

Overview of Teacher Implementation Plan
Due: August 1, 2022

Date: July 27, 2022

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School: Norwin High School

Unit Title: Who are we and how does our culture make an impact on our lives?

Unit Abstract:

The purpose of this assignment is to provide the students with the opportunity to get to know one of their peers and gain a greater understanding of their heritage and culture. While we are American, the majority of students have ancestors from across the globe. The students will ultimately complete a project where they are going to discuss their findings about their peer. The project can be a podcast where they are telling the story of their peer, or a presentation (Ted Talk or Slideshow).

It is important to note that not everyone has a name that relates to their heritage. Some parents choose names that they like while others choose more cultural names that tie back to their family. However, many of us practice different customs that relate back to our ancestors. The students should take the time to research and ask questions about this.

Content Standards:

8.4.12.C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450. • Africa • Americas • Asia • Europe

7.3.12.B. Analyze the significance of human activity in shaping places and regions by their cultural characteristics. • Cultural conflicts (e.g., over language (Canada), over political power (Spain), over economic opportunities (Mexico) Forces for cultural convergence (e.g., the diffusion of foods, fashions, religions, language)

CC.8.5.9-10.D. -Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CC.8.6.9-10.A. -Write arguments focused on *discipline-specific content*.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

CC.8.6.9-10.C. -Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.9-10.E. -Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Content Area: Cultures of the World

Targeted Grades: 10th

Time of Implementation:

Culture and Religion are two major items covered at the beginning of the school year. This year, students will complete this project during the first nine weeks over the course of a week.

Global Themes:

- Understanding interconnections between countries
- Knowledge of multiple perspectives
- Knowledge of personal beliefs and values

Essential Questions:

- Why is it important to learn about other cultures and customs?
- What is culture?
- What are some elements of culture?
- Why is it important to take the time to get to know others around the world?
- Why do individuals move from one place/culture to another?

Lessons: There are five lessons that are part of this unit.

Lesson 1: Students will be randomly assigned in teams of two. The students should take a few minutes to talk to each other and get comfortable. The idea is for the students to learn about someone else in their class and gain a greater understanding of who they are and learn more about their culture. The students will be given a handout with questions for them to answer before they begin.

- The students will be informed that they are going to be completing an investigation into each other. While investigating yourself can be beneficial, I have found that students tend to either not take the assignment seriously.
- Our library (public and in school library) has a subscription to ancestry.com which can be amazing and since the 1950 census is available, there is more information than ever before.
- Students will be made aware of where they can go to start looking for information and they will be taught how to utilize those resources properly.

For homework, students will be asked to go home and ask their parents/guardians about their culture. They should be prepared to answer questions during their interview with their partner.

Lesson 2: The students will begin their investigation by looking up what their partner's name means. They should look up their first, middle and last name. The following are two websites that are easy to access. The teacher will demonstrate for the students how to use the links below:

<https://www.names.org/>

<https://www.behindthename.com/>

Questions to think about when looking up the name:

- What does your partner's name mean? What is the origin of your partner's name?
- Does your partner's name have anything to do with where their family is originally from? You will have to ask if they know what their nationality is.
- Is there a special meaning behind your partner's name? Is their name a family name? Is there significance behind that?
- Is your partner's name popular or uncommon? Were there times historically when their name was more/less popular?

After looking up the name of their partner, the students should mark on the map provided where their partner's name originates. In addition, the students should also map out where their peer's family is actually from then begin their interview.

Lessons 3 and 4: The students will need two days to complete this part of the process. If needed, an additional day could be added.

Using resources provided, gather more information regarding your partner.

Students will to interview their peer regarding their traditions and culture. **Students will be reminded that while they are researching someone, they should be respectful of their traditions.**

Using ancestry.com, students will be encouraged to research their peers family and attempt to find out when they came to the United States and why.

Students should use the internet to research different customs and traditions of their partner's heritage and culture.

Using information from both, they should be able to describe their partner's culture and traditions and begin creating their final project.

Lessons 5-6: Determine what you want to do for your final project and create.

After the students interview one another and complete their research, they will discuss their findings.

- What did you learn about your partner regarding their name?
- What did you learn about their family? Were you able to discover when the family came to the United States?
- Does your partner speak more than one language?

- What did you learn about your partner regarding their culture?
 - Food
 - Traditions/Holidays
 - Language
 - Additional information you found interesting
- Were you surprised by anything you discovered?
- What would you consider to be your biggest discovery?
- What would you consider to be you biggest challenge regarding your partner?

If students are doing a Podcast, they should be creative and remember that a great project will keep their listeners engaged. Remind the students that while they are telling a story that is based on facts, it does not need to be boring. They can add music if they want.

If students are doing a presentation, they will need to add maps and pictures in order to make their presentation stand out.

Ethnic Food Day (Optional): Students would be encouraged to create a dish that represents their partner's heritage.

Create a dish that showcases the heritage/culture of the student that you researched. The dish should contain ingredients that are used regularly in that culture.

The dish must contain more than one ingredient (cannot be rice or tomatoes or another fruit or vegetable)

The dish can be hot or cold.

The student will be expected to describe the dish and why it is relevant. (If the dish is made for a holiday, you should be able to explain its significance)

Assessments:

A final project that will be due at the end of the unit. The students will have the option to choose either a Podcast, a Ted Talk or a presentation that can be done via PowerPoint or Slides. A rubric will be provided to the students so they are aware of what will be expected of them.

Resources Needed:

Promethean Board

[Student Handout](#) that will have questions regarding culture as well as a map and interview questions.

IPads

Internet

Access to Podcast App

Power Point or Slides

Camera/Device to record

Rubric

Additional Sources:

https://buenalibrary.weebly.com/uploads/2/0/4/5/20456825/ted_talk_rubric.pdf

<https://www.plu.edu/dhlab/wp-content/uploads/sites/330/2018/10/podcast-rubrics-google-docs.pdf>

<https://www.readwritethink.org/classroom-resources/printouts/oral-presentation-rubric>