

## 1. What is our purpose?

### To inquire into the following:

#### ● transdisciplinary theme

How We Express Ourselves: An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

#### ● central idea

Our cultural heritage and experiences influence our individual forms of expression

### Summative assessment task(s):

**What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?**

The students will choose a country that they are interested in learning more about. They will research the culture of that country and find specific cultural information such as traditional food, clothing, music, dance, festivals etc. and prepare a presentation to share with their classmates to teach them about the culture of that country.

They will share their presentation during A Trip Around the World where students will get to "travel" to the various countries to learn about the culture and will receive stamps in their passport for each country visited.

Students will peer and self-assess the presentations.

**Class/grade:** Year 5

**Age group:** 8-10

**School:** Think International

**School code:** 70140

**Title:** Cultural Identity

**Teachers:** Mr. Chuck, Mr. McNeish, Mrs. Kong, Ms Ding, Ms. Wang, Ms. Lin, Ms. Elvina

**Date:** August 2018

**Proposed duration:** August 27- October 12

**over number of weeks:** 6

## 2. What do we want to learn?

**What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?**

**Causation** – how our cultural heritage makes us all unique individuals

**Perspective** – how our ideas and beliefs mold our perspective

**Connection** – similarities and difference between different cultures and expression

**What lines of inquiry will define the scope of the inquiry into the central idea?**

- Culture and heritage
- Ideas and beliefs expressed through cultures
- How people express their culture in various ways

**What teacher questions/provocations will drive these inquiries?**

- How do people express themselves?
- What is culture? How do you express your culture?
- What is heritage?
- How are cultures similar? Different?
- How are people from different cultures the same/different?

#### Planning the inquiry

### 3. How might we know what we have learned?

**What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?**

- **Picture Sort** - Students work in groups to sort various pictures and explain their reasoning
- In groups, students discuss forms of expression and create a **graffiti board** of different ways people express themselves
- Students create a **mind map** to show their own personal cultural identity
- Students record their thoughts after watching a cultural video using **See, Think, Wonder**

**Students will research their family history and heritage to compare to others**

**What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**

- **Checklist and anecdotal notes** – evidence of independent work and participation in discussions/group activities, ability to identify/explain culture and forms of expression
- Ability to compare 2 or more cultures and stories using a **Venn diagram**
- Use of **graphic organizers** to plan and organize ideas
- **Rubrics** for presentations
- **Self and peer assessment** of presentation - organization, information and communication skills

### 4. How best might we learn?

**What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**

- Students will reflect on their own cultural heritage and speak with family members to learn more about themselves
- Students will inquire into a variety of cultures and compare similarities and differences
- Conduct an interview of someone from another country to learn more about their culture and beliefs (teachers, helpers?)
- Novel study of Chu Ju's House to aid in learning more about Chinese culture
- Students work in groups to read various tales and identify and discuss messages they draw from them as well as match learner profiles and attitudes to characters in the stories
- Read letters from children in different countries to learn about their culture and share with classmates (Jigsaw)
- Compare their lives to those of children in other countries - Venn diagram
- Connect with pen pals in another country to work on communication skills and to learn more about their culture

**What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**

Communication Skills- listening, speaking, reading, writing, and presenting

Research Skills - formulating questions, collecting, recording and organizing information, presenting findings

Learner Profiles: **Communicator** - working in groups, sharing ideas, presenting information

**Open-Minded** - learning about and respecting various cultures

**Inquirers** – asking questions to learn more about themselves, their classmates and people around the world

Attitudes : **Tolerance** - accepting and appreciating cultural differences

**Respect** - respecting classmates when working together, showing respect for different cultures

**Appreciation** – appreciating the difference between people from different cultures

### 5. What resources need to be gathered?

**What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?**

A variety of tales from around the world will be available in the classroom (In particular, Yeh-Shen, Cinderella, Mufaro's Beautiful Daughters, Lon Po Po)

Various websites, books, reports and videos depicting cultures

A Day in the Life letters

Videos describing the different countries

**How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**

- Set up class library
- Cultural celebration at the end of the unit to share elements of our culture
- Kung fu/Tai chi class?

6. To what extent did we achieve our purpose?

**Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**

Students inquired into their own culture by interviewing family and comparing it to classmates, by comparing their culture against those in the readings or presenting in class.

Students requested to interview other students to find out where they came from and what they knew about their own culture.

**How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.**

**What was the evidence that connections were made between the central idea and the transdisciplinary theme?**

There were many connections to the transdisciplinary theme as art inquired into the history of Chinese Paper cutting and explored other cultures through their art. P.E. inquired into the Haka and how movement was expressed. Chinese used traditional characters and idioms to explain their culture. Music inquired into different countries music and how it differed from others.

7. To what extent did we include the elements of the PYP?

**What were the learning experiences that enabled students to:**

- **develop an understanding of the concepts identified in "What do we want to learn?"**

Student discussions from novel and videos helped drive *causation* and *perspective*. Students discussed Chinese culture and how it was different in Hong Kong. Students also compared what happened to the main characters and how they were different from what students experienced. Students also discussed the connections between China and Hong Kong and compared the similarities and differences.

Student jigsaws and presentations – students read, discussed and shared different information about countries around the world while also comparing it to their own cultures.

Student questions KWL, revisited, students constantly asked and refined their questions based on their research, videos, readings and each other. They shared what they knew and wanted to know. They would revisit and share what they had learned and add more questions to drive further inquiry.

Guest speakers – Students had various guest speakers to add perspective to the class on topics such as Buddhism, Tai Chi, and Wing Chung (5A and B).

Research and present their countries- Students chose a country that interested them and spent time researching the countries culture and traditions to present to their classmates.

Share cultural letters – Students read Day in the life letters about life in various countries. They then wrote a letter about Hong Kong or their culture if they were new to Hong Kong. Students then spent time editing and rewriting before sending the letters to Thai pen pals.

Questions with whole school to take action on what they know about culture- students developed a google form and chose questions such as, "Where are you from, What is your culture?, Can you name 3 elements of your culture?"

- **demonstrate the learning and application of particular transdisciplinary skills?**

Communication Skills – sharing information about their own cultural heritage and asking questions/listening to learn more about their own culture as well as others

Research Skills –using letter, books, internet and family/teachers/students as resources to learn more about various cultures/religions and presenting information to classmates

- **develop particular attributes of the learner profile and/or attitudes?**

Students inquired into many different learner profiles, but spent the most time as communicators where they discussed, listened to others ideas, responded, asked new questions, and worked on various presentations throughout the unit. Students were open-minded as they learned about different cultures that were very different from those they knew (Sami) and learned to be tolerant and respectful. Including views on Hong Kong vs. China and vice versa. Students were constant inquirers as they asked questions, we investigated those questions such as an interest in Norway, Sweden, Finland, Denmark, France, England, Germany, (religion) and continued to ask more questions such as when we looked into India, the class had an interest in Buddhism so we had a guest speaker in to talk to them about it.

8. What student-initiated inquiries arose from the learning?

**Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**

Students asked questions and gained an interest in Scandinavian countries and inquired into the Sami and other peoples of Northern Europe. Students had many questions regarding why Sami were so different from others (due to the cold and the traditions of following the reindeer)

Can we learn about Denmark?

Can we learn about Iceland?

Can we learn about Norway?

These led to further inquiry on:

Sweden and Finland

Which led to questions about Sami people

Why do Sami follow reindeer?

Students took an interest in religion and were curious to learn more about different religions and their beliefs. They had many questions and we were lucky to get teachers as well as a secondary student in to speak about Islam, Christianity, Buddhism and Hinduism. They also formed groups based on interest and did further research to find out more and share their learning with their classmates.

**At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.**

**What is culture? How do we express our culture? What is heritage? How are cultures similar and different? How is culture passed down from one generation to the next?**

What student-initiated actions arose from the learning?

**Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.**

An interest in Scandinavia and the Sami people.

Students took action by creating a google form for students to fill out during breaks and asking different questions about their cultures, heritage and what they thought culture and heritage might mean to try to see what others thought as well as find out the different cultures in the upper primary campus.

After learning about Japan and how students clean their own schools and serve lunch, 5A started a cleaning task force to help clean the school. (To be put into action after the break!)

9. Teacher notes

If the inquiry were to happen again, I would spend more time on the Sami people, as the students were incredibly interested in why the Sami people do not have a country of their own. Students also had a hard time understanding why people today would still choose to follow reindeer instead of a more normal type of job. Students continued to have a difficult time defining a deeper meaning of culture and heritage even with frequent visitation.

