



1.1 What is Culture? ¿Qué es cultura?

Identifying and defining culture and its components

Lesson Plan for Grade 3 Unit 1, Lesson 1

OVERVIEW AND PURPOSE

This lesson will provide students with a working definition of culture as well as the basic understanding that there are visible and invisible components of culture that are important to understand. Students will have the opportunity to learn about some of the aspects of culture along with examples from various cultures.

ADDITIONAL EDUCATOR BACKGROUND

Teacher Vocabulary

- **Ethnicity**- an ethnic group; a social group that shares a common and distinctive culture, religion, language, or the like. **Etnicidad** - un grupo étnico y social que comparte una cultura, religión, idioma o gusto común y distintiva.
- **Nationality**- the status of belonging to a particular nation, whether by birth or naturalization. **Nacionalidad**: El estado de pertenencia a una nación en particular, ya sea por nacimiento o naturalización.
- **Citizenship**- the position of being a citizen of a country with all the rights, duties, and privileges that come with it (Wonders Unit 5, Week 4). **Ciudadanía**: la posición de ser ciudadano de un país con todos los derechos, deberes y privilegios que lo acompañan
- **Religion**- a specific fundamental set of beliefs and practices generally agreed upon by a number of persons or sects. **Religión**: Un conjunto fundamental específico de creencias y prácticas generalmente acordadas por varias personas o sectas.

[Analyzing Photographs and Prints](#) activity directions

[VPS Style Guide](#)

EDUCATION 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

CI.3.2: Recognize and apply the key ideals of unity and diversity within the context of a community.

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

ELA

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea

RI.3.9: Compare and contrast the important points and key details presented in two different texts on the same topic

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

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. Students will be able to define culture. *Los estudiantes podrán definir que es cultura.*
2. Students will be able to list aspects of culture (both visible and invisible). *Los estudiantes podrán enlistar aspectos de cultura (visible e invisible)*
3. Students will research aspects of culture and identify multiple examples. *Los estudiantes investigarán aspectos de cultura e identificarán múltiples ejemplos.*
4. Students will summarize their learning. *Los estudiantes resumirán su aprendizaje.*

SUCCESS CRITERIA

Students will be successful if they can write a definition for the word culture and use it correctly in a sentence. *Estudiantes serán exitosos si escriben una definición de la palabra cultura y la usan correctamente.*

VOCABULARY

- {*WOL: Word Of the Lesson} **Culture**- the behaviors and beliefs characteristic of a particular group of people (such as the universals of place, time, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education) **Cultura:** los comportamientos y creencias característicos de un grupo particular de personas (como los universales del lugar, el tiempo, la economía, la comunicación, las artes, la recreación, la comida, la ropa, el refugio, el transporte, el gobierno y la educación)
- **Component(s)**- a connected subset of a set. **Componente(s):** un subconjunto conectado de un conjunto
- **Customs**- the usual way of doing things for an individual or group. **Costumbres:** la forma habitual de hacer las cosas para un individuo o grupo
- **Traditions**- things that have been done for a long time (Wonders Unit 1, Week 2) **Tradiciones:** cosas que se han hecho durante mucho tiempo
- **Summary (Summarize)**- a comprehensive and usually brief abstract, recapitulation, or compendium of previously stated facts or statements. **Resumen (Resumir):** un resumen, recapitulación o compendio completo y generalmente breve de hechos o declaraciones previamente declarados.

MATERIALS NEEDED

1. Large manilla envelope with fastener (one per student for the unit) *to be used throughout the unit to collect materials
2. [Lesson Slides](#) / [DL version](#)
3. Worksheet [Analyzing Photographs and Prints](#) / [DL version](#) (print 11 X 17, one copy per student)
4. Video [What is Culture?](#) /DL version: [¿Qué es la cultura?](#) (linked in Slides)
5. Book ***Celebrating All Cultures*** by Abby Colich
6. Worksheet [WOL](#) / [DL version](#) (print one copy per student)
7. Log [Interest-Based Learning Log](#) / [DL version](#) (print one copy per student)

ASSESSMENT OPPORTUNITIES

Formative Assessments:

- Assess students' understanding of the topic through their responses to the questions asked throughout the lesson
- Analyzing Photographs and Prints worksheet
- Examining World Cultures worksheet
- Interest-based Learning Log worksheet

ACTIVITY

Introduce the Topic:

- Using the provided [slide deck](#) / [DL version](#), introduce the Analyzing Photographs and Prints activity to the students and pass out the [worksheet](#) / [DL version](#).
- Use the [directions](#) from LoC to facilitate the activity and conversation with students.

Alternate or Additional Introduction:

- Possible questions:
 - *Have you ever gone to a restaurant with food that you never had before? What kind of food did you have?* (Acknowledge and accept student responses, and provide teacher examples as needed)
 - *I heard some of you mention some foods from other countries. Each country has a rich culture. Culture is a people's way of life. It can include things like art and customs & traditions. What are some customs and traditions that we have?* (Acknowledge and accept student responses, and provide teacher examples as needed)
- *I heard some of you talk about some of the holidays we celebrate. Others talked about some of the food we make. Culture includes things like food, clothing, recreation, languages, and so much more. We are going to spend some time learning more about culture and cultures around the world.*

Video Intro about Culture:

- Play the short [video](#) / [DL version](#) that introduces what culture is.
- After viewing ask:
 - *Do you have any questions about what the video covered?* Answer as appropriate
 - *What were some of the invisible components of culture mentioned in the video?* (cultural norms, values, beliefs, etc.)
 - *Why do you think it is important that we know that some aspects of culture are invisible, yet they often are the reason behind visible aspects?* (Acknowledge and accept student responses, and provide teacher examples as needed)
- Pass out the Word of the Lesson [worksheet](#) / [DL version](#). Go over the part of speech for the word Culture.
 - Have students draw a definition for the word Culture based on their

- learning.
- Have students create a sentence using the word Culture...

What Makes a Culture?

- Read ***Celebrating All Cultures*** By Abby Colich (*district provided copy*)
- The book is currently available in Epic for digital projection

Closing Thoughts:

- Pass out the Interest-based Learning [Log](#) / [DL version](#).
 - Tell students this is where we are going to pull all of our thoughts together to summarize what we have learned so far.
 - You could complete this page as a whole class working together, in small groups, or independently depending on where your students are with summarizing.
 - Have students complete the learning log.

Extra Resources

- Epic Collection: [LoC Culture](#)
- Collection in PebbleGo Next: [Examining World Cultures](#)
- iCivics: [What is Culture?](#) (Edit slideshow to your needs)
- Kid's National Geographic, Countries: <https://kids.nationalgeographic.com/geography/countries>
- First Children's Encyclopedia pdf: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://schooleverywhere-elquds.com/lib/uploadbook/179121479125786First_Children_s_Encyclopedia.pdf
- Book: ***Children Just Like Me*** (DK)

SOURCES

Activity Directions- [information](#)

Photograph- [information](#)

Vocabulary- www.dictionary.com/browse (unless otherwise noted)

Wonders- VPS approved 3rd grade curriculum

EdPuzzle- Access provided via Classlink

PebbleGo Next- Access provided via Classlink

Seesaw- Access provided via Classlink

Epic- Access provided via Classlink

iCivics– Access provided via Classlink