Lesson Plan
By: Kristi Staton

Lesson: Culture in the Classroom *Halmoni and the Picnic*
Length: 2 days (50 min) (extended homework time)
Age or Grade Level Intended: 3rd grade

Academic Standard(s):
Language Arts:
3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.
3.7.2 Connect and relate experiences and ideas to those of a speaker.

Performance Objective(s):

After being read *Halmoni and the Picnic*, the student will create a list of at least 3 differences Halmoni’s culture has in comparison to ours in America.
After being read *Halmoni and the Picnic*, the student will relate their own experience to that of Halmonis’ in a typed one-page paper.

Assessment:

My assessment will include a rubric. Part of the rubric will be participation. Did the children have something to contribute to the conversation in the group or aloud in the class?

Advance Preparation by Teacher:

Bring *Halmoni and the Picnic*
Make a T-chart (giant for class)
Have something available to have students brainstorm culture on (large paper)
If time and funds and allergies allow tell students who are from different cultures they will be having a day where they can dress, share traditions, foods, or experiences.
Create a rubric
Have writing supplies available to children

Procedure:

Introduction/Motivation:
Have students sit together on the floor. I will be up front. On the chalkboard or giant piece of paper I will have the word *culture* written down. We begin to discuss culture. What is culture? -
Ideas may include food, clothing, technology, traditions, shared beliefs, languages, and feelings. (Gardner: Interpersonal) (Blooms- Knowledge)

Divide students up into small groups. (size will matter on how diverse your classroom is, make sure you have a different cultures representing different groups) In these groups have students discuss their own culture. Any special clothing? Food? Traditions? Languages? Ect. (Gardner: Interpersonal)

In a large group discussion talk about what each group discussed. What culture means to them, are there challenges? What are some challenges? Eventually get students to come up with this question… What are the challenges a person faces when he or she lives in a new culture? (Gardner: Interpersonal) (Blooms: Analysis)

Step-by-Step Plan:

Students should already be on floor together.
Vocabulary words- accent-what is an accent?, determination- to want to finish something, follow through, Kimbap-a type of food (sushi), Mogobwa- means “try it”

Have “cultural” brainstorming still for everyone to see and tell students as they read the book they can raise their hand to add something new to the list. (Use a different color marker so we can make sure to discuss later.) (Gardner: Interpersonal) (Gardner: Visual-Spatial)

Read the book out loud to the students as they pay close attention to the story. As the story is being read, ask the students some (or all) of the various comprehension questions located on sticky notes throughout the book.

What City are Yunmi and her grandmother in? (Blooms: Knowledge)

Why did Halmoni not want to say hello in English? (Blooms: Knowledge)

Why does Helen think Halmoni will not speak English? Do you think Halmoni is happy? (Blooms: Analysis)

What can you tell about how Halmoni dresses? (Blooms: knowledge)

Why do you think Yunmi does not want Halmoni to take the Kimbap to the picnic? (Blooms: Analysis)

What do you think is going to happen at the picnic? (Blooms: Synthesis)

At the end of the story how do you know Halmoni is happy? (Blooms: Evaluation)

How would you summarize this book? (Blooms: Application)

After book is done reading have students discuss more words that were added to the culture. Talk in depth about the answers to the questions that were asked during the story.

Put students back in small groups. Have students discuss the different cultural traits that Halmoni faced when she moved to NYC. Have students talk about if they have ever moved somewhere far away that was very different. Do they think that was a cultural change? Were there different languages spoken? Did they have different accents? Are there different traditions? (Gardner: Verbal-Linguistic)

Discuss how the grandma might have felt being new to New York City. How would you feel if you were new? Now discuss how you would feel if you were the granddaughter. How would you help your grandma be more comfortable in America.

In front of class have another large paper divided into a T chart. Mark one half that says Japanese and one that says American. Have students share ideas from the story that they read that show the different culture. (Page 3- in American it is not rude to call grown-ups by their
names or say hello) (Page 8- different language) (Page 15- clothing- rubber shoes and her long
Korean dress) (Page 19- FFood) (Page 24- woman cannot smile in public without covering her
mouth with her hand) (Gardner: Visual-Spatial)

Have students go back to seats, make sure charts still can be seen by all students which will help them in this writing assignment. Introduce the writing assignment. Tell students that they need to think about how their school, community, and society are made up of diverse family heritage and knowledge. (define words) Ask your students to write about how their family teaches them new things based on their culture or family traditions. (Gardner: Intrapersonal)

The following prompt questions may help get their thoughts started:

Can you personally relate to this story? Why or why not? (Blooms: Analysis)

What are some things that are special about your culture or family traditions? Is there a part of your culture or family life that you especially enjoy?

Was there ever a time that you were embarrassed about something in your culture or family traditions? Did anyone in your family help you not to be embarrassed? If so, how?

How does your family help you learn new things? How do other families you know do this differently?

Give student a copy of the rubric so they know what the paper is being graded on. (included at end of lesson)

Closure:

After paper is turned in have time for the students to share if they want. Explain to students that later this week we will be having speakers (parents of different students in classroom who have volunteered to talk about culture) and will be learning more about culture.

Adaptations/Enrichment:

Student with Learning disability in reading comprehension:
Since there is no reading besides the story being read to the students make sure that he/she is participating in classroom discussion. Also I will make sure that the charts we make in class are available to all students and are big enough where students can look at while writing the assigned paper.

Student with ADHD:
I will keep student on task by making sure he/she is involved in the group and class discussion. Also if student gets done before other students have them draw a picture of what they would do if they were Yummi and had to take their grandmother out somewhere. (Park, Swimming…ect)

Student with Gifts and Talents in Creativity:
Again allow this child to create a picture of what they would do if they were in Yummi’s shoes. Where would she take her Grandma? Allow student to share with the class if time allows and post the display outside on a bulletin board where the papers will be displayed.

Student with Autism:
Make sure that you have the directions for the paper written down and repeated. Have modifications and accommodations ready for student beforehand. If student needs a length modification make sure student is aware and so is teacher aid. (if one is available). Student is at an age where if he is in the classroom during reading he is most likely able to contribute to conversations. However, make sure he/she is in a group of students who are very flexible and will help work through questions with the student with Autism.

Self-Reflection:

Write out the questions that you will use to evaluate yourself.
Did the students seem to be interested in the word culture?
At the end of the week did the guest speakers contribute to their knowledge?
Were the questions asked help make the writing assignment easier for the students?
Was the typing a better option than hand writing?
Did my adaptations and enrichments help with the students?
Did my students understand both viewpoints of the story? Yumni and Halmoni

Rubric

<table>
<thead>
<tr>
<th>Length of Paper</th>
<th>Not Typed (1 pt)</th>
<th>Less than half a page and typed (2 pt)</th>
<th>Less than 1 page typed (3pt)</th>
<th>At least 1 page typed (4 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Student does not relate their own experience to Halmonis’ (1pt)</td>
<td>Student mentions a relation but has no supporting sentences (2 pt)</td>
<td>Student relates own experience to Halmonis’ with supporting examples (3 pt)</td>
<td>Student relates own experience to Halmonis’ with supporting examples and with detail (4 pt)</td>
</tr>
<tr>
<td>Completed List</td>
<td>Student does not complete a List with cultural difference (1 pt)</td>
<td>Student’s list has 1 cultural difference (2 pt)</td>
<td>Student’s list has 2 cultural differences (3 pt)</td>
<td>Student’s list has at least 3 cultural difference (4 pt)</td>
</tr>
<tr>
<td>Participation</td>
<td>Student is distracted and doesn’t participate at all (1 pt)</td>
<td>Student is engaged however does not participate in discussion (2 pt)</td>
<td>Student is engaged and says at least 1 thing to contribute to discussion (3 pt)</td>
<td>Student is engaged and says at least 2 things to contribute to discussion (4 pt)</td>
</tr>
</tbody>
</table>

References
Elaine Hou- May 2004