

Cultural Study Unit

Collaborative Activities – Sarah Neff, 3rd Grade Teacher and Dee Wotring, Media Center Intern

October, 2012

Unit Objectives

Information Essential Standards Skills:

- 3.SI.1.1 Classify various types of resources as appropriate or inappropriate for purposes.
- 3.IN.1.1 Use visual and literacy cues to locate relevant information in a given text (e.g., bold print, italics, bullets, etc).
- 3.TT.1 Use technology tools and skills to reinforce classroom concepts and activities.
 - 3.TT.1.1 Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).
 - 3.TT.1.2 Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).
 - 3.TT.1.3 Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).
- 3.RP.1.1 Implement a research process by collaborating effectively with other students.
- 3.SE.1.1 Understand the guidelines for responsible use of technology hardware.
- 3.SE.1.2 Understand ethical behavior (copyright, not plagiarizing, netiquette) when using resources.

English Language Arts Common Core Skills:

- 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Social Studies Essential Standards Skills:

3.C.1 Understand how diverse cultures are visible in local and regional communities.

3.C.1.1 Compare languages, foods, and traditions of various groups living in local and regional communities.

3.C.1.3 Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions, and behaviors)

Responsibilities:

Media Specialist: Bring i-pads to class and instruct class on how to use i-pads to do basic research. Assist students as they work in groups to find information on their culture. Direct students in completing cultural comparison matrix. Work with students as they use the computer or i-pad to complete a small presentation of their culture. Creates rubric for presentation with classroom teacher.

Classroom Teacher: Teach a direct lesson introducing cultures. Assist media specialist while working with class on research with i-pads as needed. Monitor student progress as students work in centers to complete writing and presentation assignments. Assign and assist students as needed with writing assignment. Coordinate small groups to be sent to work with media specialist to complete presentation portion of unit. Creates rubric for presentation with media specialist. Holds students accountable for their work process and final product by grading them on participation, accuracy of information, and work completion.

Activities:

October, 29, Monday, Day 1- Mrs. Neff will teach direct lesson introducing cultures

October 30, Tuesday, Day 2 – Mrs. Wotring will guide students in groups through research on i-pads to answer key questions about a specific culture. Students will use their findings to complete a cultural comparison matrix.

November 1 and 2, Thursday and Friday, Day 3 and 4 – During centers, students will complete the following activities:

Write a summary of the culture researched on Day 2 with Mrs. Neff

Create a presentation using Publisher, PowerPoint, or Keynote to present information found in researching culture from Day 2 with Mrs. Wotring

November 7 and 8 – During planning, Mrs. Neff and Mrs. Wotring will grade projects

November 9 and 10 – Students will share projects with classmates

Resources:

Ipads

[Culture Comparison Matrix Chart](#)

[Culture Identifiers Handout](#)

[Research Lesson Plan](#)

[Creating Presentation Lesson Plan](#)

[Project Rubric](#)