

Culture and Communities

Unit 1

Carrie Alexander, Stacey Hoy, and Shawnta Person

carrie.alexander@cms.k12.nc.us, stacey.hoy@cms.k12.nc.us, shawntad.person@cms.k12.nc.us

Abstract

Students will be engaged in expanding their understanding of diverse cultures. The unit is intellectually respectful of students, who by their nature, are interested in people and their similarities and differences. It allows for engagement with several social studies disciplines as students examine diverse cultures and histories around the globe.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lens of Social Studies:**  **Cultural Anthropologist**:  Understand how various cultures influence communities   * Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.). * Recognize the key historical figures and events that are associated with various cultural traditions. * Exemplify respect and appropriate social skills needed for working with diverse groups   **Historians**:  Understand how various sources provide information about the past   * Use timelines to show sequencing of events. * Identify contributions of historical figures (community, state, nation and world) through various genres. | | | | |
| **Unit Compelling Question** | **How do diverse cultures influence communities?** | | | |
| **Essential Standard(s)** | 2.C.1 Understand how various cultures influence communities.  2.H.1 Understand how various sources provide information about the past. | | | |
| **Students Will Know (Content)**   * People have diverse values and traditions. * How have stories, art, music, food, etc. shaped the culture of communities? * Examples of how language, art, stories, technology, music, etc. serve as cultural expressions. * Key historical figures and events and their correlating cultural traditions. * Basic concepts of diversity, tolerance, fairness, and respect for others. * The meaning of respect and how to be tolerant of other cultures and diversity. * How knowledge of our differences facilitates our respect for one another’s beliefs and traditions. * Different genres such as history books, biographies, autobiographies, etc. are used to find out information about historical figures. | | | **Student “I Can” Statements (Skills)**   * I can explain how artistic expressions of diverse cultures contribute to the community. * I can recognize the key historical figures and events that are associated with various cultural traditions. * I can understand the meaning of respect. * I can respect different cultural values and traditions. * I can interact and communicate with others. * I can identify the contributions of historical figures. * I can model respect and positive social skills among peers. | |
| **Generalizations And Essential Questions** | | **History impacts culture within communities.**   * How have people through history impacted culture within their community? * What historical events have impacted culture within the community?   **The environment may influence the culture within a community.**   * How do people influence the culture within the community? * How does the climate influence the culture within a community? | | **Collaboration and communication are necessary to work with diverse groups of people.**   * What skills are necessary for communication to work with others who are different? * What role does tolerance play when collaborating with other people? |

|  |  |  |
| --- | --- | --- |
| Key Vocabulary:  Tier 1 | Tier 2 | Tier 3 |
| * Peaceful * Respect * Responsible * Problem * Solution * Art * Music * Sports * Holidays | * Integrity * Empathy * Diverse * Contribute * Tolerance * Conflict * Resolution * Manner * Belief * Diet * Language * Community * Transportation | * Culture * Traditions * Customs * Autobiographies * Biographies * Primary and Secondary sources * Artifacts * History * Chronological thinking * Internationalism * Country * Immigrant * Ancestor * Generation |

|  |  |  |  |
| --- | --- | --- | --- |
| Key People: | **National/World** | **North Carolina Connected** | **General** |
| * Abraham Lincoln * Martin Luther King, Jr. * Cherokee * Sacagawea * Daniel Boone * Benjamin Franklin * Leonardo da Vinci * Muhammad Ali * Helen Keller * Mahatma Gandhi * Michael Jackson * Elvis Presley * Celia Cruz | * Maya Angelou * John Coltrane * Andy Griffith * Michael Jordan * Andrew Jackson * Orville and Wilbur Wright | * Parents * Ancestors * Families * Churches * Government * Immigrant |
| Notable Events: | * Civil Rights Movement * Chinese New Year * The First Flight * The Greensboro Sit-in * Rosa Parks and the Montgomery Bus Boycott * The Beatles’ first American TV appearance on the Ed Sullivan Show | | |
| Notable Documents and Nonfiction Text: | Primary Sources  * <https://digital.libraries.ou.edu/whc/duke/transcripts/T-249-2.pdf> - Transcript of interview of Cherokee woman who discusses burial customs, food, school, dress * <http://photography.nationalgeographic.com/photography/photo-of-the-day/people-culture/> - Photographs of people and cultures from National Geographic * <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/states/northcarolina/index.html> - Library of Congress Primary Source Resources for North Carolina * Discovery Education: Woolworth Lunch Counter Sit-in Demonstration (Primary Source image of the sit-in demonstration) - login using the CMS Student Portal or NCEdCloud - then search Greensboro Sit-in - filter for K-2 and images * Discovery Education: Rosa Parks Riding the Bus (Primary Source image of Rosa Parks on the bus) - login using the CMS Student Portal or NCEdCloud - then search Rosa Parks - filter for K-2 and images   **Secondary Sources** *Children Just Like Me: Celebrations!* by [Barnabas Kindersley](http://www.alibris.com/search/books/author/Barnabas-Kindersley?aid=2673582) and Anabel Kindersley*Counting on Community* by Innosanto Nagara*Markets* by Cassie Mayer*20th Century Pop Culture* by Dan Epstein  * Discovery Education: Moving to America: Then and Now (19 minute full video) - Look around and you will see many different people speaking different languages, eating different foods, wearing different clothes. This is America, a country of many different peoples * *People* by Peter Spier * *Same, Same but Different* by Jenny Sue Kostecki-Shaw * *The Color of Us* by Karen Katz * *Sneetches and Other Stories* by Dr. Seuss | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sample Questions Connected to Unit Literacy**  **Note:** Blanks indicate spaces for teachers to differentiate the question based on their instruction. | | | | |
|  | **Factual Knowledge** | **Conceptual Knowledge** | **Procedural Knowledge** | **Meta-Cognitive** |
| **Remember** | What traditional foods are eaten by people from \_\_\_\_\_\_\_? | How is language related to culture? | What should people to do successfully communicate with others? | Is it necessary for people to learn about different cultures? Why or why not? |
| **Understand** | How would you explain the cultural characteristics of the \_\_\_\_\_\_\_\_\_? | How would you compare and contrast the cultural traditions of the Chinese to that of the Japanese? | Compare and contrast the impact of \_\_\_\_\_\_\_\_\_\_’s and \_\_\_\_\_\_\_\_\_’s contributions to American culture? | In what ways do you use the concepts of tolerance and fairness in your work with your class community? |
| **Apply** | How would you use fairness to be a better friend? | What advice would you give someone trying to get to know someone new to the community? | What facts would you gather to support the relationship between 2 cultures? | What examples can you find to support the positive impact immigration has on cultural development? |
| **Analyze** | Can you distinguish between the \_\_\_\_\_\_\_ culture and the \_\_\_\_\_\_ culture? | What is the relationship between respect and positive social interactions within a diverse community? | How would you distinguish between a historical figure that contributed to cultural traditions and a figure that did not make any cultural contributions? | What motives were evident in the Civil Rights Movement? How do you know? |
| **Evaluate** | In what ways did Martin Luther King Jr. impact the Civil Rights Movement and thus American culture today? | What examples would you give to support communication of diverse cultures during the Civil Rights Movement? | Which of the traditions do you believe is most important to a culture? What examples can you cite to support your judgment? | What resources gave you the most valuable information about the culture you researched? |
| **Create** | Why do people from different countries often have different cultural traditions? | What categories would you create to represent the various cultural expressions within communities? | Can you propose an alternate process for how your teacher instruct students on the concept of respect? How would your method benefit your classroom? | What character trait instruction would you combine with communication skills to improve the understanding of cultural differences? Why? |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Factual Knowledge** | | **Conceptual Knowledge** | | **Procedural Knowledge** | | **Meta-Cognitive** | |
| **Text Dependent Tasks** | * Read about a historical figure and describe the major contributions of this person to a partner. (CR, SPL) * Create a flow map to show the sequence of events in a biography or autobiography. (CR, A, W) * Turn and talk to a partner about what you learned after reading a text about culture. (CR, SPL) * Write a diary entry/blog as a historical figure. Describe what you did to influence cultural traditions. (CR, A, P, W) | | * Create a brochure about a country/culture and be sure to include examples of customs and traditions found within that country/culture. Also include a section describing how this culture’s customs and traditions are important to that community. (CR, A, P, W) * Read an excerpt from an autobiography or biography about a historical figure that influenced culture and summarize the impact that person had on our lives today. (CR, A, W) * Identify examples of historical influences on present-day cultures around the world on a three-column chart. (CR, A, W) | | * Write a paragraph that compares and contrasts aspects of daily life for kids in several world communities. Then describe which community you would like to live in and cite evidence to support your answer. (CR, A, P, W) * Create a list of questions about the importance of cultural diversity. Survey classmates to find out what they think about a cultural diversity. Write about your results. (SPL, P, W) | | * After reading a short article about a specific culture, create 2-3 text-dependent inferencing questions. Share your article, questions and eventually answers with a partner and make sure to discuss his/her results. (CR, A, SPL, W) * Pretend you traveling to a new country for a few weeks that is very different than your own. Research that country's culture and then write about how you think you will live in that country. What changes would you have to make? Would it be easy or hard to live there? Why or why not? (CR, A, P, W) | |
| **Legend** | CR = Close Reading | A = Annotating | | SPL = Speaking and Listening | | P = Pre-Writing | | W = Writing |

|  |  |
| --- | --- |
| Learning Connections: | |
| ***Before Topic is taught (prior learning):*** | ***After Topic is taught (anticipated learning):*** |
| **Note:** This list indicates what students show already understand about culture and communities from Kindergarten and First grade. Teachers may need to reviews these concepts prior to starting the unit.   * People’s lives are often shaped by different values and traditions. * Diverse languages, traditions and holidays may contribute to the development of a people’s values and beliefs. * Literature often illustrates the values and beliefs of diverse cultures. * Changes in neighborhoods and communities can reflect historical events. * Folklore and celebrations may influence the norms and traditions of local communities. * Diverse cultures may be explored through language, dress, food, art, music or other interests. * Cultures often share characteristics that encourage understanding and tolerance. * Cultures often contain characteristics that are passed from generation to generation. | **Note:** The underlined words indicate the change between the on grade level learning and anticipated future learning. Teachers can use this list to provide enrichment for students.   * Historical events often have effects on the local community or regions over time. * The actions of diverse individuals and groups shape local communities and regions over time. * Conflict between groups over varying ideas may lead to compromise over how people choose to live within a community. * Historical sources from multiple points of view may be used to develop a deeper understanding of what happened in the past. * The diversity of a community may provide positive benefits to people that choose to live within it. * Values, beliefs and traditions often determine how people live in local and regional communities. * True stories can be used to explore the beliefs, traditions, values and relationships of various cultures. |

**Unit Resources**

|  |  |  |
| --- | --- | --- |
| **Unit Title – Culture and Communities** | | |
| **Resource Title** | **Location** | **Summary** |
| **NCES 2nd Grade Social Studies Culture Livebinder** | <http://www.livebinders.com/play/play?id=477849> | This Livebinder provides resources and lesson plans for NCES 2.C.1. |
| **International Children’s Digital Library** | <http://en.childrenslibrary.org/> | This site provides a digital library of books from various cultures. |
| **Article: How to Choose the Best Multicultural Books** | <http://www.scholastic.com/teachers/article/how-choose-best-multicultural-books> | This site provided 50 great book recommendations, plus advice from top educators, writers, and illustrators on how to spot literature that transcends stereotypes. |
| **Doris Duke Collection of American Indian Oral History** | <https://digital.libraries.ou.edu/whc/duke/> | The Duke Collection of American Indian Oral History online provides access to typescripts of interviews (1967 -1972) conducted with hundreds of Indians in Oklahoma regarding the histories and cultures of their respective nations and tribes. |
| **Explor-A-World Cultures** | <http://www.symbaloo.com/mix/explor-a-worldcultures> | A teacher created Symbaloo gallery which includes culture, history, and photo websites for many world cultures that are geared towards kids. |
| **Famous North Carolinians** | <https://www.sosnc.gov/kidspg/famous.htm> | Lists some of North Carolina’s most famous sons and daughters as well as some links for further information for some of them. |
| **Primary Source - Global Literature** | <http://resources.primarysource.org/content.php?pid=57875&sid=423831> | Lists fiction and nonfiction books with global themes. |
| **Communities Here & There** | Grade 2 Nystrom Teacher’s Guide | The following units and lessons from the CMS Social Studies curriculum support this unit of study:   * Unit 6 - Lesson 4 |
| **HMH Guided Reading Sets** | Copies of these books sets are available in every school. Ask your literacy facilitator if you are not sure where in your building they are housed. Some lesson guides are available online if you google search the text title. | The following Houghton Mifflin Harcourt guided reading sets may support this unit of study:   * School Long Ago - Level M * Babe Ruth - Level Q * Willie Mays - Level J * The Wright Brothers - Level L * Tuk Become a Hunter: An Inuit Legend - Level N |
| **Discovery Education - “Cultures: Content Collection”** | Discovery Education Website - login using the CMS Student Portal or NCEdCloud - then search cultures | Has a collection of lessons, videos, and images as well as other content related to cultures. |