**LESSON PLAN by:** Joe Klee & Liz Myers

**Lesson:** Cultural Diversity

**Length:** 20 minutes

**Age or Grade Level Intended:** 2nd Grade

**Academic Standards:**

 **2.2.4** Describe how people of different ages, cultural backgrounds and traditions

contribute to the community and how all citizens can respect these differences.

**Performance Objectives:**

When formulating a list of important community members, the student will select one member and explain the significance of their role to the community.

**Assessment:**

 Each group will brainstorm a list of important community members. After a class list has been formed then each group will pick one member from their list and explain how the community would function differently without this member.

**Advanced Preparation by the Teacher:**

\*The teacher will need to buy the supplies to make the trail mix: Raisins, Reese’s Pieces, M&M’s, Peanuts, Pretzels, Goldfish, etc…

\*The teacher will need to check for food allergies (PEANUTS).

\*The teacher will need to provide Ziploc bags and spoons.

**Procedure:**

 **Introduction/Motivation:**

 We will have the students define what the word ‘community’ means. We will talk about members of the community and their specific roles and responsibilities.

 **Step-by-Step Plan:**

1-With your group define community **(Bloom’s Knowledge) (Gardner’s Interpersonal)**

2-With your group create a list of roles people play in the community **(Bloom’s Synthesis)** **(Gardner’s Visual-Spatial)**

3-Each group will play ‘knockout’ with different community members’ roles until a comprehensive list is formed.

4-Each group will use one of their roles and discuss how the community would or would not be able to function without this member. **(Bloom’s Comprehension)**

5-Introduce the trail mix idea. Each group once at a time will come to the front and create their own trail mix. **(Gardner’s Bodily-Kinesthetic)**

**Closure:**

We will have a couple of students volunteer to tell about the ‘members’ represented in their trail mix. **(Gardner’s Intrapersonal & Linguistic)**

**Adaptations/Enrichment:**

 **MiMD-** This student would be allowed to simplify community to the classroom, or family.

 **LD Math-** No accommodations are necessary for this student.

 **Visual Impairment-** The student would be told what each item is if they could not see.

**Self-Reflection:**

How did the lesson go? Was it fun? Did anyone die (unexpected peanut allergies)? How would we adapt this lesson for next time?