



# Social Studies Model Lesson Plan

## I Know About Many Cultures

### Grade 1

#### Stage 1 Desired Results

**Established Goals:**

**Social Studies Standard 6, Benchmark 4.2** Students will demonstrate an understanding of ways in which expressions of culture influence people.

**IEFA Essential Understanding 2** There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.

**Understandings:**

- Culture is a way our families teach us to live.
- Cultures have different dance, music, language and traditions.

**Essential Questions:**

- Why is culture important?
- How are our cultures the same?
- How are our cultures different?

*Students will be able to...*

- identify similarities of their unique culture.
- identify differences of their unique culture.
- describe cultural traditions their families celebrate.
- respect cultures that are different than their own.

*Students will know...*

- people in Montana have different dance, music, language and traditions.
- throughout their life they will continue to interact with and respect people from different cultures.

#### Stage 2 Assessment Evidence

**Performance Tasks:**

- Give oral presentation (with a parent, family member, or with the teacher if a family member is not available) on the cultural traditions of their family.

**Other Evidence:**

Journal entries  
Show and share

#### Stage 3 Learning Plan

**Learning Activities:**

What learning experiences and instruction will enable students to achieve the desired results: Classroom discussion, student presentations, family stories, read alouds that will support and enhance awareness and respect for differences in culture.



*I Know About Many Cultures (continued)*

**How will the design ...**

*W= help students know where the unit is going and what is expected?*

Discussion - What is culture? Allow students to invite family members to the classroom to share stories about themselves. Have students help you create a chart identifying how culture is reflected in everyday life. Try to include language, art, dance, traditions, customs, clothing, ect.

*H= hook all students and hold their interest?*

**Read Aloud – Jingle Dress Dancer**

Discuss – What are the cultural differences between you and the little girl in this book? How did she learn to become a jingle dress dancer? Where do you suppose her grandma learned about jingle dress dancing? Do you think all Indian girls jingle dress dance? What do you have in common with the main character? Are there traditions in your family that you celebrate? What is a powwow? Has anyone been to a powwow?

*E= Equip students, help them experience the key ideas and explore the issues?*

Use a map of the world to assist students in locating the country of their ancestor's origins.

Allow students to show and share objects or pictures that provide cultural information about their families. Students should share why the objects are special to their families. Parents may also participate in the presentation. Allow students question and answer time for reflective responses.

Parents will help students prepare an oral presentation that answers three questions:

1. What is a cultural tradition that your family celebrates?
2. How did your family learn about this tradition?
3. What types of activities are involved with this tradition? (Language, dance, art, music, etc.)

Students will give a brief oral presentation. Students may bring a parent or grandparent to assist with their oral presentation.

Other possible read alouds if time allows are:

*“Shota and the Star Quilt”* by Margaret Bateson-Hill

Discuss – What are the cultural traditions in this book? Have you ever made a star quilt? Did you notice the writing down below the words that I was reading? That is Lakota. A different language spoken by Shota's family. Did you know that many Indian people speak a different language? Is there an activity that you do with your family members that is similar to Shota and her family? Compare and contrast Shota and her family to families of students.

*I Know About Many Cultures (continued)*

“Where Did You Get Your Moccasins?” by Bernelda Wheeler

Discuss - Do all Indians wear moccasins? Do all moccasins look alike? Did you know that some tribes have moccasins with no design on them? Did you know that some tribes have different designs on their moccasins? Some are geometric shapes (like the shapes we learn about in math) others are flower designs. Compare and contrast main character to students.

*R= Provide opportunities to rethink and revise their understandings and work?*

Students will record journal entries. Topics may include: Did all the students in class have the same cultural traditions? What do I have in common with the little girl in Jingle Dress Dancer? How does culture make us different from one another? Are there similarities between cultures?

Revisit chart – Are there items that we can add to the chart now that we know more about culture?

*E= Allow students to evaluate their work and its implications?*

Create a VENN Diagram that portrays the cultural similarities and differences in the classroom. You may want to compare a student in the classroom to the main character in Jingle Dress Dancer.

*T= Be tailored (personalized) to the different needs, interests and abilities of learners?*

When journaling allow students to draw pictures to express their opinions.

For students who do not have family support teacher will assist student with activities.

*O= Be organized to maximize initial and sustained engagement as well as effective learning?*

Note: WHERETO can be reorganized to accomplish the instructional plan.

Order literature through librarian ahead of time.

Send letter home asking family members to send items to school that reflect the cultural heritage of their family. Family members may bring the items in and provide a description for the class. Let them know photos or objects will be kept in a safe place.

Send invitation to parents inviting them to view or assist with their student’s oral presentation.

**Resources:**

*I Know About Many Cultures (continued)*

Bateson-Hill, Margaret. *Shota and the Star Quilt*. Illustrated by Christine Fowler. Consultant, Gloria Runs Close to Lodge (**Oglala**) Lakota text by Philomine Lakota. New York: Anna McQuinn, 1998. 27 pages. ISBN 1-84089-021-5.

Smith, Cynthia Leitich Smith. (**Muscogee Creek**) *Jingle Dancer*. Illustrated by Cornelius Van Wright and Ying-Hwa Hu. New York: Morrow Junior Books, 2000. ISBN 0-688-16241-X

Wheeler, Bernelda (**Cree/Saulteaux**). *Where Did You Get Your Moccasins?* Illustrated by Herman Bekkering. Winnipeg, Manitoba: Peguis Publishers, 1992. ISBN 1-895411-50-5

**Resources to build teacher background information:**

Arlee, Johnny. *Over a Century of Moving to the Drum: Salish Indian Celebrations on the Flathead Indian Reservation*. St. Ignatius, Mont.: Confederated Salish and Kootenai Tribes Salish Culture Committee, and Montana Historical Society Press, Helena, Mont., 1998. 92 pages. ISBN 0-917298-57-8

**“Guide to Understanding and Enjoying PowWows”**

<http://www.opi.mt.gov/pdf/IndianEd/Resources/PowWows.pdf>

**“Montana Indians: their History and Location”**

<http://www.opi.mt.gov/pdf/indianed/resources/MTIndiansHistoryLocation.pdf>

**Additional Suggestions:**

Carum, Robert. *Eagle Drum: On the Powwow Trail with a Young Grass Dancer* (A photo essay) Four Winds, 1994. An introduction by D. Chief Eagle, Jr. (**Rosebud Sioux**). This is about Louis Pierre, a member of the Pend d'Oreille of the Flathead Reservation in Montana.

Fort Hall Reservation Committee (**Shoshone-Bannock**). **“Indian Festival.”** *Indian Reading Series Level I Book 7*. Portland, Ore.: Northwest Regional Educational Laboratories, 1977.

<http://apps.educationnorthwest.org/indianreading/index.html>

Indian Reading Series Download free

Tapahonso, Luci (**Navajo**). *Songs of Shiprock Fair*. Illustrated by Anthony Chee Emerson Walnut, Calif.: Kiva Publishing, 1999. 30 pages. ISBN 1-885772-11-4

