.' While pointing to the picture. Ready, 1, 2, 3." **Lasst uns üben, zu sagen „Weihnachtsbäume stammen aus der Kultur europäischer Emigranten.“ während wir auf das Bild zeigen. Fertig,1,2,3.**

S: Christmas trees came from the culture of European immigrants (students point to the picture).

T: "Good. Here's something else European immigrants brought to our country." **Gut. Hier ist noch etwas, was europäische Emigranten in unser Land gebracht haben.**

- Hold up a picture of someone celebrating St. Patrick's Day (or something else brought by European immigrants).

T: "This picture shows a St. Patrick's Day, a holiday we celebrate in our culture, but it did not start out as part of our culture." put the picture under the word card 'European Immigrants.' **Dieses Bild zeigt den St. Patrick's Day. Einen Feiertag, den wir in unserer Kultur feiern. Aber diese Tradition hat nicht hier begonnen.**

T: "Where does this holiday come from? Tell your neighbor." **Woher kommt dieser Feiertag? Sagt es eurem Nachbarn.**

S: "European immigrants." **Von europäischen Emigranten.**

T: "Great! What else came from European immigrants?" **Super. Was kam noch von europäischen Emigranten?**

- List any student responses on the board.

T: "Now we are going to learn about things from another cultural group—Hispanic immigrants." Point to Central and South American on the map. "Hispanic immigrants come from these countries in Central and South America." **Wir werden jetzt Dinge über eine andere kulturelle Gruppe lernen. Die Hispanoamerikanischen Emigranten. Hispanoamerikanische Emigranten kommen aus diesen Ländern in Zentral- und Südamerika.**

- Put up the word card with "Hispanic Immigrants" written on it on central and south America on the map.
- Repeat the activity from above using pictures of things from Hispanic culture. After showing each picture, have

students use the sentence frame ' _____came from the culture of Hispanic immigrants, now _____is/are part of our culture."

T: "What else came from Hispanic immigrants?" Was kam noch von Hispanomaerikanischen Emigranten?

- List any student responses on the board.

Guided Practice: (13 minutes)

T: "Now we are going to see if you remember which culture some of these things came from!" Hold up some of the picture cards. **"You will be looking at these pictures and telling your partner which culture brought them to this country."**
Jetzt werden wir mal sehen, ob ihr euch daran erinnert, aus welcher Kultur manche dieser Dinge kamen. Ihr werdet euch diese Bilder anschauen und eurem Partner sagen, welche Kultur diese Dinge in unser Land gebracht hat.

Use the Modeling Cycle

Teacher Does:

- Take one of the cards from a bag of cards you have made for the students. Hold up the card and show the picture to the class.

T: "I am going to draw a picture card of the things on the board. You will tell your partner, "_____came from the _____culture." Then hold up the card that represents that culture. Let me show you what I mean." Ich werde eine Bildkarte der Dinge auf dem Board ziehen. Ihr werdet es eurem Partner sagen. „___stammt aus der___Kultur.“ Hebt dann die Karte hoch, die diese Kultur repräsentiert. Ich zeige euch, was ich damit meine.

- Teacher will demonstrate activity.

Teacher Does with Student:

- Call one student up to the front of the class. Draw another card from the bag.

T: "First I will draw a card, 'What culture did _____come from?' (Wait 5-10 seconds) Zuerst ziehe ich eine Karte. „Aus welcher Kultur stammt___?“

S: _____came from the_____culture.

T: "Show me the card." Zeig mir die Karte.

S: will show card

T: "Well done! I need another helper." Gut gemacht! Ich brauche noch einen Helfer.

- Repeat activity with other student.

Two Students Do:

- Call two students up to the front of the class. Draw another card from the bag.

T: "Now you two show us how it is done." Jetzt zeigt ihr zwei uns, wie man das macht.

S1: "What culture is _____from?"

S2: "_____came from the_____culture."

T: "Show the card." Zeigt die Karte.

**T: "Well done!"
Gut gemacht!**

All Students Practice:

T: "Now you need to work in pairs. Each of you will be given a bag of culture cards and a card to represent Native Americans, Europeans and Hispanic. You will need to take turns picking cards and answering questions." Jetzt müsst ihr in Zweiergruppen arbeiten. Jeder von euch bekommt eine Tüte voll mit Kulturkarten, die Amerikanische Ureinwohner, Europäer und Hispanoamerikaner repräsentieren. Ihr müsst euch dabei abwechseln, Karten zu ziehen und Fragen zu beantworten.

S: will do the activity

- Teacher will walk around helping students as needed.

Closing: (4 minutes)

- Collect all the cards from students and bring the class back together. Hold up a few of the cards, asking "What culture did _____come from?" Aus welcher Kultur stammt___? and have the students say and hold up the card of one of the three groups.

T: Remember what we said we were going to learn about today. I can recognize things from a different culture by matching pictures to that culture in a game with my partner." Denkt daran, was wir heute lernen wollten. Ich

kann Dinge einer anderen Kultur erkennen, indem ich dieser Kultur Bilder bei einem Spiel mit meinem Partner zuordne.

Assessment:

Walk around while students are speaking with partners to see if they are using the sentence frames and correctly identifying the pictures with the right culture.

Extra Ideas:

- Read books about different immigrant groups.
- Have a parent come speak about their own immigrant ancestors.

Schülerkarten



Mais

Ortsnamen:

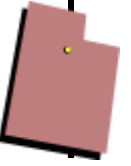
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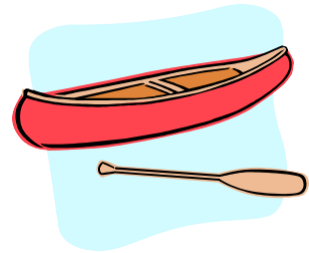
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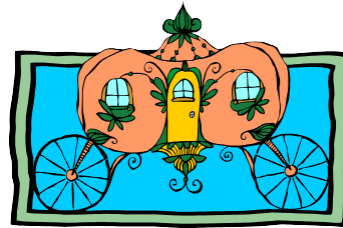
Baumwolle



Kanu



Englisch



Märchen

Feiertage



Tortillas

Salsa



Salsa tanzen

