

**ED 101 Educational Technology Lab – Fall 2011
Boston University – School of Education**

LESSON PLAN

Grade(s)	4-6
Content Area(s)	<i>Social Studies, Language Arts</i>
Topic of Lesson	<i>What is Culture?</i>
Three Objectives	<p><u>Objective 1:</u> Students will be able to write out descriptions of at least three out of four specific characteristics pertaining to culture when given a writing template.</p> <ul style="list-style-type: none"> • Music/Dance • Food • Art • Holidays/Traditions/Customs <p><u>Objective 2:</u> Students will be able to identify 2 aspects of their own culture to share with their “turn and talk” partners through oral discussion at the carpet.</p> <p><u>Objective 3:</u> Students will be able to recognize at least 1 characteristic of culture in the short story <u>Just in Case</u> by Yuyi Morales when asked periodically during reading time.</p>
Technology standard	<p>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</p> <p>Exploratory Skills and Expectations: Basic Operations</p> <p>G3-5: 1.3 Use various operating system features (e.g., open more than one application/program, work with menus, use the taskbar/dock).</p>
Curriculum Framework	<p>They come to understand other perspectives and cultures.</p> <p>Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.</p> <p><i>Note: Taken from the “Guiding Principles for English Language Arts and Literacy Programs in Massachusetts” section of curriculum frameworks.</i></p>
Materials needed	<ul style="list-style-type: none"> • 25 Writing prompt handouts • 1 LCD projector • 1 computer with Internet access

	<ul style="list-style-type: none"> • 1 stack of chart paper • 1 set of washable markers • The short story <u>Just in Case</u>
<p>Lesson Procedure, Web Site Use, and Technology Standard Instruction</p>	<p>The lesson will begin immediately following morning work at 9:30 am.</p> <ul style="list-style-type: none"> • When students have returned to their seats after turning in their morning work I will have a display of chart paper with three questions that we will answer as the lesson continues. • I will give students a brief overview of today’s lesson and tell them what they will know by the end of the lesson. I will then start by asking them the first question: <p>1. What is culture?</p> <ul style="list-style-type: none"> • I will ask the students to give examples of things that pertain to culture and I will write their answers underneath the question. • I will then provide the students with four characteristics of culture, which I have outlined in my objectives. I will also provide brief descriptions of each one. Then I will ask students for examples of each characteristic. • From here I will use the LCD projector at the front of the classroom to project my website onto the screen. • I will demonstrate how to use the website with the North America tab, walking students through each of the four characteristics we talked about. • I will then ask students to come up and navigate the website as we learn about the culture of the various parts of the world. <i>Example: “Mario can you come up and help us find how birthdays are celebrated in Latin America?”</i> • After we have made it through three parts of the world I will then ask students to join me on the rug. • When we are on the rug we will re-cap the answers to question 1, and some of the examples they saw on the website. • We will then go on to answer question number two. <p>2. What are some of the ways other parts of the world celebrate or represent their culture?</p> <ul style="list-style-type: none"> • I will then write the students’ answers under the question. • I will then give the students 5 minutes to turn and talk with their partner and discuss ways that they and their family represent or celebrate their culture. • I will then take another 2-3 minutes to hear what some of the students came up with. • After this turn and talk, I will introduce the story <u>Just in Case</u>. I re-cap some of the things we have talked about and give them clues as to what they should be looking for in the story that pertains to culture. • I will read the story aloud, emphasizing the important cultural references as the story progresses. • In the end I will ask students how Mexican culture was represented in the story, mainly the artwork and some language references. I

	<p>will then present this on a separate sheet of chart paper while we are on the carpet.</p> <ul style="list-style-type: none"> • As a wrap-up to the initial part of the lesson plan, I will re-cap the things that we have learned about culture and the different ways we have seen it represented. I will then introduce the writing component with question three. <p>3. How would you define your culture? Use at least three of the characteristics we talked about today.</p> <ul style="list-style-type: none"> • For this I will ask students to write their responses at their seat on the sheet of paper with this question as a prompt. I will allow 20 minutes for this part of the lesson. • The lesson will be considered complete once I have collected their responses.
<p>How will students be assessed?</p> <p>How will you know if students have met the objectives stated above?</p>	<p><u>Objective 1.</u> Students will be able to write out descriptions of at least three out of four specific characteristics pertaining to culture when given a writing template.</p> <ul style="list-style-type: none"> • Music/Dance • Food • Art • Holidays/Traditions/Customs <p><u>Assessment 1:</u> Writing prompt at the end of the lesson.</p> <p><u>Objective 2.</u> Students will be able to identify aspects of their own culture to share with their “turn and talk” partners through oral discussion at the carpet.</p> <p><u>Assessment 2:</u> I will walk around to the groups as students are discussing. I will then ask each student to share what he or she discussed with the class.</p> <p><u>Objective 3.</u> Students will be able to recognize characteristics of culture in the short story <u>Just in Case</u> by Yuyi Morales when asked periodically during reading time.</p> <p><u>Assessment 3:</u> I will ask the students throughout the story what they notice about Mexican culture to check their comprehension and then I will write it on the chart paper.</p>