

## MANCHESTER COLLEGE- Department of Education

**LESSON PLAN by:** Sahara Kipfer

**Lesson:** Modern Culture and Society

**Source:** World Studies: Europe and the Americas. (Indiana Teacher's Edition, 2010)

**Age or Grade Intended:** 6<sup>th</sup> grade

**Length:** 45 minutes to 1 hour

### **Academic Standard(s):**

- English Language Arts 6.2.4- Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports. (Core Standard)
- Social Studies 6.3.4- Places and Regions: Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere. (Core Standard)

### **Performance Objectives:**

- Using the graphic organizer, students will work with one other person to summarize a given paragraph from chapter 2 (Culture and Society) within their social studies textbook, with 100% accuracy (100% accuracy means that they filled it out with a relevant point that directly related to what they read).
- After each pair of students has presented their summary, the remainder of the class is to fill out a circle for that point on their graphic organizer, with 100% completeness (100% completeness means that the student wrote a pertinent point for that paragraph summary, in which they will most likely write the sentence(s) that the partners presented).

### **Assessment:**

The teacher will take anecdotal notes as the pairs, or partners, present their summaries. Also, the teacher will collect the graphic organizers at the end of class, in which they will be checked for completeness and relevancy.

### **Advanced Preparation by Teacher:**

The teacher will need to:

- Make sure that each student has their own copy of the textbook (*World Studies: Europe and the Americas*).
- Read over chapter 2, so that they are familiar with the content.
- Create a summary information worksheet (one is attached).
- Create a graphic organizer concerning the topic of culture and society (one is attached).

### **Procedure:**

**Introduction/Motivation:** This lesson is the second one in a unit; therefore, students would have been previously exposed to the idea of culture in the first lesson. As a result, the teacher is going to begin with a review, in which the students will be asked “Can you recall the definition of culture?” (Bloom’s: Knowledge) The

teacher will expect an answer along the lines of “a group of people with similar ways of life, such as their language, beliefs, customs, practices, etc.” Students will then be informed that today’s lesson will center upon three elements of culture: social structure, language, and religion.

**Step-by-Step Plan:**

Step 1: The teacher will begin the lesson by explaining the three elements that were previously mentioned. (Gardner: Verbal-Linguistic) In fact, the term “social structure” is a vocabulary word for this chapter, so its meaning will be of great importance. (Social structure- a pattern of organized relationships among groups of people within a society) All of these terms and their meaning will be written on chalkboard, that way students can refer to them throughout the lesson if need be. (Gardner: Visual-Spatial)

Step 2: Next, the teacher will have the students open their textbooks to pages 96 and 97, in which these are the opening pages of the chapter. The teacher will have the students look at the first headline “How Society is Organized.” Students will then be asked to use their prediction skills to tell what they think this section is going to be about. (Gardner: Verbal-Linguistic) In fact, the teacher will pose the question of “What do you think this section is going to be about?” (Bloom’s: Evaluation) This will help to get their mindset on social studies, more specifically culture and society. Many students should and will most likely want to confirm or deny their predictions, so this assists in gaining their attention.

Step 3: Once their predictions have been cast, the teacher will explain that it is important for the students to understand the information that is being conveyed within this text. (Gardner: Verbal-Linguistic) Therefore, they are going to use another comprehension strategy- identifying the big ideas. However, the teacher is going to move onto a more advanced concept- summarizing, in which this strategy incorporates the idea of noticing important information. The students will have already grasped the concept of identifying the big ideas, which is why the teacher is moving onto a different concept.

Step 4: The teacher will now pass out the “Summarizing” information sheet, so that the students can have a visual of what the teacher will be explaining and modeling. (Gardner: Visual-Spatial)

Step 5: After going over the information sheet, the teacher will demonstrate the comprehension strategy of summarizing. This will be done with the first three sentences of the first paragraph.

- Those three sentences are: “A group of people sharing a culture is known as a society. Every society has a social structure, or a pattern of organized relationships among groups of people within the society. A society may be as small as a single community or as large as a nation or even a group of similar nations.”

The teacher will model the strategy one sentence at a time, in which there will be three different sentences, but in the teacher's own words. The teacher will then compile the information within these sentences into one sentence, so that the paragraph is more condensed and precise.

- Summary of first sentence: A society includes a culture, or a group of people with similar ways of life.
- Summary of second sentence: Within a society, the people have a natural order of relations among one another.
- Summary of third sentence: Societies come in many sizes; there is no set size.
- Overall paragraph summary: Societies are complex in their structure, yet they include people of similar lifestyles.

Students will need to be instructed to write these examples on their information sheet, so that they can refer back to them later if need be.

Step 6: Next, the teacher will ask if anyone has any questions concerning the comprehension strategy of summarizing. If no questions are posed, the teacher will then divide the students into pairs (Gardner: Interpersonal), in which they will be assigned one paragraph to summarize (Gardner: Logical-Mathematical and Verbal-Linguistic). They are to summarize their paragraph in one sentence, or two if they have a longer paragraph. A graphic organizer will be handed out at this time, in which the students are to use it to write their summaries. When students are with their partners, they will only fill out one circle. In order to fill out the rest, each pair will have to read their sentence(s) summary. The groups will only present their summaries after they have read their paragraph, for this will ensure that each student in the class was exposed to all the information. Also, the teacher will intervene at certain points, such as when it comes to the vocabulary words. Also at this time, the teacher will need to stress that the graphic organizers will be handed in and they will be checked for completeness and relevancy. Therefore, this lesson should be taken seriously.

Step 7: Once all the pairs have completed their summary, the teacher will have the students begin reading their assigned paragraphs and summaries. Throughout this part of the lesson, the teacher will pose questions, such as "What facts did you select to represent how a society is organized?" (Bloom's: Application), "What is the relationship between language and culture?" (Bloom's: Analysis), and "Can you explain why religion is so important to some people?" (Bloom's: Comprehension)

Step 8: As mentioned before, the teacher will be sure to stress certain points within the text. Important points that will need to be addressed are:

- Vocabulary words: society, social structure, social class, nuclear family, and extended family.
- With Social Structure:
  - Explain (Gardner: Verbal-Linguistic) the difference between nuclear and extended families, as well as the countries where these patterns can be found.
    - Difference: A nuclear family only consists of the parents and their children, whereas an extended family includes many generations, such as your grandparents, your parents, and of course you.
    - Nuclear families: common in the United States, Germany, and Australia.
    - Extended families: common in North and South Korea and India.
  - Explain (Gardner: Verbal-Linguistic) how movement from rural to urban areas might cause nuclear families to become more common, at least within the United States.
    - In rural areas, extended families living together might share the work on a farm, and there could possibly be more room to provide housing for everyone. In urban areas, people typically work outside of the home, and homes are generally smaller and closer together.
- With Language:
  - Each country may have their own national language(s).
    - United States: English. However, you will hear other languages, even though they are not the national language. Spanish is becoming more common within the United States.
    - Canada has two official languages: French and English.
    - Not all languages have the same words. For example, one language might have a word for khaki shorts, but another might not use that term in their language.
- With Religion:
  - The major religions of the world all began in Asia: Buddhism, Judaism (included)

- Christianity back in the early time periods), and Islam.
- Beliefs and practices differ among religions.
  - Islam, Judaism, and Christianity believe in one God, while Hinduism promotes more than one god.
- All religions have these things in common: prayer, rituals, and the celebration of important places and times.

**Closure:** Once all the pairs have shared and the teacher has conveyed their key points, the graphic organizers will be collected. The teacher will then provide details concerning the next social studies lesson within the unit. To be exact, the next chapter deals with how and why cultures have changed over time. Therefore, students will have the opportunity to explore inventions and innovations.

### **Adaptations/Enrichment:**

A girl who is visually impaired- The teacher may need to write the information on a whiteboard instead of a chalkboard, if one is available. The bright background would strongly contrast with the colors, particularly black, used on them. Also, the teacher could have the students' worksheets enlarged, so that they could more easily read and utilize them. Other things that teacher could do include allowing the student to use black felt-tip pens and soft lead pencils on their assignments/notes, so that a contrast would be created against the white writing paper. Another thing that could be done is placing an additional light source at the student's desk, so that they could more easily read the textbook and worksheets. However, the placing of the light source would have to be consulted upon with the school's vision specialist.

A girl with a hearing impairment- The teacher could wear a lapel or other supporting device, so that the student could clearly hear the directions and information being presented. Also, the teacher could obtain a microphone that could be passed around as the groups are presenting their summaries.

A boy who is gift in English/Language Arts- This student could create their own type of graphic organizer, in which they would still be summarizing the same text, but within their own note taking format. An outline or other type of chart could be created, such as a spider map or network tree.

**Self-Reflection:** Did I gain my students' attention in the beginning or should a different approach have been utilized? Were the students able to confidently and clearly apply their big idea strategy when trying to summarize? Should the teacher have provided more examples? Was the graphic organizer too confusing; should a different note taking approach have been used? Were the students able to effectively work in pairs? Was enough time allotted for this lesson? Should the teacher have met with those students, previous to the lesson, who needed adaptations and enrichments or were the teachers' suggestions met with success?

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

## Summarizing

What does it mean to summarize?

- A reader will look at the big ideas of a text and use those ideas to create a reviewing statement that is in their own words.

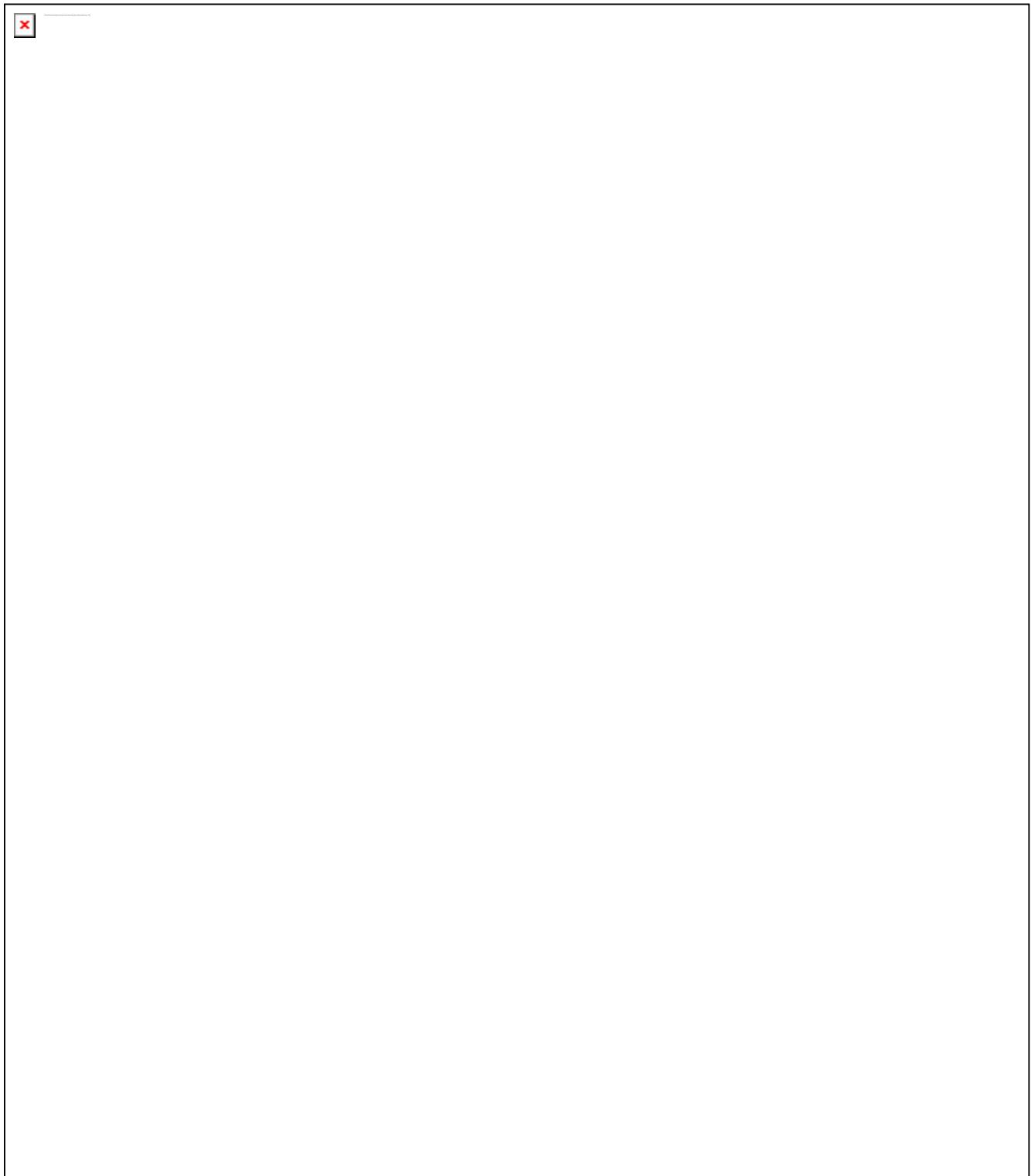
Why should a reader summarize a text?

- They will have a better chance of recalling, or remembering, the information they read.
  - One reason for this is because you had to think about the text you read. Not only did you read the words, but you reflected upon their meaning.

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

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

## Summarizing Chapter 2: Culture and Society

A large, empty rectangular box intended for students to write a summary of Chapter 2. The box is defined by a thin black border. In the top-left corner of this border, there is a small, red square containing a white 'X' symbol, likely a placeholder for a grade or a way to close the box.