



Culture and Diversity Unit  
Intended for 1<sup>st</sup> Grade  
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EDUC 327  
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## **Introductory Sheet**

### ***First Grade and the typical learner:***

A typical first grade student is around the age of six or seven. They are active learners and are interested in hands on activities. At this age, students are becoming better able to listen, reason, and socialize with others (NAEYC 1986). According to Piaget, first graders are transitioning from the preoperational to the concrete operational stages of cognitive development (Morrison, 2006, p. 106). By participating in this unit, students at this grade level will be participating in hands on activities, use trade books for better understanding, and will relate social studies themes to real life experiences to help clarify importance and reasoning. The unit will focus on the Indiana state standards for social studies that focus on cultures and cultural diversity in the world (Indiana, 2007).

### ***Rationale for Unit***

The world is a diverse place full of many unique cultures and different races. America is known as the melting pot, because it is a country completed with a mixture of many cultures, races, and religions. As students enter the world of education, they are surrounded by diverse cultures and races. Students need to understand that each individual is different and unique, and yet everyone is still special. By understanding cultural differences, students will become more accepting of others and will have a better understanding of the world around them. According to the National Council for Social Studies (1988), social studies programs should include experiences that provide for the study of culture and cultural diversity. Students must understand that there are numerous dynamic cultures around the world and each change over time. By participating in this cultural unit, students will meet the Indiana academic standards set for learning cultural diversity, and students will better understand why each person is unique and special in his or her own way (Indiana, 2007).

## *Goals*

- Students will gain understanding of the word *culture*, and how there is a variety of cultures in world.
- Students will learn about cultural differences and similarities, and will complete charts, writings, and Venn diagrams to represent their findings.
- Students will understand the concept of cultural beliefs and traditions
- Students will compare cultural clothing and food variations
- Students will write brief descriptions about their personal culture and share them with the class.
- Students will create class pictograph to show the many different cultures found in their classroom.
- Students will learn about the American culture and be able to identify American symbols.
- Students will recognize that each culture brings something to the common good of the classroom, community, and world.

## Academic Learning Standards and Unit Objectives

### **Lesson 1:**

*Social Studies* 1.3.8 Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana. (Core Standard)

*Performance Objective(s):* Given a similarities and differences chart, each student will compare him or herself to a partner by writing at least five descriptive words or phrases in each column of the chart.

### **Lesson 2:**

*English/Story Telling* 1.7.5 Use descriptive words when speaking about people, places, things, and events.

*Social Studies* 1.3.8 Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana. (Core Standard)

*Performance Objective(s):* Using the chart completed in lesson 1 of the unit, each pair of students will orally share their descriptive word list of similarities and differences with their classmates during story telling time.

### **Lesson 3:**

*Writing Applications* 1.5.2 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details. (Core Standard)

*Social Studies* 1.3.8 Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana. (Core Standard)

*Performance Objective(s):* Using their cultural charts from lesson 1, students will write four sentences beginning with capital letters and ending punctuation to describe their personal culture.

### **Lesson 4:**

*Art*-1.6.2 Create artwork about self, family, and personal experiences

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*Social Studies*- 1.3.8 Human Systems: Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana.

*Performing Objective:* Given a paper doll, students will decorate the doll to represent their personal culture by reflecting their cultural writings in their art work.

### **Lesson 5:**

*Reading*-1.1.15 Read aloud smoothly and easily in familiar text. (Core Standard)

*Social Studies*- 1.3.8 Human Systems: Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana.

*Performance Objective(s):* After writing four sentences describing their culture, students will read their sentences aloud smoothly and easily to their classmates receiving at least a 90% on a running record.

### **Lesson 6:**

*Science*- 1.5.2 Make and use simple picture graphs to tell about observations.

*Social Studies*- 1.3.8 Human Systems: Compare cultural similarities and differences, such as

family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana.

*Performance Objective:* Using their paper dolls to represent their cultures, students will compare cultures and make a pictograph by placing their doll in the correct column on the class pictograph. (the class pictograph will have columns created by the teacher, based off the students' writings)

### **Lesson 7:**

*Math-* 1.1.10 Represent, compares, and interpret data using pictures and picture graphs.

*Social Studies-* 1.3.8 Human Systems: Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana. (Core Standard)

*Performance Objective:* Using data found on the Cultural Pictograph created in science class, students will interpret the data and answer at least two of three questions correctly on a given worksheet.

### **Lesson 8:**

*Social Studies-*1.2.4 Roles of Citizens: Describe ways that individual actions can contribute to the common good of the community.

*Performance Objective:* Given a 6" by 6" quilt square, students will decorate the square to represent their culture and will orally describe how their personal differences and actions contribute to the classroom community.

### **Lesson 9:**

*Social Studies:* 1.1.3 Identify American songs and symbols and discuss their origins

*Performance Objectives:* Given a worksheet covering American symbols, students will complete the worksheet by circling the correct American symbols with two or fewer errors while listening to the National Anthem.

### **Lesson 10:**

*Social Studies-* 1.3.8 Human Systems: Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana.

*Performance Objectives* Given a variety of cultural foods, students will compare and contrast two different cultural dishes by completing a Venn Diagram by including at least four similarities and four differences.

### **Lesson 11:**

*Social Studies* 1.1.10 Chronological Thinking, Historical Analysis and Interpretation, Research: Distinguish between historical fact and fiction in American folktales and legends that are a part of American culture.

*Performance Objectives:* After listening to the stories of Johnny Appleseed and Paul Bunyan, students will show that they understand which is fiction and which is nonfiction by holding up the correct signs when asked to do so by the teacher.

**Lesson 12:**

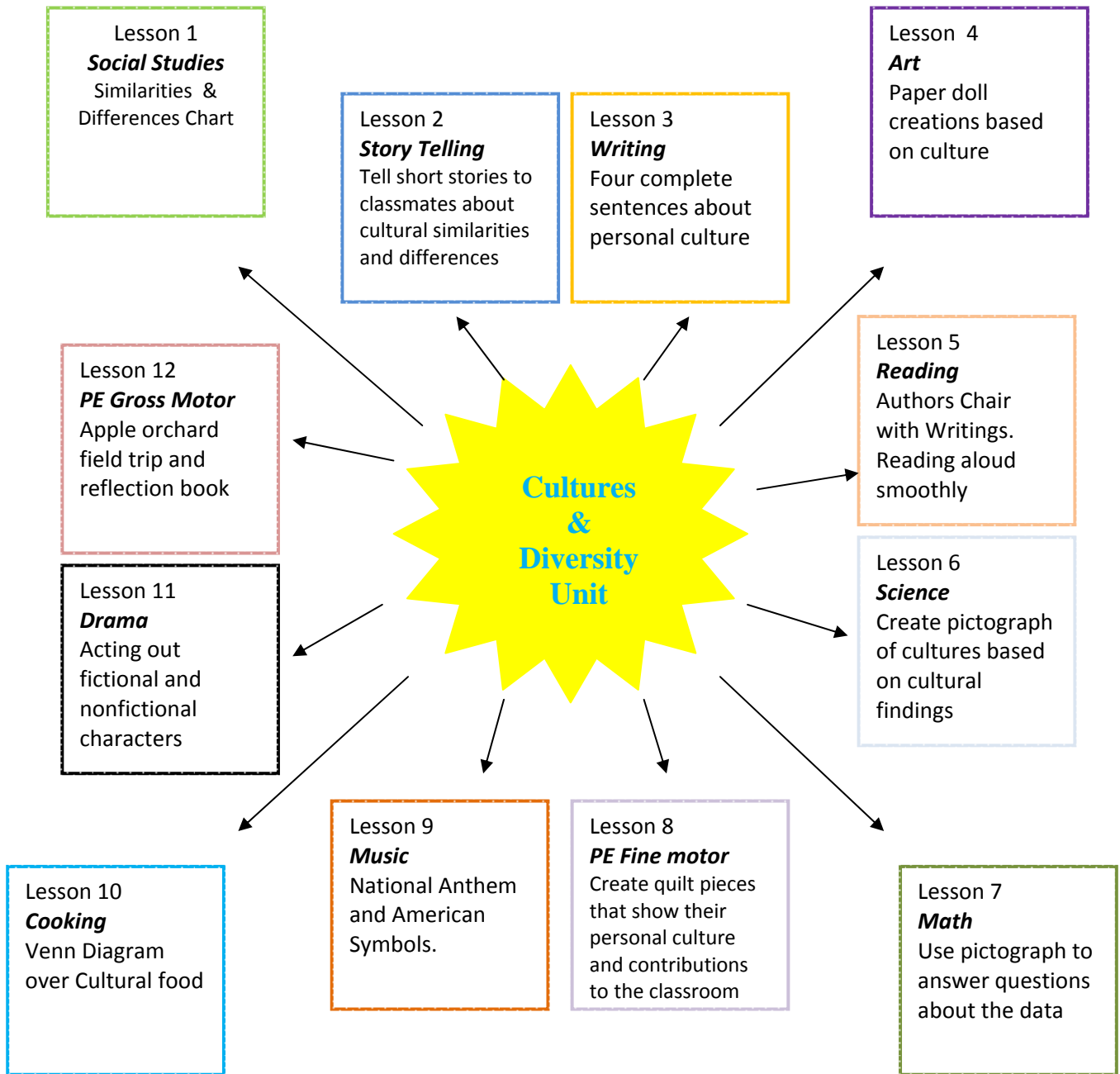
*Social Studies:* 1.1.10 Chronological Thinking, Historical Analysis and Interpretation, Research: Distinguish between historical fact and fiction in American folktales and legends that are a part of American culture. (Core Standard) (assessed in previous lesson)

*PE: Gross Motor 1.3.2* Record participation in physical activities by type of activity and time. (will not be assessed in this lesson)

*Writing 1.6.2* Sentence Structure: Write in complete sentences.

*Performance Objectives:* After going on a field trip to a local apple orchard, and receiving a picture of their trip students will write four sentences with correct punctuation and capitalization about a given picture.

# Curriculum Map





Dear Parent/Guardian,

We are about to begin a new unit over cultures and diversity. This unit is very important not only because it covers numerous state standards, but also because there are diverse cultures and diversity found right here in our classroom! Students must learn to respect the similarities and differences among their classmates, peers, and all people. By understanding that everyone is unique in his or her own way, students will be able to see that each of us is part of the melting pot!

Throughout the unit, students are going to be engaged in exciting and engaging lessons and activities. I have incorporated art, drama, math, writing, reading, cooking, physical education, science, storytelling, and music all into this fun social studies unit! Isn't it wonderful how all these things can tie into one topic? Students will create cultural dolls, stories, collages, pictographs and several other engaging creations! They will also be acting out well-known American legends and heroes, and they will take a field trip to the local apple orchard following a lesson on Johnny Appleseed!

This is going to be a wonderful experience for each student! I would love to have parent volunteers to join us in our cultural journey, so please fill out the paper below if you are interested in joining us. I will also need a permission slip completed for each child to be able to go on the field trip. The permission slip is attached, and needs to be returned as soon as possible. I thank you for your support and involvement, and I look forward to beginning this wonderful unit on cultures and diversity!

Sincerely,  
Miss. Stiffler



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 I give permission for my child to go to the local apple orchard for their first grade field trip as part of their cultural and diversity unit.

I do not give permission for my child to go on the field trip, and wish for him to remain at the elementary school.

Parent/Guardian Signature \_\_\_\_\_

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 Yes! I would like to be a volunteer during the cultural unit! You can reach me at \_\_\_\_\_

## Trade Books for Culture and Diversity Unit

Barnwell, Y. (1998). *No mirrors in my nana's house*. Orlando, Florida: Harcourt Brace & Company.

*No Mirrors in My Nana's House* is about a young girl growing up without realizing her clothes did not fit, her skin was dark brown, and her nose was too flat. The young African girl grew up in her Nana's house where there were no mirrors. The beauty that the young girl felt was brought through the love in Nana's eyes. This story shows readers how important it is to be looked at through the eyes of others in positive ways and to let our differences fade away to what is most important. The most important thing is to know we are loved by others.

Cowen-Fletcher, J. (1994). *It takes a village*. Scholastic.

*It Takes A Village* is based off the African proverb, 'it takes a village to raise a child.' This story is about Kokou, a young African boy who wanders through the village. Yemi, Kokou's older sister wanted to watch Kokou all by herself. When Kokou runs off and ventures throughout the village, Yemi starts to panic as she searches for her brother. Finally, Kokou is found waking up in the mat vendor's area. After thanking the whole village for caring for Kokou, Yemi returns her brother to their mother. Mama was not surprised by Kokou's safety and reminds Yemi 'it takes a village to raise a child.'

Fox, M. (1997). *Whoever you are*. Orlando, Florida: First Voyager Books

*Whoever You Are* is a story about the many similarities and differences people all over the world share. In the story readers are reminded that people are different. Some people dress differently, speak different languages, and live in different places. Some people even have different colors of skin. Although we are all different, this story helps readers see how everyone is similar. Everyone smiles, cries, laughs, learns, and has feelings. Everyone is the same in many ways regardless of how different things may seem!

Goble, P. (1978). *The girl who loved wild horses*. New York City, NY: Atheneum/Richard Jackson Books

*The Girl Who Loved Wild Horses* is about a young Native American girl and her love for horses. She loved horses so much she would often leave her village to be with the horses. When a horrible thunderstorm comes through their land, the girl climbs on one of her beloved wild horses and is carried far from her tribe. The hunters soon found her and carried her back to her parents and the tribe. The girls love and longing for the horses made her ill and her parents let her return to the wild horse herd where she longs to be. The story ends with the mysterious disappearance of the young girl, and the appearance of a new beautiful mare that accompanies the wild stallion.

Hamanaka, S. (1999). *All the colors of the earth*. New York, NY: Harper Collins.

There are many colors that can be found on Earth. These many colors make the world beautiful and vibrant. There are also many colors of skin, eyes, and hair. This story helps readers see that everyone is beautiful in his or her own way. It is one's many colors, inside and out, that make them beautiful. Without the many colors of skin, eyes, and hair, everyone would look alike and our world would not be interesting and unique. This story teaches readers that everyone is special and beautiful even if they look different from others.

Hollyer, B. (2004). *Let's eat*. New York, NY: Henry Holt & Company.

This story is about the different foods people eat around the world. Many cultures have their own unique foods that they eat, and this book provides photographs of many different cultural dishes. Children learn about what other children like to eat throughout the day and are able to compare it to the foods that they themselves enjoy. It also provides readers with information about traditions, races, and religions found throughout the world.

Ivanko, M. (2004). *Be my neighbor*. Watertown, MA: Charlesbridge Publishing.

*Be My Neighbor* is about the many different ways people live. The story tells how a neighborhood is a place people live. All over the world, there are many different types of neighborhoods that people live in. This story shows how each neighborhood is unique in its own way. Some neighborhoods have different cultures, ages, ethnicities, beliefs, and ways of living, but each neighborhood is filled with people who enjoy living in that particular way. Regardless of where one lives, or the many differences found throughout the world, everyone can be neighbors and treat each other kindly!

Lankford, M. (1998). *Christmas around the world*. New York, NY: William Morrow & Company.

Have you ever wondered what Christmas is like on the other side of the world? This book helps readers learn about other parts of the world and how Christmas is celebrated in those places depending on cultural beliefs and traditions. Each culture, and even each family, has its own way of celebrating Christmas. Children and other readers will learn how cultural beliefs play a huge role in celebrating Christmas and other holidays. Some cultures even have different names that they call Christmas instead.

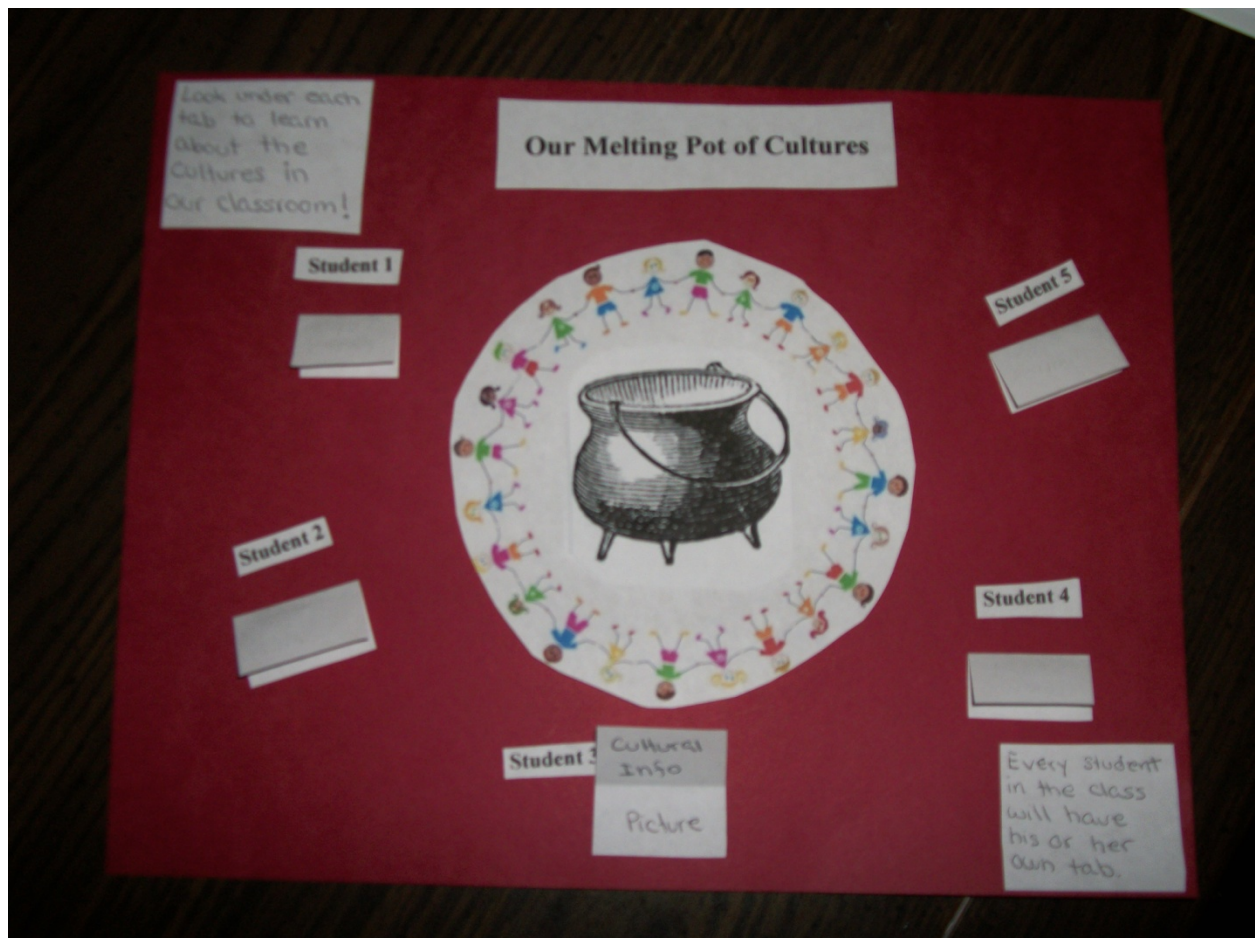
Tyler, M. (2005). *The skin you live in*. Chicago, Illinois: Chicago Children's Museum.

This children's book is a rhyming book about the many different skins that people have. It discusses different skin colors, different hair colors, different eye colors, and many other differences that people have with appearances. Throughout the story, readers learn about self-esteem and multiculturalism. Everyone has his or her own unique appearance, but it is what's in the inside that counts!

Yangsook, C. (2003). *The name jar*. New York, NY: The DragonFly Books.

After leaving Korea to come to the United States, Unhei enters a new school. On the first day of school, Unhei is teased about her name and decides she wants to change it. Her classmates create a jar where they place all of their suggestions for her new name American name. In the end, Unhei realizes the importance of her Korean name and how it reflects her culture and identity. She keeps her real name, and explains to her culture to her classmates where they all start to explore their own names and backgrounds.

## Bulletin Board



### **Field Trip**

For the unit over cultures and diversity, the students will have explored cultures in the classroom, and around the world. They will have also learned about the American culture and important symbols, heroes, legends, and folktales that represent it. As the unit ends, the students will be focusing on American heroes and American culture. As part of their lessons, students will act out stories about Johnny Appleseed and Paul Bunyan and discuss fictional and nonfictional American heroes.

A field trip that is suitable for the ending of the cultural unit is to have the students visit a local apple orchard. They will learn about apple trees, and drinks and foods made from apples. The students will also see and how apples play a role in the American culture through the American story about Johnny Appleseed. Students will be given a tour of the apple orchard, will

be given an apple tree to plant, and will sample apple foods such as cookies, pies, and apple cider. This field trip helps students see how Johnny Appleseed (Carter) helped contribute to the common good of others by planting trees. The students will also see that there are many different kinds of apples just like there are cultures. They all may look different on the outside, but on the inside they are all the same. To help students have a visual of how the insides are all the same, each student will be given an apple that is pre-cut down the center. When the students open the apple up, they will all find a star of seeds on the inside!

Following the field trip, students will be given a picture that was taken at the apple orchard. They will then write a brief description of what is happening in the picture, and a class book will be created. The book will be read during the end of the unit party when parents and other guests come to celebrate cultural diversity with the class!

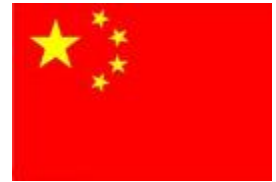
### Cultural Unit Pre-test



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What does the world **culture** mean to you?
  
2. Do all cultures eat the same foods? Yes or No

3. What did Johnny Appleseed do?
  - a. He planted apple trees
  - b. He cut down trees
  - c. He made apple pies
  - d. He threw apples away
  
4. Why is America known as the Melting Pot?
  - a. It has many different cultures
  - b. It melts things
  - c. It is hot
  
5. Circle the American symbol below.



### Cultural Unit Pre-test



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What does the world **culture** mean to you?

Variety of answers

2. Do all cultures eat the same foods? Yes or  No

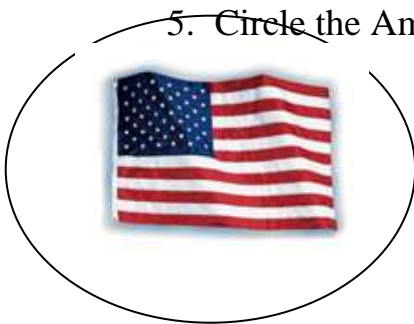
3. What did Johnny Appleseed do?

- e. He planted apple trees
- f. He cut down tress
- g. He made apple pies
- h. He threw apples away

4. Why is America known as the Melting Pot?

- 1 It has many different cultures
- 2 It melts things
- 3 It is hot

5. Circle the American symbol below.



### Cultural Unit Post-Test



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Complete your answers using complete sentences**

**1. Write two sentences about your culture.**

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**2. Describe one thing that you learned about your culture.**



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**3. Describe one thing that you learned about a classmate's culture.**

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**4. What did Johnny Appleseed do?**

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**5. List one thing that is a symbol of the American Culture.**

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**Cultural Unit Post-Test**



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Complete your answers using complete sentences**

**6. Write two sentences about your culture.**

**Variety of answers**

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**7. Describe one thing that you learned about your culture.**

**variety of answers**

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**8. Describe one thing that you learned about a classmate's culture.**

**Variety of answers**

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**9. What did Johnny Appleseed do?**

**Planted apple seeds. Planted apple trees**

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**10. List one thing that is a symbol of the American Culture.**

**American flag, Statue of Liberty numerous correct answers**

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### **Technology and Literature**

Technology and literature are implemented throughout the cultural unit.

Students will use the Smartboard for numerous activities such as viewing cultural pictures, symbols, and foods. The Smartboard will also be used to introduce pictographs for the science and math lessons. Students will use the Smartboard during station time to create Venn diagrams of cultures. They will use the overhead projector to view a slide show of the field trip pictures that they will reflect on. Students will also be using a variety of literature throughout the unit. Students will be introduced to numerous trade books and folklore throughout the unit to enhance their learning experiences. They will use numerous literature pieces such as

magazines, and children's books to explore cultural customs, traditions, clothing, and foods.

## **Lesson Plans**

### **Similarities and Differences Unit Lesson Plan # 1**

**Lesson:** Similarities and Differences

**Length:** 25 minutes

**Age or Grade Level Intended:** 1<sup>st</sup> grade

**Academic Standard(s):**

**Social Studies** 1.3.8 Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana. (Core Standard)

**Performance Objective(s):**

Given a similarities and differences chart, each student will compare him or herself to a partner by writing at least five descriptive words or phrases in each column of the chart.

**Assessment:**

Students will be assessed on the completion of the similarities and differences chart. They should have at least five descriptive words or phrases under similarities, and five under differences.

**Advance Preparation by Teacher:**

Get copy of the book

Teacher must prepare copies of the chart for each student

Create partners

**Introduction/Motivation:**

“Good afternoon class! Today we are going to talk about similarities and differences. Can anyone tell me one thing that all of us have in common, one similarity? Can anyone tell me a difference we all have?”

(Bloom's Knowledge) (Gardner: Verbal Linguistic Intelligence). Well done. Even though we are all similar in many ways, we are also different. Being different is a good thing! We can learn from our differences in many ways. I want all of you to listen as I read a story called *We Are Alike, We Are Different* by Janice Behrens. (Gardner: Visual/Spatial Intelligence, Verbal Linguistic). This story was about everyone being different and the same in many ways. Raise your hand if you liked this story? Me too! Let us get started on our similarities and differences journey! Today we are going to work in partners. Each partner is going to have his or her own chart to fill out using descriptive words to describe the similarities and differences that are found. Make sure you have five descriptive words or phrases on each side of the chart! Good luck and let's have some fun!"

**Step-by-Step Plan:**

1. Discuss similarities and differences (access prior knowledge through grand discussion found in intro.) Have students look around the sharing circle and see all the differences that each of the students has. Explain to the students that they are all part of the great country America known as the "melting pot."
2. Read story
3. Partner students up
4. Hand out chart to each student and tell him or her to begin. (attached) Ask for questions. (Bloom's Comprehension/Application)
5. Visit each group and provide engaging questions if needed
6. Call class to sharing circle. (Bloom's Application) (Gardner: Verbal Linguistic Intelligence)
7. Ask volunteers to share their findings and descriptive words. Call on groups to share. (Gardner: Verbal Linguistic Intelligence)
8. Collect worksheet
9. Wrap up with conclusion

**Closure:**

"Now we are going to share our findings! When I call your partner and you up, come to the front of the room and tell us your similarities and differences! (Gardner: Visual/Spatial Intelligence/Bodily Kinesthetic) (Gardner: Verbal Linguistic Intelligence). You all did a wonderful job of coming up with descriptive words or phrases to describe your similarities and differences. We are all different and the same in many ways and that is what makes each of us special. Just as we are similar and different from each other, many other things have similarities and differences as well. As we continue talking about similarities and differences, we will find out how each culture is unique! Keep up the good work and remember that it is our differences that make us special!"

**Adaptations/Enrichment:**

**Student with ADHD-** have this student make a list of at least three similarities and differences. Then have him help by patrolling the classroom beside the teacher looking for good descriptive words that students are putting on their charts.

**Student with Gifts and Talents-** Have students come up with at least five descriptive sentences describing their similarities and differences and have them write them on the chart. The students could also include illustrations if they have left over time.

**Students with Learning Disabilities-** Students should be paired up with a partner who can help them in writing their descriptive words if needed. Provide the students with a list of possible descriptive words that they can refer too.

**Students with behavioral disorders-** Have these students working with those who get along with them. Allow these students to go to the corner of the classroom at the reading station to avoid conflicts with other groups. If problems are severe and the student cannot work with others, give him or her picture of an individual for him to use to complete the activity.

**Self-Reflection:**

Were the students able to come up with descriptive words or phrases for similarities and differences? Did they understand the directions? Will I use this lesson again? How will I change it next time to improve it? Did I engage the students? Were the adaptations and modifications reasonable for each student? Did the story fit well? Did it set the tone for the rest of the unit?

**Name:** \_\_\_\_\_

**Partner:** \_\_\_\_\_

## Similarities and Differences Chart

### **Similarities**

Things we have in common

### **Differences**

Things that make us different

1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

**Story Telling Lesson Plan  
Unit Lesson Plan 2**

**Lesson:** Story Telling

**Length:** 25 minutes

**Age or Grade Level Intended:** 1<sup>st</sup> grade

**Academic Standard(s):**

**English/Story Telling** 1.7.5 Use descriptive words when speaking about people, places, things, and events.

**Social Studies** 1.3.8 Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana. (Core Standard)

**Performance Objective(s):**

Using the chart completed in lesson 1 of the unit, each pair of students will orally share their descriptive word list of similarities and differences with their classmates during story telling time.

**Assessment:** Students will be assessed over their ability to work in partners to share their similarities and differences orally to classmates.

**Advance Preparation by Teacher:**

Locate charts from lesson 1 (Example Attached)

Make copies of rubric (Attached)

**Introduction/Motivation:**

“Good afternoon class! Today we are going to continue talking about similarities and differences. Today we are going to work with our partners again. Each group is going to have their charts with descriptive words that you filled out to describe the similarities and differences you each found when comparing yourselves to your partner. (Gardner: Visual/Spatial Intelligence/Bodily Kinesthetic) (Gardner: Verbal Linguistic Intelligence). We are going to have a fun with storytelling time today! Each group will take a turn to tell the rest of our class about the similarities and differences you found. You should use the similarities and differences chart to create a short story to share with the class to explain the similarities and differences between you and your partner. One partner may want to create a story about your similarities and the other about your differences. Or perhaps you want to work together to share both. Make your stories interesting and fun using the details on your charts! We are focusing on learning about each other and how our classroom is made up of many different cultures and diverse members. Now find your partners and start creating those stories!”

**Step-by-Step Plan:**

1. Discuss similarities and differences (access prior knowledge through grand discussion found in intro.) (Bloom's Knowledge)
2. Have student form sharing circle(Bloom's Application) (Gardner: Verbal Linguistic Intelligence)
3. Hand out charts to each student
4. Model what is expected (using a chart, share the descriptive words that were recorded, and create a short story to express the similarities and differences found on the chart) (Gardner: Verbal Linguistic Intelligence)
5. Ask for questions and give partners time to review their findings and create a short interesting story (Bloom's Comprehension)
6. Visit each group and provide engaging questions. “What similarities and differences did you find? How will you share this in your stories?” (Bloom's Comprehension/Application)
7. Call class together again in their sharing circle.
8. Ask for a pair of volunteers to share their findings and descriptive word stories first (Gardner: Verbal Linguistic).
9. Go around the circle for each group to share
10. Wrap up with conclusion

**Closure:**

“You all did a wonderful job of sharing your descriptive stories to describe your similarities and differences. I am so happy that we all had the chance to share our findings and stories with our classmates! We are all different and the same in many ways and that is what makes each of us special. As we continue talking about similarities and differences, we are going to explore cultures! We are going to learn about many different cultures including their similarities and differences! (Gardner: Verbal Linguistic).Keep up the good work and remember that it is our differences that make us special!”

**Adaptations/Enrichment:**

**Student with ADHD-** Have the student with ADHD be the Story Telling Leader. He or she can be in charge of keeping the other students silent and respectful by patrolling the circle with the teachers help. This helps the student stay engaged in the lesson and keep him or her from being disruptive to others.

**Student with Gifts and Talents-** Have the students orally share his or her findings. Once they have completed their story telling, have them be the recorders for the group. They will write down interesting facts about each partner group and any questions that they have. They will then use their recorded data to help wrap up discussion.

**Students with Learning Disabilities-** Students should be paired up with a partner who can help them in writing their descriptive words if needed. If the student cannot read his or her chart, have the partner review the descriptive words with him or her. Assist the student if he or she is stuck on a word while sharing.

**Students with Behavioral Disorders-** Have these students sit next to teacher to keep them in line. If behavior becomes a problem, have them work on a coloring page to keep them from disrupting the sharing circle.

**Self-Reflection:**

Were the students able to orally share the descriptive words or phrases for similarities and differences? Did they understand the directions? Will I use this lesson again? How will I change it next time to improve it? Did I engage the students? Were the adaptations and modifications reasonable for each student? Did the chart fit well as a tool for their story telling? Did it set the tone for the rest of the unit?

Student: \_\_\_\_\_

Rubric for Story Telling  
Points Earned \_\_\_\_\_

0	1	3	5
Student did not share their results with the class.	Student shared one idea with the class.	Student worked with partner and orally shared some information from the chart with the class.	Student worked well with partner and orally shared the full results with the class.

Comments:

## Similarities and Differences Chart

### Similarities

Things we have in common

### Differences

Things that make us different



1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

**Writing Complete Sentences  
Unit Lesson Plan # 3**

**Lesson:** Writing

**Length:** 25 minutes

**Age or Grade Level Intended:** 1<sup>st</sup> Grade

**Academic Standard(s):**

**Writing Applications** 1.5.2 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details. (Core Standard)

**Social Studies** 1.3.8 Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana. (Core Standard)

**Performance Objective(s):**

Using their cultural charts from lesson 1, students will write four sentences beginning with capital letters and ending punctuation to describe their personal culture.

**Assessment:**

Students will be assessed on their ability to write four complete sentences with beginning capital letters and punctuation describing their culture. Rubric Attached.

**Advance Preparation by Teacher:**

Locate charts from lesson 1

Gather writing paper for students to write on

Create Copies of Rubric (Attached)

**Introduction/Motivation:**

“Good morning class! We have been learning about cultures, similarities, and differences. Who can tell me what our charts were about? Good and what did we do in our sharing circle for story telling yesterday? I am so glad you remember. Today we are going to continue our journey. We are all going to write four sentences about our individual culture. Our mission is to write a short description or story about our own culture. Does anyone know what a sensory detail is? It is a detail that helps bring writing to life for the reader. These details help paint pictures in the minds of readers. For example, “the dog was big, furry, and black!” This sentence has sensory details such as big, furry, and black. Today I want you to use sensory details when writing about your personal culture. Your sentences should be informative to readers. I want you to return to your seats so we can get started. Don’t forget that we begin our sentences with capital letters, and end with a punctuation mark (Gardner: Verbal Linguistic)!”

**Step-by-Step Plan:**

1. Sharing circle for review (Gardner: Verbal Linguistic)
2. Introduce writing mission
3. Remind students to use capital letters and punctuation when writing their four sentences. Remind students that they are to use sensory details when writing their informative sentences about their cultures.
4. Hand out charts and writing paper
5. Review instructions to write four sentences, and review sensory details and their importance in writing. Have students share some details that they will include in their writings. (Gardner: Verbal Linguistic).
6. Give example on board (Gardner: Visual/Spatial Intelligence) (Bloom’s Evaluation/comprehension).
7. Ask for questions about informative writings or sensory details(Bloom’s Comprehension/Application)
8. Allow students to begin and walk around class to scaffold students in need
9. Once they have completed their four sentences, have them partner up to ask questions and peer edit (Bloom’s Comprehension/Application) (Gardner: Visual/Spatial Intelligence) (Bloom’s Evaluation).
10. Collect writings and check for sensory details and complete sentences.

**Closure:**

“Good job today! Now that we have all completed our cultural descriptions, we will need to complete one more step before sharing them with the class. Tomorrow we are going to create paper dolls of ourselves. These dolls are going to be decorated to represent each of you and your cultures! Tonight think of what your doll is going to look like based on your four sentences that you wrote today. (Gardner: Inter/Intrapersonal Intelligence). Your doll must be dressed to represent your culture and yourself! (Gardner: Visual/Spatial) I am excited to get started on these and I know we will have fun! Have a wonderful evening and I will see you tomorrow for our paper doll creations!”

**Adaptations/Enrichment:**

**Student with ADHD-** Have the student with ADHD sit in an area that is not going to distract the other students. He or she can be given errands to run if he gets distractive to students. This helps keep him or her from being disruptive to others.

**Student with Gifts and Talents-** Have these students use descriptive words and create five sentences instead of four to represent their culture. Once they are finished, have them help others who are struggling.

**Students with Learning Disabilities-** Students should be paired up with a partner who can help them in writing their descriptive sentences if needed. If the student cannot read his or her chart, have the partner review the descriptive words with him or her. Assist the student if he or she is stuck on a word or sentence. These students may need to have fewer sentences assigned.

**Students with Behavioral Disorders-** Have these students sit next to teacher to keep them in line. If behavior becomes a problem, have them take a time out or sit in a quiet area in the classroom to complete their writings.

**Self-Reflection:**

Were the students able to write four complete sentences? Did their sentences reflect their cultural charts? Did they understand the directions that I gave? Will I use this lesson again? How will I change it next time to improve it? Did I engage the students? Were the adaptations and modifications reasonable for each student? Did the chart fit well as a tool for their writing? Did it set the tone for the rest of the unit?

**Paper Dolls**  
**Lesson Plan # 4 of Cultural Unit**

**Lesson:** Paper Dolls/Art Lesson

**Length:** 25 minutes

**Age or Grade Level Intended:** 1<sup>st</sup> grade

**Academic Standard(s):** Art-1.6.2 Create artwork about self, family, and personal experiences

**Social Studies-** 1.3.8 Human Systems: Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana.

**Performance Objective(s):**

Given a paper doll, students will decorate the doll to represent their personal culture by reflecting their cultural writings in their art work.

**Assessment:**

Students will be assessed on the completion of their dolls and if their dolls resemble their culture and their cultural writings. See attached checklist.

**Advance Preparation by Teacher:**

Teacher must prepare copies of the cut out doll (ATTACHED)

Get crayons, construction paper, yarn, glue, and any other needed items for the students to decorate their dolls with.

**Introduction/Motivation:**

“Good afternoon class! Today we are going to continue talking about similarities and differences. Yesterday you each completed at least four sentences describing your cultures. Can anyone remember what I told you we were going to do today? (Gardner: Verbal Linguistic) That is right! Today we are going to create paper dolls of ourselves! When I give you each a paper, you will need to cut out the doll, and then use any of the supplies on the back table to decorate your doll. However, your doll must show what you described in your writings yesterday so first I am going to pass out your writings. (Gardner: Inter/Intrapersonal/naturalist Intelligence) Read your writings through at least once and place them in the corner of your desk so I know you are ready to begin working on your cultural doll!”

**Step-by-Step Plan:**

1. Discuss mission (access prior knowledge through grand discussion found in intro.) (Gardner: Verbal Linguistic)
2. Have students describe what a cultural doll might look like if it were representing the teacher. (Gardner: Verbal Linguistic)(Bloom’s Knowledge/ Comprehension)
3. Ask for questions (Bloom’s Comprehension)
4. Give instructions to read their writings from yesterday and pass them out. (Gardner Verbal Linguistic)
5. When students are finished, have them place their writings in the corner of their desk
6. Hand out paper dolls to the students and have them cut their dolls out.
7. Remind the students that their dolls must resemble themselves and their culture. They should use their writings to guide them on decorating their dolls. Their dolls must resemble their culture.
8. Visit each student and provide engaging questions if needed. Ask students how they are going to decorate their doll to resemble their culture. (Bloom’s Comprehension) The student should be able to explain why their doll looks the way it does.
9. Have students place their completed dolls on the back table to dry.
10. Ask volunteers to share what they liked about the doll project. Have students share their dolls with the class and explain why the doll looks the way it does based on the culture they are resembling.
11. Ask students what they learned from the doll project. What was hard/easy about decorating the dolls? (Bloom’s Evaluation) (Gardner Verbal/Linguistic)
12. Wrap up with conclusion

**Closure:**

“You all did a wonderful job of creating your paper dolls today. I cannot wait to see them all when they are dry! What were your favorite things about making the dolls? Was it easy or hard? Did you learn anything new today when making the dolls? (Gardner: Verbal Linguistic) Tomorrow we are going to share our dolls with the class! (Gardner Visual/Spatial) We are going to read our cultural descriptions that we wrote yesterday and show our classmates our dolls we created today! I am so happy that we were good workers and I look forward to hearing your stories and looking at all the many different cultural dolls we have in our classroom! Have a wonderful night, and I will see you in the morning!

**Adaptations/Enrichment:**

**Student with ADHD-** have this student sit next to students who will help keep him focused on his doll project. May need to sit the student next to the teacher’s desk to keep him focused.

**Student with Gifts and Talents-** Have students create their paper dolls with detailed decorations. If they finish early, have them help others who are behind by getting supplies for them.

**Students with Learning Disabilities-** Students should be paired up with a partner who can help them reread their writings. Give the students a partner to keep them focused on decorating their dolls to resemble their correct culture.

**Self-Reflection:**

Did the students understand the directions to make the doll resemble their culture? Did the students reflect their writings when decorating their dolls? Were the students able to complete the dolls in the given time period? What would I do different next time? What went well? Were the students engaged?

**Name of Student** \_\_\_\_\_

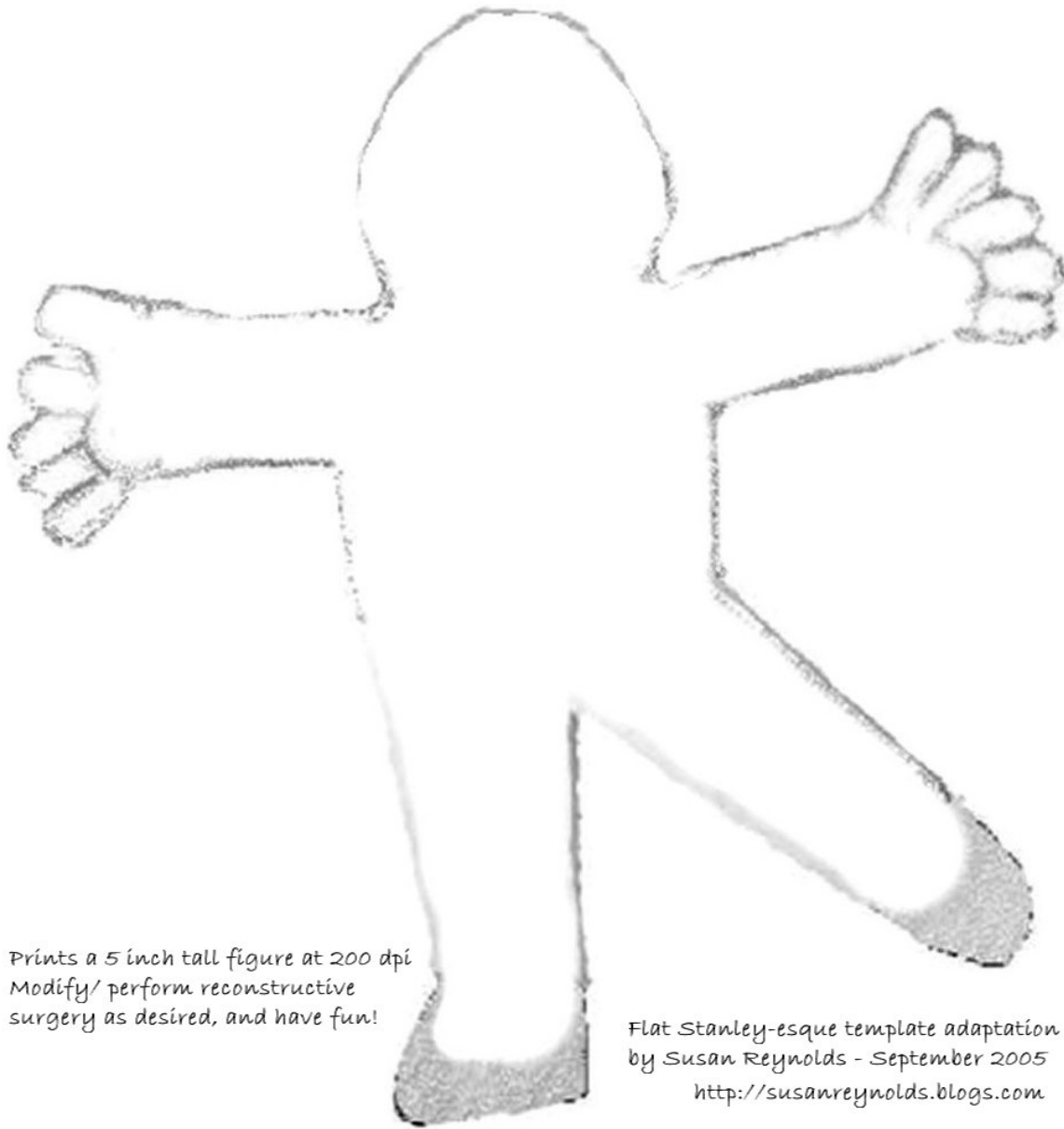
**Checklist for dolls**

\_\_\_\_ The doll resembles the student’s appearance

\_\_\_\_ The doll reflects the student’s four sentences

\_\_\_\_ The doll is neatly decorated

\_\_\_\_ The doll was completed on time



Prints a 5 inch tall figure at 200 dpi  
Modify/ perform reconstructive  
surgery as desired, and have fun!

Flat Stanley-esque template adaptation  
by Susan Reynolds - September 2005  
<http://susanreynolds.blogspot.com>

**Read Aloud**  
**Lesson Plan # 5 of Cultural Unit**

**Lesson:** Reading Cultural Writings to Class

**Length:** 25 minutes

**Age or Grade Level Intended:** 1<sup>st</sup> grade

**Academic Standard(s):** Reading-1.1.15 Read aloud smoothly and easily in familiar text. (Core Standard)

Social Studies- 1.3.8 Human Systems: Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana.

**Performance Objective(s):** After writing four sentences describing their culture, students will read their sentences aloud smoothly and easily to their classmates receiving at least a 90% on a running record. (A running record will be given to check for fluency)

**Assessment:**

Students will be assessed on their ability to read their writings aloud smoothly and easily, recognizing the words they put on paper. Teachers will use the checklist below and a running record.

**Advance Preparation by Teacher:**

Make sure each student has his paper and doll

**Introduction/Motivation:**

“Good afternoon class! Today we are going to get the chance to sit in the author’s chair! Can anyone remind me of what we did yesterday afternoon? Oh yes, that is right! We created our paper dolls. What did we do the day before that? (Gardner: Verbal Linguistic) Can you remember? Yes! We each wrote at least four sentences to describe our cultures! Today we are going to share our writings and dolls with the class! I am so excited to learn about your cultures and hear you read your sentences to us! First, listen as I read my four sentences to you. (Model reading aloud to the class.) I used expression, and read at a nice steady pace, and I was loud enough for everyone to hear me. That is how I want you to read your sentences. It is important that we do these things to make our audience excited to hear about our writings. Now I am going to give you six minutes to practice with a partner.” (Gardner: Verbal Linguistic) (Bloom’s Application)

**Step-by-Step Plan:**

1. Review prior lessons (access prior knowledge through grand discussion found in intro.)
2. Partner students up
3. Hand out writings and dolls
4. Ask for questions and have the students practice reading aloud with their partners. (Gardner: Verbal/Spatial Intelligence) (Bloom’s Evaluation/comprehension)
5. Visit each group and provide support if needed. (Bloom’s Comprehension)
6. Call class to sharing circle.
7. Ask for volunteers to sit in the author’s chair and share their stories to the class. The class will listen to the speaker, and ask questions about that person’s culture. (Gardner: Visual/Spatial) (Bloom’s Kinesthetic)
8. Have each student read their writings and share their dolls and answer questions that the listeners have. This will help students gain a better understanding of their classmates’ unique cultures. (Gardner: Verbal Linguistic) (Bloom’s Application/Knowledge)
9. Collect writings and dolls.
10. Wrap up

**Closure:**

“You all did a wonderful job of completing your writings, dolls, and reading aloud to the class. Did you like sitting in the author’s chair? Was it easy to read aloud in front of people? What can we work on next time we read aloud to the class? I hope that you all had fun learning sharing your cultures with each other. I am so glad that we are different and the same in many ways. Our differences make us unique and that is what makes our friendships so much fun! There is so much to learn about each other. Tomorrow we are going to continue our journey of learning about cultures and similarities and differences. We are going to compare and contrast our cultures! Put those thinking caps on and have a wonderful evening.

### **Adaptations/Enrichment:**

**Student with ADHD-** Have this student be in charge of holding up their classmates paper dolls when they come to the authors chair. This will keep the student focused and give him something to do while his classmates are sharing.

**Student with Gifts and Talents-** Have student help his or her peers when they are stuck on a word in their writings. This helps the students work cooperatively together and makes them think.

**Students with Learning Disabilities-** Have these students read their sentences with the help from the gifted and talented students. The helping student will encourage the student to do his best and help him when he is stuck.

**Students with behavior problems-** This student will be placed next to the teacher in the sharing circle to keep him from misbehaving. If the student becomes disruptive, the student will be asked to return to his or her chair.

### **Self-Reflection:**

Where the students engaged? Did they have problems reading their stories? Did they like reading aloud? What would I change next time? Would I have the gifted and talented students help the others when needed? Did the student with ADHD do a good job of holding the paper dolls?

### Checklist for read aloud

\_\_\_ Student read their writings aloud with few/no pronunciation errors

\_\_\_ Student read using expression

\_\_\_ Student read in a volume for all classmates to hear

\_\_\_ Student needed help pronouncing two or fewer words.



Science Lesson Plan  
Unit Lesson Plan # 6

**Lesson:** Pictograph

**Length:** 25 minutes

**Age or Grade Level:** 1<sup>st</sup> Grade

**Academic Standard:**

Science- 1.5.2 Make and use simple picture graphs to tell about observations.

Social Studies- 1.3.8 Human Systems: Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana.

**Performance Objective:** Using their paper dolls to represent their cultures, students will compare cultures and make a pictograph by placing their doll in the correct column on the class pictograph. (the class pictograph will have columns created by the teacher, based off the students' writings)

**Assessment:** Students will be assessed on being able to compare their cultural differences and similarities by placing their cultural dolls in the correct column on the class pictograph on the bulletin board. The students will then count the number of cultures to interpret how many different cultures are in the class as a whole group activity.

**Advance Preparation by Teacher:** Create pictograph on the bulletin board.

**Lesson Plan**

- The teacher will discuss and review previous lessons over culture such as the paper dolls and poem sharing. The teacher will then talk about how each of our cultures is valuable and unique.
- Then the teacher will review the importance of graphs, and how pictographs are created and interpreted. As a class, the students will create one or two practice pictographs on the Smartboard. She or he will introduce the Culture Pictograph found on the bulletin board.
- The teacher will give the students time to determine where their culture would fit on the graph. The students will then be instructed to place their dolls on the graph in the correct column.
- Next, the class, as whole group, will review the data found on the graph to make sure there are no mistakes or questions. They will then count the number of dolls in each column and the teacher will record the number of each culture at the bottom of the graph. The students will then determine how many different cultures are in the class by reviewing the results on the graph.
- The lesson will end with the teacher clarifying that we are all unique and that is a good thing. We are all part of the wonderful diverse community of learners!
- Tell the students that tomorrow they will be talking about science how cultures had/have their own ways of life based on location and natural resources.

Math Lesson Plan  
Unit Lesson Plan # 7

**Lesson:** Math

**Length:** 25 minutes

**Age or Grade Level:** 1<sup>st</sup> Grade

**Academic Standard:**

*Math-* 1.1.10 Represent, compare, and interpret data using pictures and picture graphs.

*Social Studies-* 1.3.8 Human Systems: Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana. (Core Standard)

**Performance Objective:** Using data found on the Cultural Pictograph created in science class, students will interpret the data and answer at least two of three questions correctly on a given worksheet.

**Assessment:** Students will be assessed on interpreting the data and answering at least two of the three questions correctly.

**Advance Preparation by Teacher:** Have Cultural Pictograph ready, and have question worksheets copied.

**Lesson Plan:**

- The teacher will discuss and review the science lesson from the day before of the Cultural Pictograph. The teacher will then discuss that it is important to know how to read graphs. This is where they will practice again using the Smartboard with creating pictographs.
- The teacher will ask questions about the graph. “How many cultures are represented on our graph?” “How many other people in our class fit into the same cultural group as you?”
- The teacher will help the class during whole group review the data and answer any questions the students have about the pictograph.
- The teacher will review the questions on the worksheet and pass out one to each student to do individually. Then she will collect the worksheets when the students are finished.
- Tell students that tomorrow they will be working on using their hands to create something very special to represent cultures and individuals!

## Cultural Pictograph Worksheet

1. Who is included on the pictograph?

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2. What cultures are found on the pictograph?

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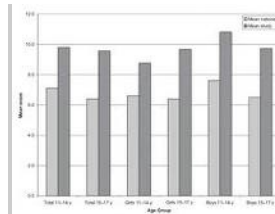
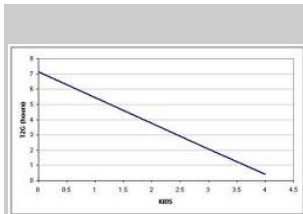


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3. Circle the pictograph below.



Flavor	Student Votes
Chocolate	
Vanilla	
Strawberry	

Fine Motor Skills Lesson  
Lesson 8 of Unit

**Lesson:** Fine Motor

**Length:** 25 minutes

**Age or Grade Level:** 1<sup>st</sup> Grade

**Academic Standard:**

Social Studies-1.2.4 Roles of Citizens: Describe ways that individual actions can contribute to the common good of the community.

**Performance Objective:** Given a 6” by 6” quilt square, students will decorate the square to represent their culture by including at least three things from their cultural writings.

Students will orally describe how their personal differences and actions contribute to the classroom community when sharing their quilt pieces with classmates.

**Assessment:** Students will be assessed on the completion of their 6” by 6” square. They will be graded on completion showing a reflection of their personal culture in their creation, and on their sharing of their individual differences and actions that contribute to the classroom.

**Advance Preparation by Teacher:** Gather supplies needed for decorating the quilt pieces. Get quilt pieces.

**Lesson Plan:**

- The teacher will revisit the pictograph created by the class, and briefly remind the students that they are all unique and the same in many ways. The teacher will then remind the students that they are all part of the classroom community of learners and each student brings something special.
- Have the student form a circle and each share something that the person sitting beside them brings to the classroom to make it a better place. Introduce the books *Johnny Appleseed*, and *Paul Bunyan* to the students and have them read them together in pairs.
- They will then discuss what each American figure did to help others.
- Show the students a quilt, and explain how each piece fits to make the quilt complete. Hand out the quilt pieces and give directions to decorate the quilt piece to represent their culture and positive personal actions that they bring to the classroom of learners.
- While the students are working, the teacher will go around the room and make sure everyone understands and is on track. When they are finished, the class will form a sharing circle and orally share their creations describing what they do to contribute to the classroom of learners.
- The teacher will collect the pieces and sew them together to display in the classroom.
- The teacher will then close the lesson with giving the students clues on tomorrow’s music lesson with cultural music!

Music Lesson Plan  
Unit Lesson Plan #9

**Lesson:** Cultural Music

**Length:** 25 minutes

**Age or Grade Level:** 1<sup>st</sup> Grade

**Academic Standards:**

Social Studies: 1.1.3 Identify American songs and symbols and discuss their origins

**Performance Objectives:**

Given a worksheet covering American symbols, students will complete the worksheet by circling the correct American symbols with two or fewer errors while listening to the National Anthem.

**Assessments:**

Students will be assessed on circling correct American Symbols on the worksheet.

**Advanced Preparation by Teacher:**

Make copies of worksheet

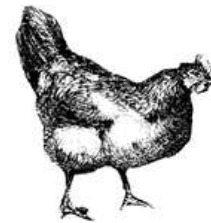
Find copies of music to play for the class (Star Spangled Banner)

**Lesson Plan:**

- Review previous lesson and cultural collages. Ask students to raise their hands if they know of any cultural songs. After they have shared, play the Star Spangled Banner. Ask the students to raise their hands if they have ever heard the song before. Explain that the Star Spangled Banner represents our country and our flag and is very important to our country and American culture.
- Ask students to brainstorm other things that represent America. Discuss the origins of the Statue of Liberty, Bald Eagle, and American Flag.
- Give the students the worksheet and directions to circle symbols that are part of America and the American culture.
- Collect worksheets.
- Review the answers with the students and clarify any misunderstandings or problem areas by explaining to the students as a whole group.
- Play the Star Spangled Banner for the students as they return to their seats and prepare for transition times. Inform the students that they will be working with cultural foods tomorrow, and to get their thinking caps ready for some fun!

### AMERICAN SYMBOLS

Circle the items that are American symbols.



Food Lesson Plan  
Unit Lesson Plan #10

**Lesson:** Cultural Foods

**Length:** 25 minutes

**Age or Grade Level:** 1<sup>st</sup> Grade

**Academic Standards:**

Social Studies- 1.3.8 Human Systems: Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana.

**Performance Objectives:**

Given a variety of cultural foods, students will compare and contrast two different cultural dishes by completing a Venn Diagram by including at least four similarities and four differences.

**Assessments:**

Students will be assessed on their Venn Diagrams. They must include at least four similarities and four differences.

**Advanced Preparation by Teacher:**

Make copies of Venn Diagram

If allowed by the school, have students bring in their favorite cultural dish. If not allowed to bring in foods, have students view pictures of cultural dishes and compare the two based off prior knowledge and using visuals.

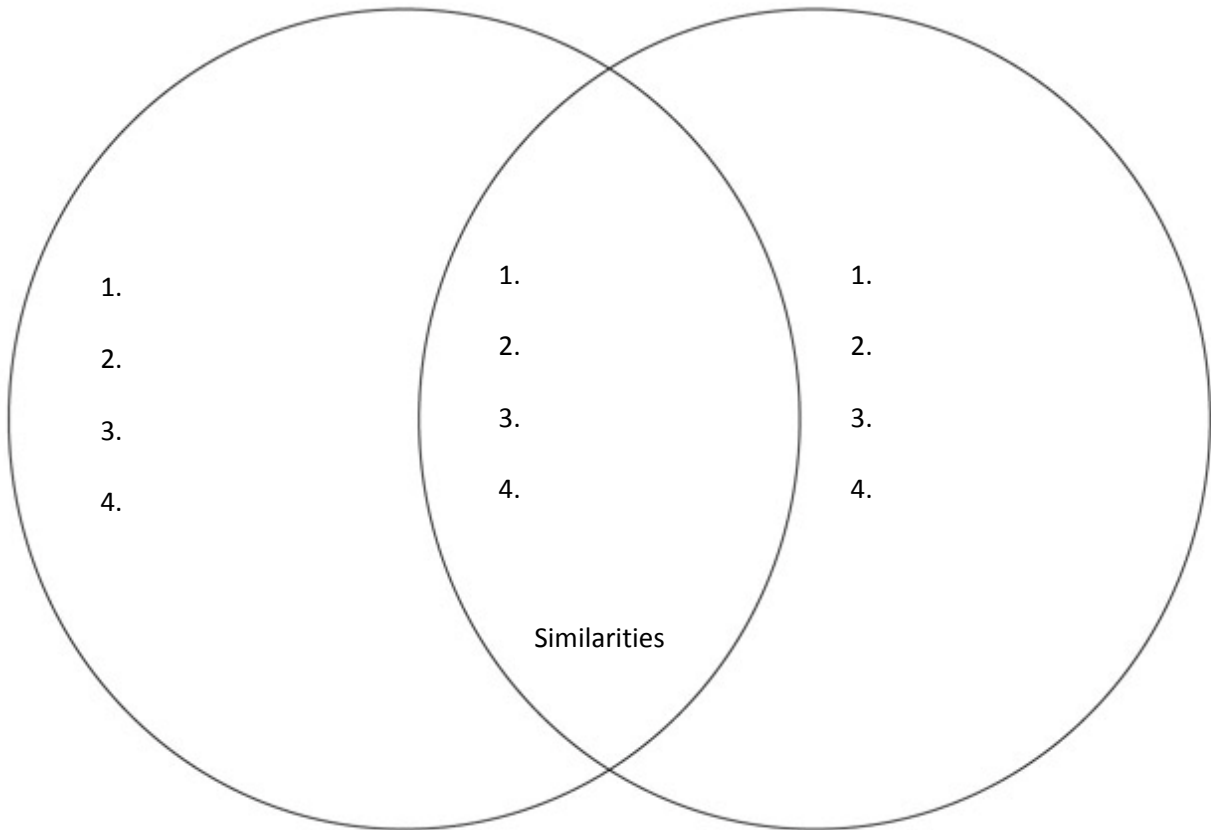
**Lesson Plan:**

- The teacher will review that each culture is unique in its own way, but there can be similarities as well. She or he will review the lesson over the American symbols and remind the class of the previous lessons over the many cultures found around the world and in America!
- The class will form a sharing circle and students will share their favorite cultural foods.
- The teacher will show pictures, or distribute real samples, of different cultural foods such as Mexican dishes, Chinese dishes, Japanese dishes, Italian dishes, etc...
- Ask the students what similarities they see. Ask them what differences they notice.
- Hand out Venn diagrams. Remind the students how to fill out a Venn diagram if they have not completed one in a while, and tell the students they are to choose two of the dishes to compare and contrast. Tell them they must find four similarities and four differences.
- Ask for questions, and let them begin.
- Come back to the sharing circle and ask the students to share some of their findings.
- Inform the students that they are going to be doing fun activities tomorrow in class and they all get the chance to be actors in cultural stories!

NAME: \_\_\_\_\_

Dish 1

Dish 2





Drama Lesson Plan  
Unit Lesson Plan #11

**Lesson:** Fiction and Nonfiction

**Length:** 25 minutes

**Age or Grade Level:** 1<sup>st</sup> Grade

**Academic Standards:**

*Social Studies* 1.1.10 Chronological Thinking, Historical Analysis and Interpretation, Research: Distinguish between historical fact and fiction in American folktales and legends that are a part of American culture.

**Performance Objectives:**

After listening to the stories of Johnny Appleseed and Paul Bunyan, students will show that they understand which is fiction and which is nonfiction by holding up the correct signs when asked to do so by the teacher.

**Assessments:**

Students will be assessed on being able to distinguish between fiction and nonfictional American folktales and legends by holding up the correct sign ( Fiction or Nonfiction) when the teacher asks them to.

**Advanced Preparation by Teacher:**

Get copies of the stories *Johnny Appleseed* by Jodie Shepherd and *Paul Bunyan* by Stephen Krensky

Create Fiction and Nonfiction sign

**Lesson Plan:**

- Review the lesson from the day before on American symbols important to the American culture. Remind students that they are all part of the American culture, and there are other things that represent the American culture such as folktales and people from the past.
- Review the terms fiction and nonfiction and read the stories to the class.
- Next, have the students form a circle and act out the stories as you read them. The students will all be Johnny Appleseed, and will pretend to plant seeds. They will then pretend to be the giant Paul Bunyan and chop wood with the blue ox named Babe.
- Once the students have acted out both stories as the teacher reads them, the teacher will ask them to hold up the Fiction sign if they believe Johnny Appleseed is a fictional character and to hold up the Nonfiction sign if they believe he is a nonfictional character. They will then do the same for Paul Bunyan.
- The teacher will then explain that Johnny Appleseed was a real person named Johnny Chapmen but Paul Bunyan and the story of him and his blue ox Babe, is a folktale because it is based on a giant and a blue ox.
- Explain that each of the stories is important to the American culture, and have been passed down through the years.
- Remind the students that tomorrow they are going on a cultural field trip!

**FICTION**

**NONFICTION**

Johnny Appleseed Lesson Plan  
Unit Lesson Plan #12

**Lesson:** Field Trip Writings

**Length:** one-day field trip/ 25 minutes for writing

**Age or Grade Level:** 1<sup>st</sup> Grade

**Academic Standards:**

**Social Studies:** 1.1.10 Chronological Thinking, Historical Analysis and Interpretation, Research: Distinguish between historical fact and fiction in American folktales and legends that are a part of American culture. (Core Standard) (assessed in previous lesson)

**PE: Gross Motor** 1.3.2 Record participation in physical activities by type of activity and time.(will not be assessed in this lesson)

**Writing** 1.6.2 Sentence Structure: Write in complete sentences.

**Performance Objectives:**

After going on a field trip to a local apple orchard, and receiving a picture of their trip students will write four sentences with correct punctuation and capitalization about a given picture.

**Assessments:**

Students will be assessed over their writings. They must write four sentences about their participation in the field trip with correct capital letters and punctuation.

**Advanced Preparation by Teacher:**

Collect permission slips

Have camera to take pictures during field trip

Make copies of pictures

**Lesson Plan:**

- The class will take a field trip to an apple orchard following the lesson over fictional and nonfictional individuals in American culture. The teacher will take pictures while on the trip and make copies of the pictures once they return.
- The students will participate in walking through the orchard, eating apples, and planting apple trees. (PE STANDARD)
- The day following the field trip, the teacher will show a slide show of the pictures she took. Then, she will tell the students that they are going to create a book about their field trip and they have to help by writing about their journey.
- Hand out a picture and writing paper to each child
- Give directions for students to write four complete sentences with correct capitalization and punctuation, about what is going on in the picture.
- Collect writings and put them together to make a book.
- Have each student read his or her writings to the class!
- Wrap up the cultural unit with a cultural party. The party will have cultural music, and snacks. Each student will be able to invite a guest to join in crafts and celebrations!

## Resources

- Indiana Department of Education, (2007). *Indiana standards and resources: 1st grade social studies*, Retrieved on Nov.19th from <http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>
- Morrison, G. S. (2006). *Fundamentals of early childhood education* (4th ed.). New Jersey: Pearson Education, Inc.
- National Council for the Social Studies. (1988). *Social Studies for Early Childhood and Elementary School Children Preparing for the 21<sup>st</sup> Century*. <http://www.socialstudies.org/positions/>