

Third Grade History Unit 1

Geography and Cultures of North America

Compelling questions:
Where are we? Who are we?

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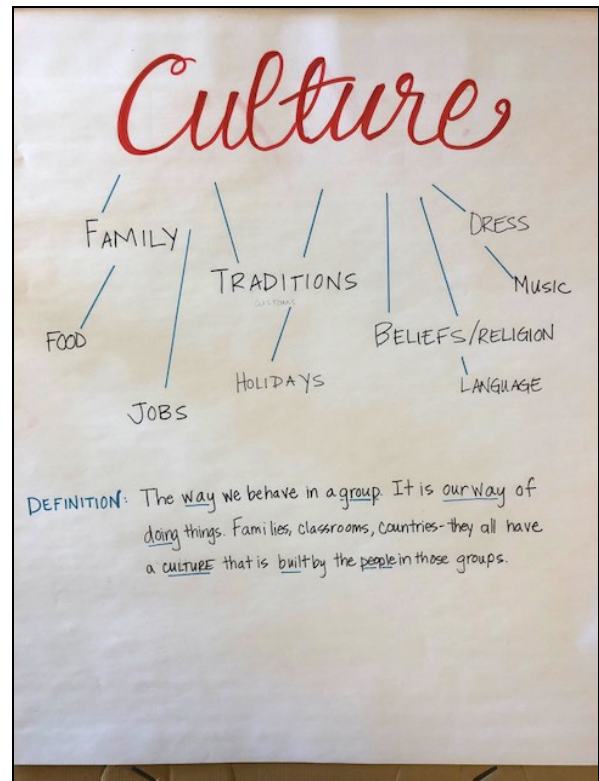
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Lessons 1-3

1. C3 Inquiry Design Model: is licensed under a Creative Commons Attribution - noncommercial - sharealike 4.0 International License
This inquiry from the New York State Social Studies Resource Toolkit on the C3 Inquiry Design Model website is used in our unit design on geography and culture.

Lessons 4-6

2. "What Is Culture- Elementary Lesson." is licensed under the Standard YouTube License
www.youtube.com/watch?v=o32l-U6nGY.
This YouTube video is used in Lesson 4 to introduce elements of culture.
3. What is Culture? 3rd Grade Reading Comprehension Worksheet. © 2008–2018 k12reader.com All Rights Reserved.
This website and activity referenced is used for the What is Culture? activity in lesson 4.
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A Note of Thanks

Thank you to the teachers who piloted the materials and helped to make this work possible through the generous use of their classrooms. Thank you to district leaders who also supported this work: Terrie VanderWegen, Assistant Superintendent of Teaching and Learning, and Abby Frandsen, Director of Curriculum and Professional Development. Thank you also to Barbara Soots, OSPI OER Program Manager, for her wisdom and advice throughout the OER process.

As with any open source program, we will update and revise as needed and appropriate. Please check back as any updates will be made annually.

Third Grade History Unit 1: Geography and Culture of North America

Where are we? Who are we?



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Unit Introduction

The unit is focused on the examination of geography in terms of “place.” Students dive into inquiry to answer the compelling questions, “Where are we?” and “Who are we?” Through these two questions students will understand where they live and where people around the world live. Students will also dive into the term “culture” and define it through many characteristics. Students will examine and reflect upon their own culture and research different cultures of North America.

The materials were created to be one coherent arc of instruction focused on one topic. The module was designed to include teaching notes that signal the kind of planning and thinking such instruction requires: close reading with complex text, and specific instructional strategies or protocols are described that support students’ reading and writing with evidence are described in enough detail to make it very clear what is required of students and how to support students in doing this rigorous work. Materials include summative assessment of content and process, central texts, key resources, and protocols that support and facilitate student learning.

The module will help teachers achieve two goals: To build students’ content understanding and to help students develop the content literacy skills needed for College and Career Readiness.

We honor teachers as professionals, and expect teachers would modify and refine the lessons to meet the needs of their students and context. This is offered as one concrete example, an invitation, and an inspiration to others to extend this and to do their own work.

Third Grade History Unit 1: Geography and Culture of North America

Where are we? Who are we?

Common Core Standards

RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

RI.3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Washington State SS Standards

SSS3.3.1 Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.

SSS2.3.1 Use a graphic organizer to organize main ideas and supporting details from a variety of print and nonprint texts.

G2.3.1 Explain how the environment affects cultural groups and how groups affect the environment.

G2.3.2 Examine the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.

H2.3.1 Demonstrate how contributions made by various cultural and ethnic groups have shaped the history of the community and world.

H4.3.2 Use evidence to develop a claim about our past community's

Unit Desired Results

Understandings/Big Ideas

- Students will understand that geography influences where people live and form communities.
- Students will understand that humans impact the environment in various ways.
- Students will understand that there are many cultures in North America.

Essential Questions

- Where are we?
 - Where are we, as a class community, located?
 - Where are people located on Earth?
 - Why are we located where we are?
 - What are the human "footprints" that humans leave?
- What defines a culture?
- What makes people similar? What makes people different?

Students will know:

- Continents, Oceans, Poles, Equator, Cardinal Directions, Population Density, Climate, Map Keys, Elevation, Resources
- Definition of 'culture', key cultural components

Students will be skilled at:

- Constructing maps of familiar places
- Reading a map key
- Using maps of different scales
- Describing how environmental characteristics influence population distribution
- Comparing/contrasting
- Crafting a claim (opinion)

Third Grade History Unit 1: Geography and Culture of North America

Where are we? Who are we?

Teacher Notes:

Work to design and develop a performance task/project that is appropriate for your students.

Develop a rubric that accurately reflects the expectations you've outlined.

Performance Task Expectations

Possible Performance Task:

Students will choose a culture or an aspect of culture and create an infographic that displays all of the culture information they have learned.

Students will use all that they've learned to:

1. Craft a presentation that answers the essential questions in the unit: students will explain how cultures are similar and different (traditions, holidays, language, clothing)

OR

2. Craft a presentation that answers the essential questions in the unit: Students will choose an aspect of a culture and study its history and importance to people today.

By what criteria will "performances of understanding" be judged?

Teachers can create the rubric based on the specific expectations set forth in the project.

Other Evidence:

Through what other evidence will students demonstrate achievement of the desired results? Think of this section as the daily work and debrief (exit slips and assessments) that happen day-to-day. Consider how you might use the debrief to structure upcoming lessons to address student needs (modeling, showing exemplar work, conferring with individual students, pulling out a small flex group, etc.).

Third Grade History Unit 2: Native Americans of North America

Washington State Standards

Social Studies

SSS2.3.1 Use a graphic organizer to organize main ideas and supporting details from a variety of print and non-print texts.

Complete a process grid for the tribes of North America

SSS3.3.1 Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.

G2.3.1 Explain how the environment affects cultural groups and how groups affect the environment.

Describe how a tribe interacted with the environment to meet their needs. Explain how a tribe respected the environment.

G2.3.2 Examine the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.

Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter. Explain how the environment and nature were woven throughout their beliefs and cultures.

G2.3.3 Compare the traditions, beliefs, and values of cultural groups in North America.

Compare and contrast at cultures of North America

H2.3.1 Demonstrate how contributions made by various cultural and ethnic groups have shaped the history of the community and world.

Describe how

H4.3.2 Use evidence to develop a claim about our past community's history.

Complete a processing activity at the end of the unit that answers the compelling question using knowledge learned in the unit

ELA Standards

3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.

3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

3W7: Conduct short research projects that build knowledge about a topic.

3W8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Third Grade History Unit 1: Geography and Culture of North America

Where are we? Who are we?

Lessons

The lessons in Part 1 begin with an inquiry with the compelling question, “Where are we?” Students will experience a series of lessons from a C3 Inquiry Design Model lesson sequence which has been edited and revised to include updated links and graphic organizers for students. This work has been left in its original C3 design format to avoid confusion. Students will study maps to determine where and why people live where they live. Here is the link to the original lesson (not adapted by CVSD).

The lessons in Part 2 begin with an inquiry with the compelling question, “Who are we?” Students will experience a series of lessons in which they will discover their own culture, the cultures of their peers, and then the cultures of people in North America. These lessons are original works and do not follow the C3 Inquiry Design Model. Each lesson has a lesson description, standards, objectives, success criteria, and detailed directions to aid in delivery. All graphic organizers and texts are included where copyright allows.

All lesson time suggestions are approximate, but the entire unit should take no longer than 5-6 weeks.

Part 1: Where are we? (lesson sequence adapted from C3 Inquiry Design)

Link to all Part 1 lessons:

[Lesson 1](#): Where are we as a class community located? (45-60 minutes)

[Lesson 2](#): Where are we, as people on Earth, located? (30 minutes)

[Lesson 3](#): Why are we where we are? (30 minutes)

[Extension Lesson](#): Create a Zoom Book about your location on planet Earth

Part 2: Who are we? What is culture?

[Lesson 4](#): What is Culture? (90 minutes)

[Lesson 5](#): What is the culture of the people in our classroom and school? (2 days, 30 minutes for day 1; 45 minutes for day 2)

[Lesson 6](#): How does history impact cultures of North America? (90 minutes)

Part 3: Performance Task: Culture Case Study

Create an opportunity for students to share all that they have learned about cultures. Consider holding a “culture night” in your school and invite parents and community members to attend.

This icon will take you back to the main lesson page. It's located on the left hand column of each lesson.



Lesson 1: Where are we?

Standards

[CCSS.ELA-LITE](#)

[RACY.RI.3.1](#)

[CCSS.ELA-LITE](#)

[RACY.RI.3.4](#)

[CCSS.ELA-LITE](#)

[RACY.RI.3.7](#)



Essential Questions: Where are we, as a classroom community, located?

Learning Objective: I can describe the location of the school using geographic tools and vocabulary.

Success criteria: Accurately describe the location of the school using geographic tools (maps) and vocabulary (description of location)

Time Required 45-60 Minutes



Materials

- Link:Fede Castro, *Our Earth*, National Geographic channel: <https://www.youtube.com/watch?v=TGBQazOQfoE> (4-minute video)
- Google Maps (one chromebook for every two or three kids)

Opening:

1. This inquiry opens with the compelling question “Where are we?” To engage students in considering this question, teachers can share the video (linked in the Materials section? of time-lapse videos and images taken from the International Space Station (ISS) and ask students to discuss what most surprises them about the images:

NOTE: The aurora borealis, a dramatic display of lights that can be seen in the northern night skies, occurs when electrons in solar winds encounter Earth’s atmosphere.

The first supporting question—“Where are we, as a class community, located?”—initiates a discussion about the concept of place and the idea that, at any one time, we can be in several different locations.

Work Time

1. Ask students, in small groups or as a whole class, to describe the location of their school community using geographic terms and vocabulary and to record their responses on a chart or graphic organizer. This works well if you give each small group a piece of chart paper and have them draw a map of their school’s neighborhood.
2. Using Google Maps, teachers and students should select the “Earth” view and locate their class community by typing the name of their school into the search box. Once the school is located and pinned, students can zoom out and work together to identify and describe the location of their school in an increasingly globalized context (for example, McDonald Elementary School < Spokane Valley< Washington State < Northwest United States < United States of America < North America < Western Hemisphere < Earth).
3. Have students return to the maps they created in step 1. Ask them to revisit and revise the maps based on what they discovered on Google Maps.
NOTE: Teachers will also want to use maps and globes in order to show students different representations of place.)

Debrief/Assessment: Have students share their maps with the class. Have them describe their maps and the choices they made using geographic vocabulary.

Lesson 2: Where are we, as a people of Earth, located?

Standards

[CCSS.ELA-LITERAC](#)

[Y.RI.3.1](#)

[CCSS.ELA-LITERAC](#)

[Y.RI.3.4](#)

[CCSS.ELA-LITERAC](#)

[Y.RI.3.7](#)

The second supporting question, “Where are we, as people on Earth, located?” builds on and contextualizes students’ understandings of the first question. In Lesson 1, “we” was interpreted in the literal sense to represent the students’ classroom as a community. In Lesson 2, “we” represents all people on Earth.

NOTE:

Students may require a high level of scaffolding in navigating the information on these maps, including the legends and keys, scales, and orientations.



Essential Questions: Where are we, as a people of Earth, located?

Learning Objective: I can describe why people live where they live by describing high and low population dense areas.

Success criteria: Accurately completed two-column chart that notes “High Population Density” and “Low Population Density” data that shows where people live on Earth.

Vocabulary: Population density (defined on the two-column chart)

Time Required 30 Minutes

Materials

- Source A: [Population Density Map](#)
- Source B: [Nighttime Satellite Image](#)
- Two-column Population Density chart (follows this lesson)

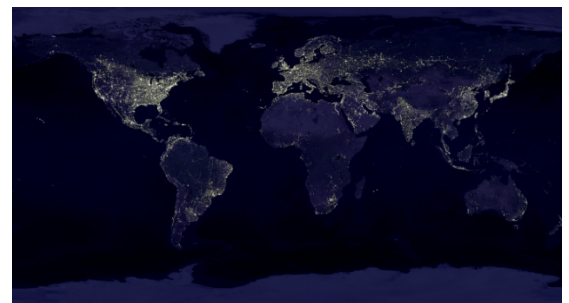
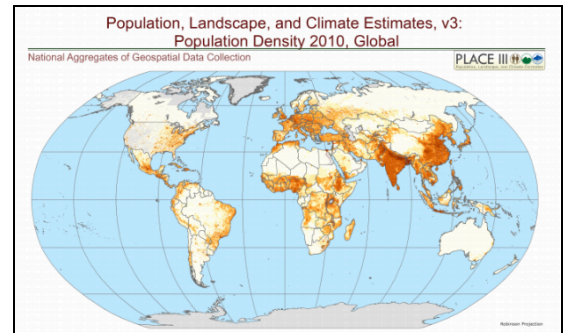
Opening:

Ask students to predict why people live where they live. Describe different geographic features to students (mountains, deserts, cities, water, coastal areas, etc.) and ask them if these factors influence where people live. Share the essential question, learning objective and success criteria with students.

Work Time

1. Distribute the two-column chart to students. Review the terms defined and tell students that they will be looking at two different maps to try to determine WHERE people live on planet Earth.
2. Distribute Sources A and B to students (digital via Google Classroom or printed). Help them orient themselves to the maps. For each map, ask students: What do these maps show? Explain that these maps help students understand where people are distributed on the planet. For example, students should notice that the population density of the United States as represented on Featured Source A is lower than that of other parts of the world, but the high concentration of electric lights in the United States, shown in Featured Source B, is actually brighter than that of other areas of the world (such as western Africa) that have greater population densities.
3. In pairs, have students complete the two-column chart, labeled “High Population Density” and “Low Population Density,” that describes the location of the world’s people in terms of population density.

Debrief/Assessment: Write a one-sentence summary that describes where people live on Earth. Where do we live on Earth? Collect two-column charts and sentence summaries for assessment.



Name: _____

Two Column Chart: Population Density

Population: all the people who live in a town, area, country, etc.

Example: *The population of Washington State is about 7 million people*

Density: the number of people who live in a square unit

Example: *there are 500 people per square mile*

Guiding question: How are people distributed on the planet?

High Population Density	Low Population Density
Write a one-sentence summary that describes where people live on Earth. Use evidence from your two-column chart to support your answer.	

Lesson 3: Why do we live where we live?

Standards

[CCSS.ELA-LITERACY.](#)

[RI.3.1](#)

[CCSS.ELA-LITERACY.](#)

[RI.3.4](#)

[CCSS.ELA-LITERACY.](#)

[RI.3.7](#)

This lesson asks students to consider the question, “Why do we live where we live?” It calls on students to integrate information from the sources featured in the previous task with information gleaned from two new sources.

NOTE: Students may require a high level of scaffolding in navigating the information on these maps, including the legends and keys, scales, and orientations.



Essential Questions: Why do we live where we live?

Learning Objective: I can describe why people live where they live by looking at maps that show climate and elevation, and by integrating my knowledge of population density.

Success criteria: Accurately completed a chart that notes “Climate” and “Elevation Zone” data that shows where people live on Earth, and answered the essential question on my chart.

Vocabulary: climate, elevation

Time Required 30 Minutes

Materials:

- Source A: [Climate Map](#)
- Source B: [Elevation Zone Map](#)
- Population Density Map from Lesson 2 (access link there)
- I Notice/I Think/I Wonder chart (follows this lesson)

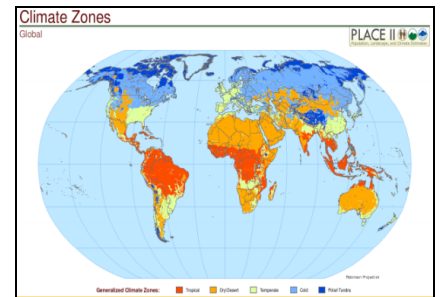
Opening:

Review the definitions of climate (the weather conditions in an area in general or over a long period of time) and elevation (height above a given level, especially sea level). Ask students: how might these two terms affect where people live? Have students turn and talk and share out.

Work Time:

1. Distribute the chart to students. Review the terms defined and tell students that they will be looking at two different maps to try to determine WHY people live where they live on planet Earth. Explain that as students examine a new set of maps and express their conclusions on a chart labeled “I Notice,” “I Think,” “I Wonder.” In the I Notice column, they list their observations; in the I Think column, they list the inferences they have drawn. Students ask questions of the maps in the third column. You may choose to model this chart using the Population Density Map from Lesson 2 to get students going on the chart.
2. Distribute Sources A and B to students (digital via Google Classroom or printed). Help them orient themselves to the maps. For each map, ask students: What do these maps show? In pairs, have students explore Sources A and B and compare them with the Population Density Map from Lesson 2.
3. Finally, students write a one-sentence summary that describes why people live where they live on Earth based on observations of the maps. Why do we live where we live?

Debrief/Assessment: Collect charts and sentence summaries for assessment.



Name: _____

Why do we live where we live?

Climate: the weather conditions in an area over a long period of time

Example: *Tropical climates are hot and have a lot of precipitation.*

Elevation: the height above a given level, especially sea level

Example: *The elevation of Spokane is 1,843 feet above sea level.*

Check out all of the maps from Assignment 2 and 3. For each map, answer the following questions:

What do you notice? What do you think? What do you wonder?

I notice... (what do you see?)	I think... (list your inferences)	I wonder... (list your questions)
Why do we live where we live? Use evidence from your two-column chart to support your answer.		

Extension Lesson: Where are we? Zoom Book!



Essential Questions: Where are we, and why do we live here?

Learning Objective: I can describe where we live in Spokane Valley and describe why we live here in terms of population density, climate, and elevation.

Success criteria: I have created a “Zoom Book” that describes where we live in Spokane Valley and describe why we live here in terms of population density, climate, and elevation.

Vocabulary: climate, elevation

Time Required 60 minutes

Materials:

- Paper
- Access to chromebook

Opening:

Now that we know a lot about where people live and why they live there, students will now have an opportunity to create a book that provides all of these details for their hometown.

Project:

Students will create a book with illustrations that “zooms in” on their location on planet Earth. This can take many forms for a final project. For example, students may want to create a Google Slideshow, or, they may want to create a paper book.

This lesson from Scholastic is a good example of what the final project might look like:

<http://www.scholastic.com/browse/lessonplan.jsp?id=1576>

Students will want to research and add the following on a separate page/pages in their Zoom book:

- Climate
- Elevation
- Population density

Use the Scholastic lesson as a guide. Model how to look up the climate, elevation, and population density of Spokane Valley (or the city in which your students live).

Lesson 4: What is culture?

Lesson

Description:

Objectives: Students will explore the definition of culture and work to define their own culture.

Students will watch a short YouTube video multiple times, come up with descriptors for "culture". They will then read a short passage on culture from K12reader.com, and then work to describe their own culture using a graphic organizer.



Standards

S.S.S 5.3.1 Engages in discussions that attempt to answer questions about cultural similarities and differences

[RI.3.1](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

Essential Questions: What is my culture? How is it similar/different to those around me?

Learning Objective: I can define culture and describe my own unique culture.

Success criteria

Accurately define "culture"

Describe what defines my culture

Time Required

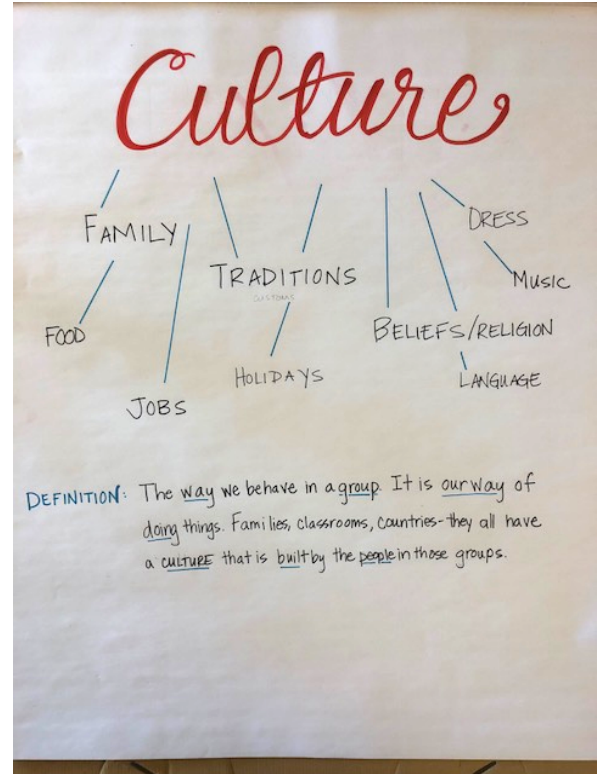
90 Minutes

Materials

- Link: [YouTube Video: What is Culture?](#) (The YouTube video is licensed with a Standard YouTube License)
- Chart paper with the word "culture" written on it (see sample above)
- Link: [What is Culture?](#) Reading passage from K12reader.com (this is a link to the K12reader.com site, Copyright ©2012 K12Reader)
- _____'s Culture graphic organizer (graphic follows this lesson)

Opening:

2. Get students seated in a comfortable area, each with a blank piece of paper.
3. Show the YouTube video, What is Culture? (first read)
4. After the video is over, ask students: What are the words we might use to describe culture? Watch the video again. (second read)
5. Show the video again, but this time ask students to write the word "**culture**" down and to add words or phrases from the video that help them to define it.
6. Add words that describe culture to the class anchor chart. These may include food, religion, traditions, customs, family, holidays, music, jobs, language, dress, music, etc. Let the kids brainstorm and write the words down on the anchor chart.



Lesson 4: What is culture? (continued)



Work Time:

Students will read a short informational passage about culture and answer questions using key ideas and details from the text.

1. Guided Practice: Distribute copies of the “What is Culture?” passage/questions. Model how you read the first paragraph and annotate as you read. As your students are able, release the responsibility of the reading and annotation to pairs/individuals.
2. Model how you would answer the first question. Provided guided practice on the other questions or release the responsibility as you see fit.
3. Go back to the anchor chart. Ask students: Knowing what you know now, how would you define **culture**? Turn and talk first and then share out whole class. Record student thinking on an anchor chart.
4. Reveal the definition of the word, “**culture**” and add it to the anchor chart.

What is Culture?
Cross-Curricular Focus: History/Social Sciences

Our culture is the system we use to build our identity. All living creatures are part of a culture. Even animals have a culture! So what is culture? It's the way we behave in a group. It begins with each individual family. Within our families we do things to build relationships with each other. This can include routines for doing things. It also includes traditions. Traditions are activities that are repeated on a regular basis.

Culture is not limited to individual family groups. The real strength of culture is in larger community groups. These larger groups are called **societies**. Every society makes rules for itself. It decides how people should act in different situations. Some of these rules are written down. Some are just things that are automatically expected of all members of that society. Often, cultures can be identified by what the people believe. Cultures are also known by what they choose to include in their art. Sometimes a society forms around people who speak the same language. Cultures may also be known for their customs, including the foods they make and the things they do.

Our cultures help us understand who we are and what we believe. There are very strong emotions connecting us to our own society. Two different cultures may disagree on something, especially if they both feel strongly about it. When that happens, war is a common result.

People are learning better ways to communicate with each other. The more we learn, the more we appreciate the differences in cultures.

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

Name: _____

- 1) Tell about a tradition your family shares. _____
- 2) Have you ever had a friend whose family had different beliefs than your own? If so, what was your reaction to the difference? _____
- 3) What would your art tell someone about your culture? _____
- 4) Do you speak more than one language? What is the value of learning an additional language? _____
- 5) How can we help prevent wars between cultures? _____

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Independent Practice/Activity:

Students will now define their own cultures and compare with other students in the class.

1. Distribute copies of the graphic organizer: “_____’s Culture” to students
2. Model: Write your name in the center circle. Then, choose a square and model how you would define that topic according to your culture. Give students some time to play around with different ideas and to chat with each other (it will help generate ideas if they are allowed to talk). Students are welcome to write words or draw pictures.
3. Model: Show students how you would complete the “I am special because...” portion. This is sort of a one-sentence summary of how we define ourselves. Ask students to come up with some examples aloud in class and then release them to write their own.
4. Students can draw a picture of themselves that best shows their culture and what makes them special.

Debrief:

What words define the word “culture?”

What do we still wonder?

How I dress

Where I live

What I eat

My Language

_____'s
Culture

What I play

My family

Celebrations

Art and Music

I am special because...

Three horizontal dashed lines for writing.

Draw a picture of yourself

A large rectangular box for drawing a picture of yourself.

Lesson 5: What is the culture of the people in our classroom and school?

Lesson

Description:

Students will undertake an investigation to define what culture is and what it means in terms of self-identity, familial customs, and school culture. After a brief large-group classroom discussion, students will be sent home with a Home/School connection activity. Students will speak with family elders and ask "What is the culture of our family?" Students will record information about the food, customs, religions, traditions of their family unit. Students will then take this information and in a large group classroom activity, create a "What is Culture" poem. The poem will weave together all of the students feedback into one collective and cohesive literary work of art that will serve as an anchor to students throughout their journey through this unit of study.



Standards

S.S.S 5.3.1 Engages in discussions that attempt to answer questions about cultural similarities and differences;

RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

Essential Questions: What is the culture of the people in our classroom and school? How does your culture make you different from other people in your school and community? How does your culture make similar to others people in your school and community?

Learning Objective: I can interview an adult and record important details. I can synthesize information gathered in the interview process into a meaningful collaborative classroom poem that describes what culture is.

Success Criteria: I understand that each person has a unique culture, based on numerous variables. Using the data from my family interview, I have collaborated with my classmates to help in the creation of a poem that defines "What is Culture?"

Time Required: Two Day lesson (20-30 minutes on Day 1, 45 minutes on Day 2)

Materials

- My Culture/Our Culture graphic organizer (One copy per student; follows this lesson)
- What is Culture? Home/School Interview worksheet. (One copy per student; follows this lesson; also available in Russian and Spanish)
- Sentence Strips, ten-key tape, or long strips of paper 2" x 24" (enough so each student will have three strips of paper each)
- Dark colored markers
- Highlighters
- Large piece of butcher paper to place the strips on at the end of the large group activity
- Glue or tape to stick the strips to the butcher paper

Agenda

Day One

Review the previous lessons and the anchor chart co-constructed by the class. Ask students to turn and talk: what are the important parts of culture? Why are these important?

Now ask: So, what are the cultures of the people in our classroom?

Step 1. Pass out the My Culture/Our Culture graphic organizer to kids. Explain the directions and model how you would answer a few of the questions on the sheet.

My Culture/Our Culture		
Part 1: My Culture Directions: Answer the questions below. Be ready to share with other students!		
What holiday do you love to celebrate?	How do you celebrate your birthday?	What is your favorite food to eat at home?
What sport do you play?	Do you speak any other languages?	Who is in your family?
What do you like to do in your free time?	What games or activities do you like to do outside?	What is one tradition that you know about in your family?

Name _____ Date _____

Home/School Connection: What is the culture of your family?

Talk to your parents, grandparents, or someone close to you about culture. This may include important holidays, celebrations, traditions, food, clothing, and music. Write or draw about the conversation you have with your family members about your culture.

Lesson 5: What is the culture of the people in our classroom and school? (continued)

[Lessons](#)



Step 2. Have students work independently to answer the questions on page 1.

Step 3: Have students “wander” around the room to interview other students and record their answers on page 2.

Debrief: What did we learn about the people in our room? How does this help us know their cultures?

Homework: Pass out [What is Culture? Home/School Interview worksheet](#) to each student. Explain that the students will take this sheet home to interview their family members and elders. Encourage them to include as much detail as possible. Set a day that the interview worksheet needs to be returned to class.

Day Two students will return with their completed interview worksheets.

Step 1. Have students do a close reading of their worksheets. Have them identify the three most important word, or short phrase in their interview. Have them underline or highlight these important words and/or short phrases.

Step 2. Pass out three strips of paper to each students. Using a dark marker and large, clear penmanship, have students write one of their words or short phrases on a strip of paper. Repeat until all three strips have a different word or short phrase on each. As the teacher, you will create three of your own strips.

Step 3. Have students clear desks to the side of the classroom so that they can form a large circle. If you have access to a large room or gym, that will also work well.

Step 4. As the teacher, explain to the class that they are going to be creating a collaborative poem with the words and phrases they have written on the strips of paper. Explain that this process will involve three rounds.

Round 1. Each participant places one strip down. The strip can be placed above or below and existing strip. The teacher begins by placing the first strip in the center of the circle. The student to the right of the teacher places the next strip down. Repeat until each student has placed one strip down.

Round 2. Teacher will explain that students will be able to place their next strip to the right or left, above or below existing strips. Continue clockwise until all student have placed their second strip.

Round 3. Teacher will explain that this is the last round. This time, students may either place their last strip anywhere in the poem, discard their last strip, or move a strip already in the poem to another location in the poem, or discard a strip in the poem. They may only select one of these options.

Step 5. Read the class poem. Teacher can read aloud or select a volunteer. You can also have the entire class choral read the poem together.

Step 6. Ask for student volunteers to tape or glue to the butcher paper in the exact order the strips have been laid down. Another alternative would be to have a student transcribe to poem in large, clear penmanship to the butcher paper so that it can be displayed in the classroom.

Debrief/Assessment

Bring students back together in the classroom. Have them compare the “Culture” anchor chart to the “What is Culture?” Poem. What are the similarities and differences between the two? Are there details or messages that stand out?

Exit slip: In one sentence, have students explain: Why is understanding culture important?

Part 1: My Culture

Directions: Answer the questions below. Be ready to share with other students!

What holiday do you love to celebrate?	How do you celebrate your birthday?	What is your favorite food to eat at home?
What sport do you play?	Do you speak any other languages?	Who is in your family?
What do you like to do in your free time ?	What games or activities do you like to do outside?	What is one tradition that you know about in your family?

Part 2: Our Culture

Directions: Find other students and ask them to share an answer to a question below.

What holiday do you love to celebrate?	How do you celebrate your birthday?	What is your favorite food to eat at home?
What sport do you play?	Do you speak any other languages?	Who is in your family?
What do you like to do in your free time ?	What games or activities do you like to do outside?	What is one tradition that you know about in your family?

Home/School Connection: What is the culture of your family?

Talk to your parents, grandparents, or someone close to you about your family's culture. This may include important places, holidays, celebrations, traditions, language, food, clothing, and music. Discuss why these things are important to your family. Write and sketch about the conversation you have.

Student signature: _____

Parent/Guardian Signature: _____

Home/School Connection: What is the culture of your family?
Conexión entre la escuela y el hogar: ¿Qué es la cultura de tu familia?

Talk to your parents, grandparents, or someone close to you about your family's culture. This may include important places, holidays, celebrations, traditions, language, food, clothing, and music. Discuss why these things are important to your family. Write and sketch about the conversation you have.

Hable con tus padres, abuelos, o alguien que conoces bien sobre la cultura de tu familia. Pueden hablar de lugares importantes, fiestas, celebraciones, tradiciones, lenguaje, ropa, comida, y música. Discuten las razones que esas cosas son importantes a tu familia. Dibuja y escribe sobre la conversación que tienen.

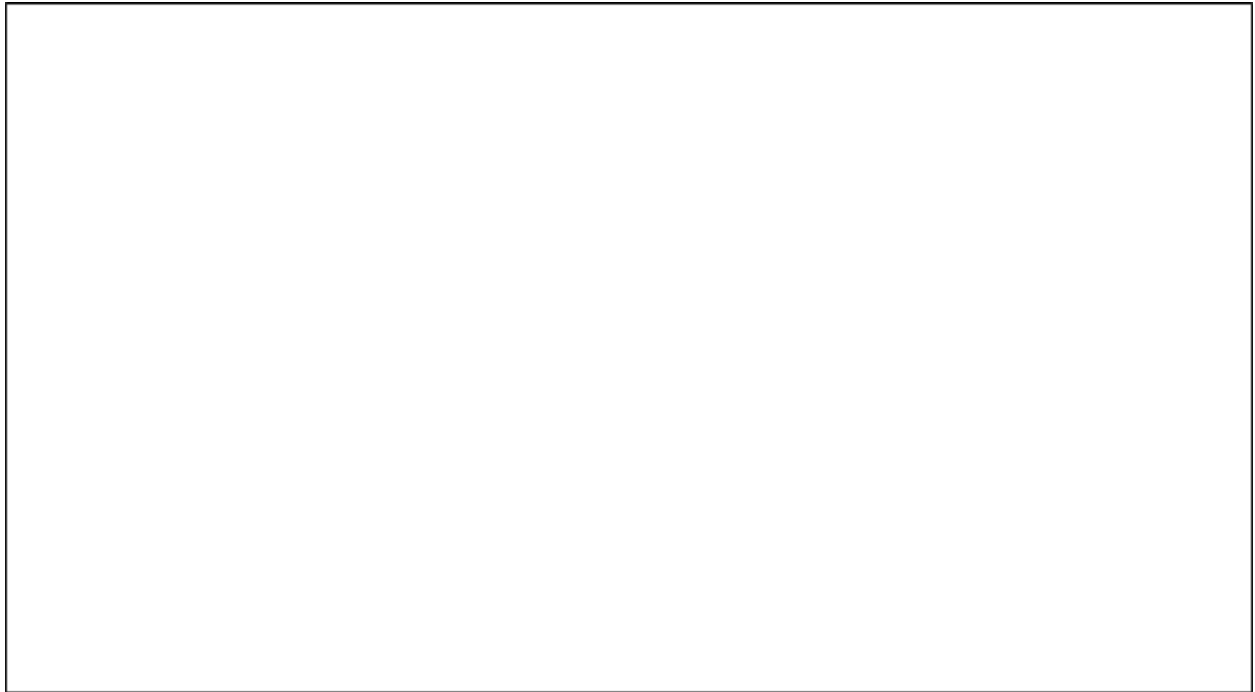
Student signature/Firma de estudiante: _____

Parent/Guardian Signature/Firma de padre/guardián: _____

Home/School Connection: What is the culture of your family?
Домашне-Школьная Связь: Какова культура вашей семьи?

Talk to your parents, grandparents, or someone close to you about your family's culture. This may include important places, holidays, celebrations, traditions, language, food, clothing, and music. Discuss why these things are important to your family. Write and sketch about the conversation you have.

Поговори со своими родителями, дедушками или бабушками, или с кем-то близким о культуре вашей семьи. Это может включать важные места, праздники, мероприятия, традиции, язык, блюда, одежду и музыку. Почему это важно для вашей семьи? Напиши или нарисуй об этом.

A large, empty rectangular box with a thin black border, intended for a student to write or draw their response to the prompt.

Lesson 6: How does history impact cultures?

Lesson Description:

Objectives: Students will explore historical influence on cultures of North America. The sources provided expose students to historical influences on culture today by highlighting cultural features of three countries: Canada, Mexico, and the United States (though you can always change these to include other Central American countries as well). Students will explore short informational passages from Culturegrams about a country and complete a one-page graphic organizer to discover the language, religion, games/sports, holidays, and food of the country they've chosen. Included now is the category of HISTORY.



Standards

RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

Success criteria

Describe the many different cultural factors of countries in North America

Describe how a historical event(s) and/or people have influenced the culture

Time Required

90 Minutes

Materials

- My Country's Culture graphic organizer (follows the lesson on this document)
- Culturegrams (requires a subscription: © 2018 ProQuest LLC and Brigham Young University. All rights reserved.) The following links work within the Central Valley School District, but check with your school or local library for possible free access:
 - Mexico:
https://online.culturegrams.com/kids/kids_country.php?contid=6&wmn=North_America&cid=30&cn=Mexico
 - Canada:
https://online.culturegrams.com/kids/kids_country.php?contid=6&wmn=North_America&cid=8&cn=Canada
 - United States:
https://online.culturegrams.com/kids/kids_country.php?contid=6&wmn=North_America&cid=66&cn=United_States_of_America
- Culturegrams Kids Edition main page: <https://online.culturegrams.com/kids/>

Opening:

1. Visual representation of all of the possible cultures in America?
2. Explain to students that every "place" has its own culture, that often places represent a mixture of many cultures. As people have moved around throughout history, people and events have changed or created cultures in areas.
3. Share the essential question and learning target for this lesson.

Lesson 6: How does history impact cultures? (continued)



Work Time:

Introduce the graphic organizer to students. Ask them if they see any words on the organizer that they've been studying over the past few days. Share out.

Model: Use a Central American country (or a different country of your choice) to model the strategy of reading informational text. Log on to Culturegrams and model how you navigate the site. Differentiation: you can print out the information ahead of time if your students do not have access to technology or would prefer a hard copy of the information.

1. Be sure to explicitly use a think-aloud strategy of your choice to teach students how you are reading to locate the information on the graphic organizer. You do not necessarily need to fill out the entire organizer, but you should pay special attention to the HISTORY portion, because this concept (that a culture/place is affected by history) is new to most kids.
2. Example: Parts of Canada has been influenced greatly by French culture because the French came to that land and settled on it in the 1600s. Parts of Canada have also been influenced by British culture, because the British also settled in Canada. These two countries have not always gotten along, so they have kept their very separate (unique) cultures.

Guided Practice: Mix in a little guided practice into your modeling (have kids find a holiday, food, game, etc. and invite them to help fill in your chart).

1. As you read the history section of your country to students, have this question in mind:
 - *What other countries or people have influenced this country? What evidence can I find to support this?*

Independent Practice: Release students to research their own countries (differentiation note: have students work in pairs).

Debrief:

Have students get with a different country than the one they researched. Have them share a few of the fun facts they learned about the language, food, holidays, etc.

Then, have them share out how history has impacted the culture they studied. It's ok to if they do not understand all of the historical background or context of the event (there's too much to know!).

My Country’s Culture

Country: _____

Location	Languages Spoken		Games/Sports
	Foods	Cool Facts	
Holidays	History: What other countries or people have influenced this place?		FREE space
	Three dates from the timeline:		Two questions I still have: