



3.1 Values/Valores

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Lesson Plan for Grade 3 Unit 3, Lesson 1

OVERVIEW AND PURPOSE

This lesson will help students begin to understand the cultural universal of values. By the end of the lesson, students will be able to recognize different cultural values and match different values with their meanings.

ADDITIONAL EDUCATOR BACKGROUND

Note that while the book takes place in Poland, the main character is Jewish. It might be worth explaining to students that Judaism is a religion but perhaps more importantly, it is also a race, ethnic group, and culture. Not all people who are Jewish live in one area and not all people who are Jewish practice Judaism as a religion. Because of that, the culture represented may be difficult to accurately pinpoint on a map.

[VPS Style Guide](#)

EDUCATION STANDARDS

Social Studies

E1.3.3 Describe how individual choices are influenced by various cultural norms.

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.

ELA

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SEL

Benchmark 4A: Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities

Benchmark 4B: Demonstrates an awareness and respect for similarities and differences among community, cultural, and social groups

Benchmark 4C: Demonstrates an understanding of the variation within and across cultures

OBJECTIVES

1. I can understand what a cultural value is and why it's important. // Yo puedo entender qué es un valor cultural y por qué es importante.

SUCCESS CRITERIA

I will be successful if I can match the cultural values with their meaning. Criterios de éxito: Yo tendré éxito si logro hacer coincidir los valores culturales con sus significados.

VOCABULARY

- **{*WOL} Values-** The core beliefs that guide a community and the individuals within a community. Values are passed down through generations and shape how individuals behave and live their lives. // **Valores:** las creencias fundamentales que guían a una comunidad y a los individuos dentro de ella. Los valores se transmiten de generación en generación y moldean cómo los individuos se comportan y viven sus vidas.

- **Overcoat**- A long, warm coat worn over other clothing. // *Abrigo: un abrigo largo y cálido que se lleva sobre otras prendas de vestir.*

MATERIALS NEEDED

1. *Large manilla envelope with fastener
2. Worksheet [WOL](#) (print one copy per student)
3. [Lesson Slides/DL Lesson Plans](#)
4. Book **Joseph Had a Little Overcoat**
5. [World Map](#) (recommend to print on 11x17)
6. Handout [Value Matching](#)

ASSESSMENT OPPORTUNITIES

Formative Assessments:

- Assess students' understanding of the topic through their responses to the questions asked throughout the lesson
- Value matching activity

ACTIVITY

Introduce the Topic:

- Using the provided [slide deck](#), tell students that today they'll be exploring different *cultural values*. // [DL Slideshow](#)
- Introduce the vocabulary word *value* and explain its meaning
- Pass out the Word of the Lesson [worksheet](#). Go over the part of speech for the word Values. // [DL Palabra worksheet](#)
 - Have students draw a definition for the word Values based on their learning.
 - Have students create a sentence using the word Values...
- Ask students, what has value to you? // *¿Qué son los valores?*
 - Give time to write down, think or share their ideas
- Explain that today they'll listen to a book about a person named Joseph whose cultural values helped him with solving a problem.

Read Aloud:

- Hook: ask the students to name some things that are important to their family, e.g. reading (education), being kind, sports (being healthy), etc. Tell them that those are their families “values” and today we are going to look at how communities can have collective values. // Pregunten a los estudiantes sobre qué cosas son importantes para sus familias (e.g., educacion, valores, ser amables, etc)
- Introduce title and author for the read aloud
- Explain that the book is fictional and it takes place in a small village (or *shtetl*) in Poland.
 - Point out Poland on the [map](#) and have students color and label it on their maps
 - Explain that while this fictional character is from the real country of Poland, the cultural values he represents are Jewish (Judios) and that people who are Jewish live all over the world.
- Hold up ***Joseph Had a Little Overcoat*** and tell students that the main character Joseph lives by a core Jewish value known as *bal tashchit* (*bal-ta-sheet*) which is Hebrew for “do not destroy.” // Compartan con los estudiantes que la historia es sobre Joseph quien vive de los valores Judios conocido como bal tashchit (*bal-ta-sheet*) que significa no destruir.
- Before reading tell students that as the book is read to them, think about how Joseph shows the value *bal tashchit*
 - And to think about what other cultural values might the main character Joseph be representing in the story. // Pregunten a los estudiantes que piensen en qué otros valores culturales podría estar representando el personaje principal, Joseph, en la historia.
- During reading, stop and discuss as needed, making sure to point out some of the activities he’s engaged in which might portray other cultural values, in each picture:
 - Going to market, celebrating a wedding, sang in a chorus, traveling to family, sick in bed reading a get well card from his sister, welcoming guests, writing a story // Ir al mercado, celebrar una boda, cantar en un coro, viajar a ver a la familia, enfermo en cama leyendo una tarjeta de pronta recuperación de su hermana, dar la bienvenida a invitados, escribir un cuento
- After reading, ask students what values Joseph showed in the book
 - Write ideas on the board or on chart paper
 - Examples could include: *caring for the sick (card from his sister),*

spending time with family, contributing to community events (chorus), sharing stories (Joseph writing his book) /// cuidar a los enfermos (tarjeta de su hermana), pasar tiempo con la familia, contribuir a eventos comunitarios (coro), compartir historias (Joseph escribiendo su libro)

- Display the rest of the slide deck showing pictures of different cultural values and ask students to think about what is happening in each picture
 - Give students time to write down or think of questions about each photo
 - Let students partner share their thoughts
 - Give time for students to share-out to the whole group
 - Some examples might be: caring for the community, caring for the environment, participating in community events, sharing stories
 - Slide 7: Education
 - Slide 8: Ask students to make observations about the photo. Who do they see? What do students think the people in the photo are doing? What cultural value might they be showing?
 - Slide 9: Recycling/trash - taking care of the environment.
 - Slide 10: Oral History

Value Matching:

- Introduce the Value Matching activity and [handout](#) to students//[DL Handout](#)
- Choose to work on this whole group or allow students to work in pairs or independently

Closing Thoughts:

- Ask students to review/remember what they said had value to them from the beginning of the lesson.//Pida a los estudiantes que repasen/recuerden lo que dijeron que tenía valor para ellos desde el comienzo de la lección.
- Have students reflect (write in a journal, think, or jot down on a sticky note) why this value is important to them and share ideas with a partner or the class.// Pida a los estudiantes que reflexionen (escriban en un diario, piensen o anoten en una nota adhesiva) por qué este valor es importante para ellos y compartan ideas con un compañero o con la clase.

Extra Resources

- Epic Collection: [LoC Values](#)
- PebbleGo Books: Nunn, Daniel. "Old Clothes." Heinemann, 2024, bookplayer.pebblego.com/book/9781484664735. Accessed 31 July 2024.
- Book: ***Too Many Mangos*** by Tammy Paikai (a book about sharing)

SOURCES

Image- (ca. 1908) A Sick Chum. , ca. 1908. Feb. 10. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2004668370/>.

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