SIOP LESSON PLAN

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Culture

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SIOP Lesson Plan

This lesson is an introduction to a unit on Culture.  The specific purpose of this unit is to allow the students—all seventh grade English language learners (ELLs) at Level four (Emerging) on the English Language Proficiency Standards (ELPS) developed by the World-Class Instructional Design and Assessment (WIDA) Consortium  (2008) and approved for use by the Illinois State Board of Education (ISBE) (2004)—to engage with the material by working with metacognitive, cognitive, and social/affective learning strategies to connect the concepts of culture discussed in the textbook with the cultures they are familiar with in their own families and in the classroom. Students will work in teams to discuss what they are learning about culture. They will connect the concepts of culture discussed in the classroom with the aspects of culture they were working with when their prepared their families' migration stories.

SIOP® Lesson Plan

| Date:<br>10/20/2008 | Grade/Class/Subject:<br>7th Grade Social Studies-ELLs --ELP4 |
|---|---|
| Unit/Theme:<br>Culture<br><br>Big Idea:<br>Culture reflects the beliefs, values, likes and dislikes of the people who create it.  As cultures come into contact, there is a mixing and sharing of culture that often results in new or changed beliefs, values, likes and dislikes.  What can we learn from the culture around us and the cultures that helped to create it? | IL Learning Standards (Illinois State Board of Education, 2008):<br>Social Studies-16D3, 18A3.<br>English Language Proficiency Standards--<br>Level 3-Developing (WIDA)<br>Social-Emotional Standards-1A3a, 1B3a, 1C3b |

**Content Objectives:**

Connect concepts of culture with early civilizations and with family cultures.

Explore elements of culture in various cultural settings.

Compare and contrast the different cultures with the elements of culture found in student families.

**Language Objectives:**
ELP Level 4

Compare and contrast functions, relationships from oral information. (Listening)

Identify cause and effect from oral discourse.  (Listening)

Discuss stories, issues and concepts. (Speaking)

Give oral reports. (Speaking)

Offer creative solutions to issues and problems. (Speaking)

Interpret information or data. (Reading)

Find details that support main ideas. (Reading)

Summarize information from graphics or notes. (Writing)

Edit and revise writing. (Writing)

Create original ideas or detailed responses. (Writing)

| Key Vocabulary:<br>culture          diversity          ethnicity<br>prejudice        racism              refugees<br>economics      globalization    debt<br>resources        tax                  technology<br>government     citizenship | Supplementary Materials:<br>Textbook and web links<br>United Streaming culture video segments<br>Graphic organizer for making connections |

| SIOP Features | | |
|---|---|---|
| **Preparation** | **Scaffolding** | **Grouping Options** |
| √ Adaptation of Content | √ Modeling | √ Whole class |
| √ Links to Background | √ Guided practice | √ Small groups |
| √ Links to Past Learning | √ Independent practice | √ Partners |
| √ Strategies Incorporated | √ Comprehensible input | √ Independent |
| **Integration of Processes** | **Application** | **Assessment** |
| √ Reading | √ Hands-on | √ Individual |
| √ Writing | √ Meaningful | √ Group |
| √ Speaking | √ Linked to objectives | √ Written |
| √ Listening | √ Promotes engagement | √ Oral |

Lesson Sequence:

1.  Teacher will introduce the topic to the whole group.

2.  Whole group will watch excerpts from the United Streaming videos on culture.

3.  Teacher will assign students to collaborative teams of three or four students.

4.  Teams will work with the key vocabulary.

5.  Students will share predictions with their teams about elements of culture in different civilizations.

6.  Teams will read the material in the textbook to look for elements of culture shown in various areas.

7.  Students will explore the connections between what they are learning about culture with what they have experienced as culture in their own families.

8.  Students will explore ways the elements of culture work with each other in a civilization.

9.  Students will complete a graphic organizer drawing connections between the cultures of the early civilizations with their family cultures.

10. Students will share what they have learned about the elements of culture with other teams.

Reflections:

1.  Were the directions for the tasks meaningful to the students?

2.  Were the students able to complete the assigned tasks successfully?

3.  How did the students demonstrate that they were engaged during the learning process?

4.  Did the students produce comprehensible output?

5.  What needs to change the next time this lesson is offered to the students?

*Illinois Learning Standards* (ISBE, 2008a)

> *Social Studies*

1.  Identify the origins and analyze consequences of events that have shaped world social history (16D3).

2.  Explain how language, literature, the arts, architecture and traditions contribute to the

    development and transmission of culture (18.A.3).

> *English Learning Proficiency Standards (ELPS)-Level 4-Emerging (WIDA)*

Compare and contrast functions, relationships from oral information. (Listening)

Identify cause and effect from oral discourse.  (Listening)

Discuss stories, issues and concepts. (Speaking)

Give speeches and oral reports. (Speaking)

Offer creative solutions to issues and problems. (Speaking)

Interpret information or data. (Reading)

Find details that support main ideas. (Reading)

Identify word families, figures of speech. (Reading)

Summarize information from graphics or notes. (Writing)

Edit and revise writing. (Writing)

Create original ideas or detailed responses. (Writing)  (WIDA, 2008, p. 58)

*Social-emotional Learning*  (ISBE, 2008b)

Analyze factors that create stress and motivate performance (1A3a).

Analyze how personal qualities influence choices and successes (1B3a).

Analyze why one achieved or did not achieve a goal (1C3b).

*Theme*

Culture.

*Lesson (Topic):*

Elements of culture

*Objectives*

*Language*

Compare and contrast functions, relationships from oral information. (Listening)

Identify cause and effect from oral discourse.  (Listening)

Discuss stories, issues and concepts. (Speaking)

Give speeches and oral reports. (Speaking)

Offer creative solutions to issues and problems. (Speaking)

Interpret information or data. (Reading)

Find details that support main ideas. (Reading)

Identify word families, figures of speech. (Reading)

Summarize information from graphics or notes. (Writing)

Edit and revise writing. (Writing)

*Content*

Connect concepts of culture with early civilizations and with family cultures.

Explore elements of culture in various cultural settings.

Compare and contrast the different cultures with the elements of culture found in student families..

*Learning Strategies*

*Metacognitive*

Use the model think-aloud by your teacher as your example.  Practice think-aloud strategies in your teams as you make these connections between elements of culture of the early pioneers (in early civilizations) and the elements of culture in your families' stories.  Focus your think-aloud on your thinking processes as you solve the problem—challenge of making connections between the elements of culture of early civilizations and the elements of culture seen in your family.  Reflect on the elements of culture your family shares with early civilizations.

*Cognitive*

Make connections between the elements of culture of early civilizations and the elements of culture seen in your family

*Social/Affective*

Work with a team to explore the elements of culture.

*Key Vocabulary*  (http://canton-drmontgomery.wikispaces.com/Social+Studies)

| | | |
|---|---|---|
| culture | diversity | ethnicity |
| prejudice | racism | refugees |
| economics | globalization | debt |
| technology | government | citizenship |

*Materials*

Textbook and web links

http://students.discoveryeducation.com/genericStudentIndex.cfm?cdPasscode=TF81D-283A

Culture video segments from United-Streaming.

*Motivation*

United Streaming culture videos allow the students to connect their own cultural experiences with the cultures depicted on the videos.  This serves as a bridge to open dialog and thinking about elements of culture and relevance to life experience.

*Presentation*

The teacher introduces the topic of the elements of culture.  The brief introduction is followed by the United Streaming culture videos.  Following the videos, the teacher demonstrates the think-aloud process by identifying elements of culture seen in early civilizations presented in the video segments.  Students are placed into small groups and work together on the key vocabulary.  Based on what they learned from the videos, they are asked to make predictions to their teams regarding the elements of culture in the different civilizations.

*Practice/Application*

1.  Teacher will introduce the topic to the whole group.

2.  Whole group will watch excerpts from the United Streaming videos on culture.

3.  Teacher will assign students to collaborative teams of three or four students.

4.  Teams will work with the key vocabulary.

5.  Students will share predictions with their teams about elements of culture in different civilizations.

6.  Teams will read the material in the textbook to look for elements of culture shown in various areas.

7.  Students will explore the connections between what they are learning about culture with what they have experienced as culture in their own families.

8.  Students will explore ways the elements of culture work with each other in a civilization.

9.  Students will complete a graphic organizer drawing connections between the cultures of the early

    civilizations with their family cultures.

10. Student teams create a presentation (poster boards, Microsoft PowerPoint, or any other

    medium) to share what they have learned about the elements of culture and the connections

    between the cultures of the early civilizations and their own families.

*11.* Students will share what they have learned about the elements of culture with other teams.

*Review/Assessment*

|  | Beginning (1) | Developing (2) | Accomplished (3) | Exemplary (4) | Score |
|---|---|---|---|---|---|
| Student made predictions clearly in their work teams. | No attempt at prediction. | Student made predictions, half in Spanish. | Predictions had only one or two errors in English. | Predictions were clear and error-free. |  |
| Student completed graphic organizer showing connections between earlier explorers, their families, and themselves. | Graphic organizer was not complete. | Graphic organizer has a mix of English and Spanish. | Graphic organizers had only one or two errors. | Graphic organizers are clear and error-free. |  |
| Teams' presentation clearly identified the elements of culture and the connections between cultures of early civilizations and student families. | Presentation was not made or did not clearly identify the elements of culture and the connection between cultures. | Presentation lacked logic or details and showed several errors in English. | Presentation is logical, has sufficient details, and only one or two errors in English. | Presentation is logical, clear, complete and error-free. |  |

*Extension*

As we continue to explore cultures we will deepen our understanding of the elements of culture and how their interaction influences the relationships between people, especially when the cultures interact with each other in the same geographical regions and places.

*Reflection*

1.  Were the directions for the tasks meaningful to the students?

2.  Were the students able to complete the assigned tasks successfully?

3.  How did the students demonstrate that they were engaged during the learning process?

4.  Did the students produce comprehensible output?

5.  What needs to change the next time this lesson is offered to the students?

Summary

This lesson was introduction to a unit on culture.  The specific purpose of this unit was to allow the students—all seventh grade English language learners (ELLs) at Level four (Emerging) on the English Language Proficiency Standards (ELPS) developed by the World-Class Instructional Design and Assessment (WIDA) Consortium  (2008) and approved for use by the Illinois State Board of Education (ISBE) (2004)—to engage with the material by working with metacognitive, cognitive, and social/affective learning strategies to connect the concepts of culture discussed in the textbook with the cultures they are familiar with in their own families and in the classroom. Students worked in teams to discuss what they were learning about culture. They connected the concepts of culture discussed in the classroom with the aspects of culture they were working with when their prepared their families' migration stories.

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