

# Bethany Lesson Plan Template

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Time allotted:

Grade level: 3rd

Subject: Diversity

Course EDUC

Topic / Title: My Family Journey!

Approved by Cooperating Teacher:

## Introductory Materials

A. Standards: CCSS: SL:1, SL.3, SL.4, SL.6, W.1

B. Objectives

At the completion of this lesson students will be able to...

Cognitive: Identify different aspects of culture and identify why aspects and traditions of their cultural history are important and how they contribute to society understand, appreciate and respect differences and similarities among classmates' cultures

Psychomotor: Interview a family member to learn about their cultural history

C. Multiple Intelligences Addressed

*Detail if the intelligence is addressed in content, process, and/or product.*

<input checked="" type="checkbox"/> verbal linguistic	<input type="checkbox"/> musical/rhythmic	<input type="checkbox"/> visual/spatial
<input type="checkbox"/> logical/mathematical	<input checked="" type="checkbox"/> interpersonal	<input type="checkbox"/> intrapersonal
<input type="checkbox"/> bodily/kinesthetic	<input type="checkbox"/> naturalistic	

D. Assessment plan:

*Formative Assessment is the final project of the lesson.*

E. Accommodations & differentiation for learners:

*Includes all students with emphasis on ELL/ESL/LEP, LD, highly capable, etc. How will knowledge of your students inform your planning, instruction, and assessment?*

F. Materials / equipment needed:

Teacher: World map, thumb tacks, string,  
Students: Family interview

## **G. Academic language demands and support**

ancestor [an-ses-ter]

*(noun)* a person from whom one is descended

culture [kuhl-cher]

*(noun)* the behaviors and beliefs of a certain social, ethnic or age group

diversity [dih-vur-si-tee]

*(noun)* variety, differences

family [fam-uh-lee, fam-lee]

*(noun)* a group of people going through the world together, often adults and the children they care for

historian [hi-stawr-ee-uhn]

*(noun)* an expert in past time periods

location [loh-kay-shuhn]

*(noun)* a place of settlement, activity or residence

unique [yoo-neek]

*(adjective)* having no like or equal

## **H. Connections to research, theory, and best practices**

### **I. Assumptions:**

*What prior knowledge do students hold and how will prior knowledge be activated? What prerequisite skills have learners mastered?*

They will know their own family dynamic- mom, dad, single parent or whatever they have.

### **J. Anticipated questions & misunderstandings:**

A student might ask why they have two dads or two moms. They might ask why they have only one dad or mom or why they live with grandma and grandpa.

## **Lesson planning of instructional activities & learning tasks**

*Detailed planning: Consider writing plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the statement of objective, transitions, the conclusion, and key questions. At the end of each section write the TIME allotted.*

**Anticipatory Set:** (set induction / introduction / focusing event / activating prior knowledge)

1. Today we are going to take a journey. Share with a partner what you think the word “journey” means and share answers with the class.
2. Today’s journey might be different from other journeys you have taken. This journey is called a “Family Journey.” It will take you back in time to learn about your family history. You’ll also learn how that history connects to your life now.

**Statement of Objective:** Look at the world map. A pushpin shows the location of our school. If you were born somewhere else, find the location of your birthplace and place a new pin there. You may need to do this one person at a time. How many different places are marked on the map? Who was born the farthest from your current town?

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**Input:** Outline of presentation – steps / strategies / modeling (means of instruction, learning tasks, active engagement)

*Include what the teacher will do & what students will do. Script key questions.*

1. Now, one at a time, try to find the location of the city/country where your ancestor or an important adult in your life was born. (Note: Share the Framework at the beginning of the lesson with the students.) Place a pushpin at that location. Then take a piece of string and use it to connect your pushpins. Start with your ancestor’s location, then your birthplace and finally to your school. Your birthplace and place you live now may be the same.
2. After everyone in your class has had a chance to connect their strings, take a look at the map. These strings show part of the family journeys of your classmates! Share with a partner how you think those journeys have had an influence on the community we live in. For example, are there certain restaurants, celebrations or stores that reflect the cultural journeys that community residents have taken? Have each partner present your ideas to the class.
3. These journeys have helped to shape American culture. All of your ancestors and the important

adults in our lives have brought unique customs and traditions to our community! So these journeys are important to you and to the community.

4. Sometimes it is hard to keep our cultural traditions alive. You are going to be a cultural historian for your family. You will interview a family member or an important adult in your life. You'll learn more about where your family comes from and the traditions and customs that you have contributed to American life.

**Transition:** Hand out family interview.

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### **Guided Practice:**

Choose a family member or important adult in your life who came to this country from another country. Explain to the person that you would like to interview them about their unique cultural history. Complete the handout together.

1. Bring your completed handouts to class. Pair up with another student and share what you learned about your cultural history.
2. Then, one pair at a time, present to the class this information about your partner's cultural history:
  - Partner's name
  - Number of people in family
  - Languages spoken
  - State or country where ancestor or important adult comes from
  - One special tradition that has been passed down and why it is special to the partner

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**Closure & Independent Practice:** (transfer of learning / assignment) *How does the assignment support mastery of the objectives / skills? How will the assignment be evaluated?*

As long as the students are participating, they are meeting the objectives.

**Closing Statement** (scripted): Next week we will present on what we found out about our families.