

**Culturally Responsive Teaching**

**By**

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## **Chapter 1- Introduction**

Culturally Responsive Teaching is a way to engage our students throughout their learning. Knowing why culturally responsive teaching is good practice, will help educators establish a culture of relevant learning within their classroom. I undertook this topic because I have been hearing a lot about what culturally responsive teaching is and I want to be a practitioner of this form of teaching and be able to implement it effectively within my classroom.

### **Problem Statement**

Currently, teachers are being taught about learning differences and cultural differences within their course of study. However, they need to have exposure to a culturally responsive classroom in order to be able to truly understand how learning differences and cultural differences impact the classroom. This exposure can give the teacher more confidence within their practice. It is not something that you can study in a book and become an expert on. It is a process which you include in your practice as a teacher of students with differences in needs and culture. There is a dire need for Teacher Education Programs (TEPs) to offer many and varied cross-cultural experiences (Kea, Campbell-Whatley, & Richards, 2006). Therefore, we should study about what Culturally Responsive Teaching is, how it engages our students, and how to implement it.

## **Purpose**

The purpose of this research is to acknowledge the benefits of Culturally Responsive Teaching within classroom settings. Research suggests that when teachers have had the benefit of multicultural teacher education preparation, they are less likely to embrace cultural deficit views (Irvine, 2003). Teacher education programs whose mission is to prepare teachers for diverse classrooms, often seek to assist prospective teachers in developing the knowledge and skills reflective of culturally responsive teachers (Siwatu, 2011).

## **Rationale**

Culturally Responsive Teaching is a very important part of the curriculum. If we can prepare teachers to practice culturally responsive teaching, we may begin to bridge the learning gap between urban and suburban students. We can engage students through literature that reflects their culture and that, they can relate to. Many literature pieces that are required or available have cultural bias and students struggle to understand it because they do not have prior knowledge on the content. This creates and enables the learning gap that currently exists.

## **Definitions**

Culturally responsive teaching is when teachers recognize that students learn differently and respond to those different learning styles. It allows for an infusion of the students culture within the learning processes.

Code Switching means the act of switching from one cultural or linguistic behavior to another for the purpose of being situationally appropriate (Hollie, 2012)

### **Summary**

Culturally Responsive Teaching is an essential part of the curriculum. We need teachers who can use quality research-based pedagogy; that is pedagogy responsive to the learning, emotion, and social needs of ethnically and linguistically diverse students with and without disabilities in urban schools (Kea, Campbell-Whatley, & Richards, 2006). If we want to see change we need to become culturally responsive educators.

## **Chapter 2- Literature Review**

### ***What has been done in regards to culturally responsive teaching?***

Multiple names and definitions have been given to culturally responsive teaching over the past 40 years. These variations include, among others, culturally responsive pedagogy, culturally compatible teaching, culturally relevant teaching, culturally connected teaching, culturally responsive learning, culturally matched teaching, cultural proficiency, and culturally appropriate teaching (Gay, 2000). The multiple definitions of culturally responsive teaching have contributed to the clichéd use that has diluted its meaning (Hollie, 2102).

### ***Diversity/Multicultural Training and Cultural Responsiveness***

Howard (2006) states that, “ at the end of the 20<sup>th</sup> century, President Clinton called for a renewed national conversation on race. Many activities were engaged around this topic, and since that time school districts throughout the nation have invited educators, students, and parents into the process of racial dialogue.” This might have been the initiative for change, the push to talk about diversity and become educated on the topic of diversity.

Although many colleges have teachers take a course on diversity, there is a difference between diversity training and Cultural Responsiveness. Diversity training consists of teaching teachers about culture, race, social class, sex and gender, sexual orientation, disability, marginalization, oppression and many other topics. It is training teachers about these topics and hoping that they acknowledge them and act against things that are not equitable for their students. In *Rethinking Multicultural Education*, Enid Lee says that, “Multicultural or anti-racist education is fundamentally a perspective. It’s a point of view that cuts across all subject areas, and addresses the histories and experiences of people who have been left out of the curriculum. Its purpose is to help us deal equitably with all the cultural and racial differences that you find in the human family.” Lee states that, “Multicultural education is about challenging the status quo and the basis of power. It’s allowing educators to do the things they have wanted to do in the name of their profession: to broaden the horizons of the young people they teach, to give them skills to change a

world in which the color of a person's skin defines their opportunities, where some human beings are treated as if they are just junior children.” However, this is only considering multiculturalism or diversity exposure. There is an unfortunate possibility that prospective teachers may graduate without being exposed to the practices of culturally responsive teaching during their coursework and field experiences (Siwatu, 2011).

Siwatu argued that teacher educators should also nurture prospective teacher's culturally responsive teaching self-efficacy (CRTSE) beliefs. CRTSE is an individual's belief in his or her capacities to execute the practices associated with culturally responsive teaching. We need to make sure that teachers have knowledge about cultural responsiveness but that they also feel confident in their multicultural and cultural responsive pedagogies.

Gevena Gay states, “Some professional programs still equivocate about including multicultural education despite the growing numbers of and disproportionately poor performance of students of color. Other programs are trying to decide what is the most appropriate place and “face” for it. A few are embracing multicultural education enthusiastically. The equivocation is inconsistent with preparing for culturally responsive teaching, which argues that explicit knowledge about culture diversity is imperative to meeting the education needs of ethnically diverse students.” Which is why diversity training alone is suffice.

Although Spardlin and Parsons wrote a whole a book on how diversity matters, they state, “It is obvious that effective teachers must have knowledge of cultural diversity. They will likely employ diverse curricula that include and recognize diverse perspectives, histories, and contributions coming from members of marginalized groups. However, to truly be effective, more than a comprehensive knowledge of diversity topics and subject matter is required.” This is evidence that although diversity is the beginning to being culturally responsive it is not enough. The knowledge that teachers need to have about cultural diversity goes beyond mere awareness of, respect for, and general recognition of the fact that ethnic groups have different values or express similar values in various ways (Gay, 2001).

Cultural Responsive Teaching consists of having a sociocultural consciousness, having an affirming attitude toward students from culturally diverse backgrounds, having commitment and skills to act as agents of change, having constructivist views of learning, learning about students, and having culturally responsive teaching strategies. Sociocultural consciousness means understanding that one’s way of thinking, behaving, and being is influenced by race, ethnicity, social class, and language (Kea, Campbell-Whatley, & Richards, 2006). This means that teachers need to examine their own biases in order to be able to accept and even appreciate cultural groups other than their own. The concept of identity is a complex one, shaped by individual characteristics, family dynamics, historical factors, and

social and political contexts (Tatum, 2003) Teachers help shape student identity which is why having an affirming attitude about the student's culture is vital.

In, order to be culturally and linguistically responsive, educators have to shift their beliefs, attitudes, and knowledge to a stance that sees what the student brings culturally and linguistically as an asset, a capacity, and an element that can be built upon (Hollie, 2012). Our task as educators is similar to that of the craftspeople assigned to Freedoms's face-lift. The conserving function of education is to inculcate into the minds and hearts of each new generation those fundamental values and principles that define our unique character as a nation (Howard, 2006) Therefore, not only are we teaching to our students assets but affirming that who they are is acceptable.

Having an affirming attitude toward students from culturally diverse backgrounds impacts the learning, belief in self, and overall academic performance of students (Kea, Campbell-Whatley, & Richards, 2006). This makes students feel like they belong in their classroom and gives them a positive outlook on who they are and where they come from. According to Dr. Sharroky Hollie, students have more than just their ethnic culture and we need to acknowledge that because it makes up what the student bring to the classroom. Dr. Hollie calls these layers of culture as "rings of culture," they are youth culture, gender culture, religious culture, nationality culture,

and then ethnic culture. All of these cultures take part in a classroom and identifying and enhancing these cultures is a key component in a culturally responsive classroom.

What educators must not do is mistake one of these cultures for another, and they certainly should not confuse any of these with race, which often happens in the classroom (Hollie, 2012) For example Dr. Hollie states, “A persistent cultural myth about Mexican American students is that they value labor over education and often drop out of school because they are not interested in education. In, fact, it is often structural economic pressure and depressed wages for Mexican American workers that often burden youth to attend to immediate short-term needs. A student’s culture is important and we must be able to properly identify which culture is in affect at different times within our classroom. “Culture, in effect, defines one’s thinking and behavior (Spardlin & Parsons 2008). Therefore, a culturally responsive teacher needs to have a proper filter in determining the culture of the students.

Having commitment and skills to act as agents of change enables the prospective teacher to confront barriers/obstacles to change, and develop skills for collaboration and dealing with chaos (Kea, Campbell-Whatley, & Richards, 2006). This is the beginning of making school equitable to all students. Culturally Responsive teachers help students understand that knowledge has moral and political elements and consequences, which obligate them to take social action to promote freedom, equality, and justice for everyone (Gay, 2001). Teachers need to be the

initiators of change and make students aware that they are a part of that change is vitally necessary. As we look for ways to practically implement strategies that meet the needs of all students and families, we must also remember that it takes a long-term commitment to issues of social justice in education to find useful and meaningful ways to address inequitable structures and beliefs cycles that contribute to issues such as the achievement gap and disproportionality (Griner & Stewart, 2013).

Dr. Hollie states that teachers need to validate and affirm to be culturally responsive. These cultural behaviors, which are typically seen as negatives in the culture of school such as verbal overlap and high movement context, are the ones that are to be validated and affirmed in comparison to the general behavior of the school and mainstream culture (Hollie, 2012). When you validate the students home culture you can then begin to than build within student's cultural norms for the school culture. Culturally Responsive teachers build and do not minimize the student's culture, they teach students the norms for different environments and provide students with the abilities to express their cultural norms throughout different environments. This is called code switching.

Having constructivist views of learning contends that all students are capable of learning, and that teachers must provide scaffolds between what students already know through their experiences and what they need to learn (Kea, Campbell-Whatley, & Richards, 2006). This is about knowing where your students are, where they need

to be, and how to get them there. This is simply “good practice.” Learn about students past experiences, home, and community culture, and world both in and outside of school (Kea, Campbell-Whatley, & Richards, 2006). This creates a classroom community and it creates teachable moments because teachers can create lessons that become meaningful to the students. Connecting new knowledge to previous knowledge is another one of those “good practice” skills that teachers have but having knowledge about students experience and community culture is usually not used in delivering new information to students.

Finally, having culturally responsive teaching strategies supports the constructivist view of knowledge, teaching, and learning (Kea, Campbell-Whatley, & Richards, 2006). A teacher will utilize the cultural strengths that students have as a tool within the classroom and build rich lessons from multiple perceptions. Teachers need to know how to use cultural scaffolding in teaching diverse students by using the students own culture and experiences to expand their intellectual horizons and academic achievement (Gay, 2001).

### ***Culturally Responsive Teaching and student learning***

Culturally responsive teachers know how to determine the multicultural strengths and weaknesses of curriculum designs and instructional materials and make changes necessary to improve their overall quality (Gay, 2001). Dr. Hollie states, “the chances of finding numerous authentic pieces of culturally responsive text in

mandated curricula, commercial basal programs, or the standard content- area textbooks are slim. In general, textbook publishers are doing a better job of representing more cultures in an accessible manner in their books, but these attempts are still largely tokenistic and arrayed with the known authors of the past.” This means that the teacher needs to be able to identify and pull culturally relevant materials to use within the classroom that are from current authors that students know and identify with. Effective teachers should also employ the cultural affordance model into their method of class pedagogy. The cultural affordance model posits that teachers should focus on the knowledge and experience that students initially bring to school as a starting point for curriculum development (Taliaferro, 2012).

Culturally responsive teachers are critically conscious of the power of the symbolic curriculum as an instrument of teaching and use it to help convey important information, values, and actions about ethnic and cultural diversity (Gay, 2001). Consider your bulletin boards as a powerful tool. Dr Hollie suggests that teachers have one bulletin board that is connected to the lesson or content that is currently being covered. The other bulletin board should relate to the overall theme of the lesson. The other bulletin boards are now open to the teacher and being able to make one that relates to youth culture is an important culturally responsive key and easy way to draw in students.

Culturally Responsive Teachers acknowledge the societal curriculum which is the knowledge, ideas, and impressions about ethnic groups in the mass media. For many students, mass media is the only source of knowledge about ethnic diversity; for others, what is seen on television is more influential and memorable than what is learned from books in classrooms (Gay, 2001). The teacher needs to identify the impressions that are being portrayed in the media and clear these misconceptions. Therefore, culturally responsive teachers include thorough and critical analyses of how ethnic groups and experiences are presented in mass media and popular culture in their teaching (Gay, 2011). The media is a powerful tool and if teachers can use it to clear up these misconceptions than teachers have overpowered the media feed and have challenged the sources that students gain misconceptions from.

Culturally Responsive teacher preparation programs teach how the communication styles of different groups reflect values and shape learning behaviors and how to modify classroom interactions to better accommodate them (Gay, 2001). This leads to knowing that different ethnic groups participate in different ways within the classroom due to their background. Gay state, “The communicative style of most ethnic groups of color in the United States are more active, participatory, dialectic, and multimodal.” The stereotypical way of communicating is not accommodating the students sense of communication. The sit quietly and listen to the teacher deliver instruction is not conducive to student learning because it is not a cultural norm for students of ethnic backgrounds.

Research indicates that listening to skilled readers stimulates growth and understanding of vocabulary and language patterns (Hollie, 2012) In *The Dreamkeepers*, Ann Lewis is having students read *Charlie Pippin* by Candi Dawson Boyd . The novel is about an eleven-year- old African American girl who attempts to win the approval of her father, a decorated Vietnam War veteran who has buried all his feelings about the war within him. The girl feels alienated from her father and wants to find a way to reach him (Ladson-Billings, 1994). Within this lesson you see that students are responding to the text because she makes it culturally relevant to her students. She asks questions that about the story and has students connect the story to events that they have experienced. She has them “ see a movie” about the section that they have read. This is when they can see the story in their minds. She always students to role play a passage. All of these things create a responsive classroom where her students are engaged and learning. “Lewis believed that all students could participate and they did (Ladson- Billings, 1994).

Ladson- Billings believes that in a culturally responsive classroom, “students whose educational, economic, social, political, and cultural features are most tenuous are helped to become intellectual leaders in the classroom. Students are appreciated in a learning community rather than in an isolated and unrelated way. Student’s real-life experiences are legitimized as they become part of the “official” curriculum. Teachers participate in a broad conception of literacy that incorporates both literature

and oratory. Teachers and students engage in a collective struggle against status quo. As well, as teachers are cognizant of themselves as political beings.” Educating ourselves and others is an essential step in the process of change (Tatum, 2003)

In *Dream Keepers*, Margaret Rossi makes algebra meaningful to her students by explaining to them that the origins of algebra are from Africa. Rossi teaches math in particular algebra through oral discussion and students communicate with one another and help one another answer questions. She then incorporates text examples because she needs to validate to students that what they are doing in class is algebra, as well as prepare them for standardized test. She affirms her students and tells them they are doing a good job, which increases her students desire to learn and work. Similarly, Dr. Hollie believes that teachers need to validate and affirm students which is exactly what Rossi is doing within her classroom.

Ladson- Billings believes Culturally Responsive Teaching is when, students are treated as competent they are likely to demonstrate competence. When teachers provide instructional “Scaffolding,” students can move from what they know to what they need to know. The focus of the classroom must be instructional. Real education is about extending student’s thinking and abilities. As well as, effective teaching involves in-depth knowledge of both the students and the subject matter.”

In a culturally responsive classroom a teacher will have responsive academic vocabulary instruction, responsive academic language instruction, a responsive learning and environment, and some protocols to increase student engagement.

Dr. Hollie states, “Responsive vocabulary teaching acknowledges that students have a comprehensive conceptual knowledge base rooted in their culture, community, and life experiences that can be used to build academic vocabulary. This means that teachers need to observe what the student’s vocabulary is and build upon it.

Dr. Hollie states that responsive vocabulary instruction is based on four premises. First, they come to school with conceptual meanings of words intact and need to expand their home vocabulary with academic vocabulary. Students need to be able to define new words and apply them in context. Secondly, teachers have to focus on recommended key vocabulary strategies for word acquisition, not simple word memorization. Memorizing vocabulary is not conducive to student learning, students need to be able to have knowledge of word parts and conceptualize and contextualize words. Thirdly, synonyms usage of words needs to be developed, particularly for nonstandard language speakers or second-language learners. The more words that they can learn to represent the same thing, the better students are in acquiring a higher vocabulary. Fourthly, slang, profanity, and racially charged terms can become sources of academic vocabulary expansion, influencing students’ word choice and awareness of situational appropriateness. This will teach students to expand their vocabulary and use other words that are appropriate for the school environment and in the mist of

finding “appropriate” words to describe a feeling; students expand their vocabulary and word choice.

Culturally responsive teachers need to have background knowledge of language. Dr. Hollie states, “This knowledge is meant to undo the damage of instructional linguistic racism and institutional ignorance about unacceptable languages and language use in general. Teacher must accomplish three objectives in order to be responsive to the home languages of their students according to Dr. Hollie. He says they must recognize the linguistic rules of the nonstandard language, give students ample opportunities for codeswitching, and infuse writing activities into everyday teaching. “Educators must examine their perception about those who speak non Standard English and how their perceptions translate into classroom practice (Taliaferro, 2012).

A culturally responsive learning environment is one that conveys respect for every student , notably respect for knowledge, experiences, and language students bring to the classroom (Hollie, 2012). There is evidence within the classroom that suggest a culturally responsive classroom. Hollies implies that there are eight recipes for a responsive learning environment. Print-rich environment that is 70 percent authentic and 30 percent commercially produced. Learning centers consist of reading, writing, listening, math, science, and cultural. It’s culturally colorful with ethnic cloth, prints, artwork, and artifacts. It’s arranged optimally which allow for

presentations, movement, and with teacher and student space. There are multiple libraries with cultural, multicultural, content specific, reading level, and signature literature. They use technology and is prominently displayed. They have relevant bulletin boards that are cultural, student work, current unit, current events, and content- area orientated. As well as, have displays of student work and images of students that are current, ample, and unit-related.

### ***Student Engagement***

Teachers who are culturally responsive also have protocols to increase student engagement. These are different ways to get students involved. Dr. Hollie includes examples such as Let Me Hear You, Train or Pass It On, Moment of Silence, Team-Pair Solo, and other protocols. Let Me Hear You, is when students actively respond in unison to speaker either verbally or with movement (or both) to either an improvised or pretaught “call.” Train or Pass It On is when students call on one another to answer and/ ask questions. Students should not raise their hands to be called on and should ne encouraged to call on a variety of people in the classroom. Students can also “pass” on a question they do not want to answer by calling on another student for help. This is called “Pass It On.” This can be done with the use of a small soft object that students can toss to one another in order to “pass it on.” Moment of Silence, is an explicit time for total silence, including on the part of the teacher. Also, Team-Pair-Solo, is when students do problems first as a team, then with a partner, and finally on their own. These are all protocols that engage students, hold them accountable for

their learning, affirms their knowledge base, and teaches them life skills such taking turns and when it is appropriate to be quiet in the school and hopefully home culture.

### ***Students Point of View***

Students praise the teacher who “makes sure that I got it,” who “makes sure I understand,” who “teaches me so I can do it,” who “makes it easier to understand,” who “makes it clear,” who will “actually teach” (Wilson & Dickson Corbett, 2001). This implies that teachers will not only be willing to be there for the students but also be good at explaining things to them. Teachers are giving more to students and expecting more from them. Setting the bar high but willing to go the extra mile with the student. Ladson- Billings states that , “teachers should provide intellectual challenges by teaching to the highest standards and not to the lowest common denominator.”

Students did not want teachers to find excuses to not teach them, to leave students alone just because the students chose not to participate , or to let students decide on their own to work or not. They did not want teachers to give in to disruptions to the exclusion of instruction. They did not want teachers who failed to find the time to provide extra help. They did not want teachers who ignored students’ problems or who taught content devoid of meaning in students’ daily lives. They did not want teachers who expected little of them (Wilson & Dickson Corbett, 2001).

Students wanted the teachers to “stay on students” to complete the assignments. Teachers who were able to control student behavior without ignoring the lesson. Teachers who went out of his or her way to provide help. Teachers who explained things until the “light bulb went on” for the whole class. Teachers who provided students with a variety of activities through which to learn. Teachers who understood students’ situations and factored that into their lesson (Wilson & Dickson Corbett, 2001).

Students want to trust a teacher to do the job with competence and without bias, they are willing to fulfill their part of the deal: to pay attention, do the work, and play by the rules (Cushman, 2003). In *Fires in the Bathroom* a student talks about a track coach who use to give in to students and treat them good, so the students liked him but they never won so the school got a new coach who had had high expectations. Alexis in *Fires in the Bathroom* states, “The new coach , if he says, “do fifty laps,” and they say, “We don’t wanna,” he’ll say “oh, no? Then do fifty-two!” They hated him because he made them work so hard. But when the time for the meets came, they won every single time. They learned the difference between respecting and liking.”

Liking a teacher can help with learning but most students are also ready to learn from teachers they may not like on a personal level. Whether or not they like them, they gain more from teachers who care about their material and commit

themselves to students' learning (Cushman, 2003) One of my teachers really push kids to do work. She is the most caring teacher. She really want you to do work. Sometimes that make me mad but I still try to do the work. It nice to know you got a teacher who cares (Wilson & Dickson Corbett, 2001). We all say she was a mean teacher; but I bet you, you will learn something in there. She will force you to learn. Even if I say to her "Stop bothering me," I like it. I still want them to be nagging me (Wilson & Dickson Corbett, 2001). A good teacher to me is a teacher who is patient, willing to accept the fact that she might be dealing with students who have problems (Wilson & Dickson Corbett, 2001).

### **Final Thoughts**

Based on the research it is evident that teacher education programs(TEPs) need to prepare teachers to be culturally responsive. Although, many TEPs have attempted to address these issues by incorporation "multicultural education" content into courses and field experiences, multicultural education has not been integrated in a thorough, persistent, and overt manner (Kea, Trent, & Davis, 2002). Grant and Secada reviewed the literature on multicultural teacher education and found a lack of empirical studies in this area. Thus a serious effort toward preparing teachers to teach in a culturally relevant manner requires a rethinking of the teacher preparation process (Ladson- Billings, 1994).

## **Methods and Procedures**

The idea of having Culturally Responsive Teaching has become wide spread. Colleges with Teacher Certification courses have a course to offer as a program requirement, people are gathering to discuss ideas for Cultural Responsiveness, and school districts are hiring experts in the field to help them implement this type of teaching pedagogy within their schools.

Since this is occurring, it is time to look into our own curriculum and make sure that it is culturally responsive. This study will focus on the 3<sup>rd</sup> grade Social Studies curriculum and look at ways to make its citizenship unit more culturally responsive. I will gather the lesson plans currently used, create a lesson plan template that is easy to use, and make adaptations to the unit in order to make it culturally relevant for the population of students being served within the district. The adaptations to the unit will be discussed after each lesson to highlight the elements that what will make the unit culturally responsive. However, some major and important adaptations that were made to the lesson plans are language objectives for ELL's, access for all which is how do we make sure that all students understand the lesson, and modifications/ adaptations that will help all students but especially students with disabilities. Lessons 1-6 have adaptations beyond the major ones mentioned above and in Lessons 7-10 only the adaptations discussed above are included. There is a final reflection that discusses how these adaptations make these lesson exemplar models for teachers who want to be culturally responsive.

## Research Question

My methods and procedures were planned in an effort to answer the following research question:

- How do we make adaptations to the curriculum that is already given, in an effort to make it culturally responsive?

## Participants and Context

This study was conducted using the curriculum that teachers in the Rochester City School District use that is aligned with the New York States Learning Standards for Social Studies. This curriculum is being used within a district whose population is 64% African American/Black, 22% Hispanic, 11% White and 3% Asian/Native American/East Indian/ Other. 88% of the students are eligible for free/ reduced lunch, 18% have special needs, 10% have limited English proficiency, there are 72 different home languages, there are 22% of schools with 90% poverty rate or higher and it is the district with the highest poverty rate among New York States Big 5 districts.

## Unit Plan with Lessons

Table 1: Unit Calendar

Day	Topic	Day	Topic
1	Our Classroom Community- What Makes a Community	6	Our Classroom Culture
2	Our Classroom Community – Why Do We Have Rules?	7	Our Classroom Culture
3	Our Classroom Community- Classroom Rules	8	Our Classroom Culture
4	United States Community- How do people of different cultures contribute to our community?	9	Our Classroom Culture
5	United States Citizenship- How do we contribute to our society?	10	Our Classroom Culture

**LESSON ELEMENT****Common Core/ State Learning Standard(s) Addressed:*****RI.3.4***

- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 3 topic or subject area*.

***W.3.2***

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

***SL.3.4***

- Report on a topic or text, tell or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.

***SS #5-Civics, Citizenship, and Government Key Idea #1***

- explain the probable consequences of the absence of government and rules

***SS #5-Civics, Citizenship, and Government Key Idea #3***

- examine what it means to be a good citizen in the classroom, school, home, and community
- identify and describe the rules and responsibilities students have at home, in the classroom, and home, in the classroom, and at school

***SS #5-Civics, Citizenship, and Government Key Idea #4***

- show a willingness to consider other points of view before drawing conclusions or making judgments

**Learning Target(s):**

- I can complete a classroom set of rituals/routines and be able to explain why each is important
- I can complete a classroom set of rules and be able to explain why each is important.
- I can identify and make meaning of new words.

**Language Objective:**

- **Identify** new words
- **Define** new words
- **Discuss** what makes a community

**Formative Assessment Criteria for Success:**

- Students can establish classroom rituals/routines and determine the importance of them.
- Students can create and justify rules for the classroom.

**Activities/Tasks:**

- Teacher will introduce and discuss the vocabulary words from story: **community, government, rule, congress, senators, representatives, legislator** (role play etc...)
- Teacher will do a whole group read aloud using the book Why Do We Have Rules?
- Teacher models who makes the rules in the City of Rochester and discuss how it makes it a community.
- As a group, students write about who makes the rules and the reasons why we have rules.
- The class will discuss what makes a family or a classroom a community.
- Student homework assignment- Students will complete a list of Rituals/Routines and Rules they follow at home on handout

**Resources/Materials:**

- ✓ Why Do We Have Rules? by Caroline Arnold
- ✓ Rituals/Routines and Rules List handout
- ✓ Compare and Contrast graphic organizer
- ✓ Chart paper
- ✓ Poster board
- ✓ Markers
- ✓ Vocab Cards

**Access for All:**

Vocabulary words are scaffold for students and when given it is introduced by the students level of comprehension.

Group1: English- definition

Group 1: English- definition/ Spanish Translation if needed

Group 2: English- definition/ Spanish Translation if needed with visual cue

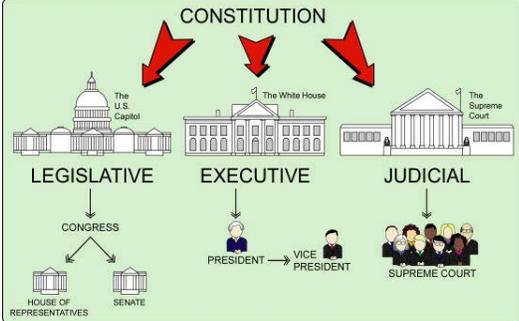
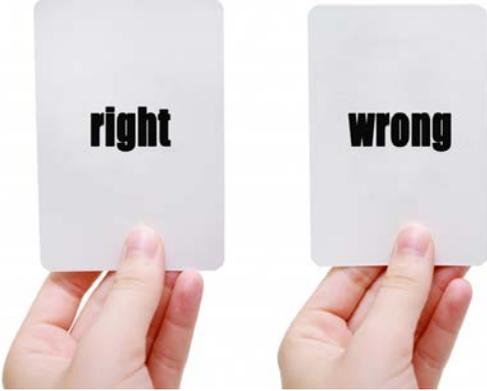
**Modifications/Accommodations:**

Breaking up the task into chunks. Providing modeling of the task through who makes the rules for the City of Rochester. Direction and language simplified. Small group support.

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

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

Vocabulary

<p>community</p>	<p>a social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.</p>		<p>comunidad</p>
<p>Government</p>	<p>Person/people who hold power in a society. Society's laws and political institution.</p>		<p>el gobierno</p>
<p>Rule</p>	<p>a <u>principle</u> or regulation governing conduct, action, procedure, or arrangement</p>		<p>regla</p>

Congress	<p>the national legislative body of the U.S., consisting of the Senate, or upper house, and the House of Representatives, or lower house, as a continuous institution. The individual serves a term of two years.</p>		el Congreso
Senator	<p>an assembly person or council of citizens having the highest deliberative functions in a government, especially a legislative assembly of a state or nation.</p>		los senadores
Representative	<p>a person who represents a constituency or community in a legislative body, especially a member of the U.S. House of Representatives or a lower house in certain state legislatures.</p>		los representantes
legislator	<p>a person who gives or makes laws.</p>		el legislador



## **Overview of How Lesson is Culturally Responsive**

For Lesson 1:

The adaptation is focused on new vocabulary words that would be introduced to students throughout their read aloud. Introducing the vocabulary first is essential for ELL's. Part of the vocabulary option that would work for ELL's and students with disabilities is having visual cues so photographs representing people of different backgrounds, gender, and communities were included. Also, a Spanish translation was also included since there is a significant amount of bilingual classrooms throughout the district.

Teacher modeling of who makes the rules in the City of Rochester is also important because students live in the City and the curriculum needs to be significant to the students' community. As well as discussing how those rules enable us to have a community. Modeling of the task is beneficial to all students but especially to students with disabilities or low attention spans because they will have something to refer back to if they "forget" what they need to be doing.

When doing the read aloud be attentive to students and if you can tell that they do not understand something relate it to something that they do know which is school and family. Make sure you ask comprehension questions throughout the read aloud, it assures you that they understand, as well as help break up the book into chunks. This is beneficial for students with disabilities, ELL's, and for students their age as well. Include a movement activity such as a transition from their desks to the rugs and back. If you want to target their youth culture you can include a good beat that they have to give back to you either in a clap off or sing off.

Teacher: \_\_\_\_\_

**LESSON ELEMENT****Common Core Learning Standard(s) Addressed:*****RI.3.4***

- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 3 topic or subject area*.

***W.3.2***

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

***SL.3.4***

- Report on a topic or text, tell or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.

***SS #5-Civics, Citizenship, and Government Key Idea #1***

- explain the probable consequences of the absence of government and rules

***SS #5-Civics, Citizenship, and Government Key Idea #3***

- examine what it means to be a good citizen in the classroom, school, home, and community
- identify and describe the rules and responsibilities students have at home, in the classroom, and home, in the classroom, and at school

***SS #5-Civics, Citizenship, and Government Key Idea #4***

- show a willingness to consider other points of view before drawing conclusions or making judgments

**Learning Target(s):**

- I can complete a classroom set of rituals/routines and be able to explain why each is important
- I can complete a classroom set of rules and be able to explain why each is important.

**Language Objective:**

- **Identify** new words
- **Define** new words
- **Discuss** different rules and whether or not they are good ones

**Formative Assessment Criteria for Success:**

- Students can establish classroom rituals/routines and determine the importance of them.
- Students can create and justify rules for the classroom.

**Activities/Tasks:**

- Teacher reviews vocabulary words from day one and the story Why Do We Have Rules?
- Facilitate a whole group discussion based on previous night's homework. How do the various rules compare from home to home?
- Teacher divides class into 4 groups and each group will focus on a different Rule. (Teacher can assign from home rules or teacher can read We the Kids by David Catrow and give those rules to groups and have them determine why those rules are good rules).
- They will discuss if they think it is fair, why or why not, and if they think the rule should exist at home, at school, both places or if they would get rid of it completely.
- Report out
- Student homework assignment- Students will fill out the Compare/Contrast Graphic Organizer, comparing and contrasting rituals/routines and rules from home and school.

**Resources/Materials:**

- ✓ Why Do We Have Rules? by Caroline Arnold
- ✓ Rituals/Routines and Rules List (lined paper)
- ✓ Compare and Contrast graphic organizer
- ✓ Chart paper
- ✓ Poster board
- ✓ Markers
- ✓ We the Kids by David Catrow (optional)

**Access for All:**

Vocabulary words are scaffold for students and when given it is introduced by the students level of comprehension.

Group1: English- definition

Group 1: English- definition/ Spanish Translation if needed

Group 2: English- definition/ Spanish Translation if needed with visual cue

**Modifications/Accommodations:**

Breaking up the task into chunks. Providing modeling of the task. Direction and language simplified. Small group support.

## **We the Kids Rules**

- Establish Justice
- Insure Domestic Tranquility
- Provide for Common Defense
- Promote General Welfare
- Secure the Blessing of Liberty
- Ordain and Establish the Constitution

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

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

### Is It Fair?

**Directions:** Determine if the rule that your group is has is fair or not, why or why not.

*Fair: a proper balance of conflicting interest. What is fair will not be necessarily equal because everyone's needs are different.*

**RULE:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Is it Fair?**

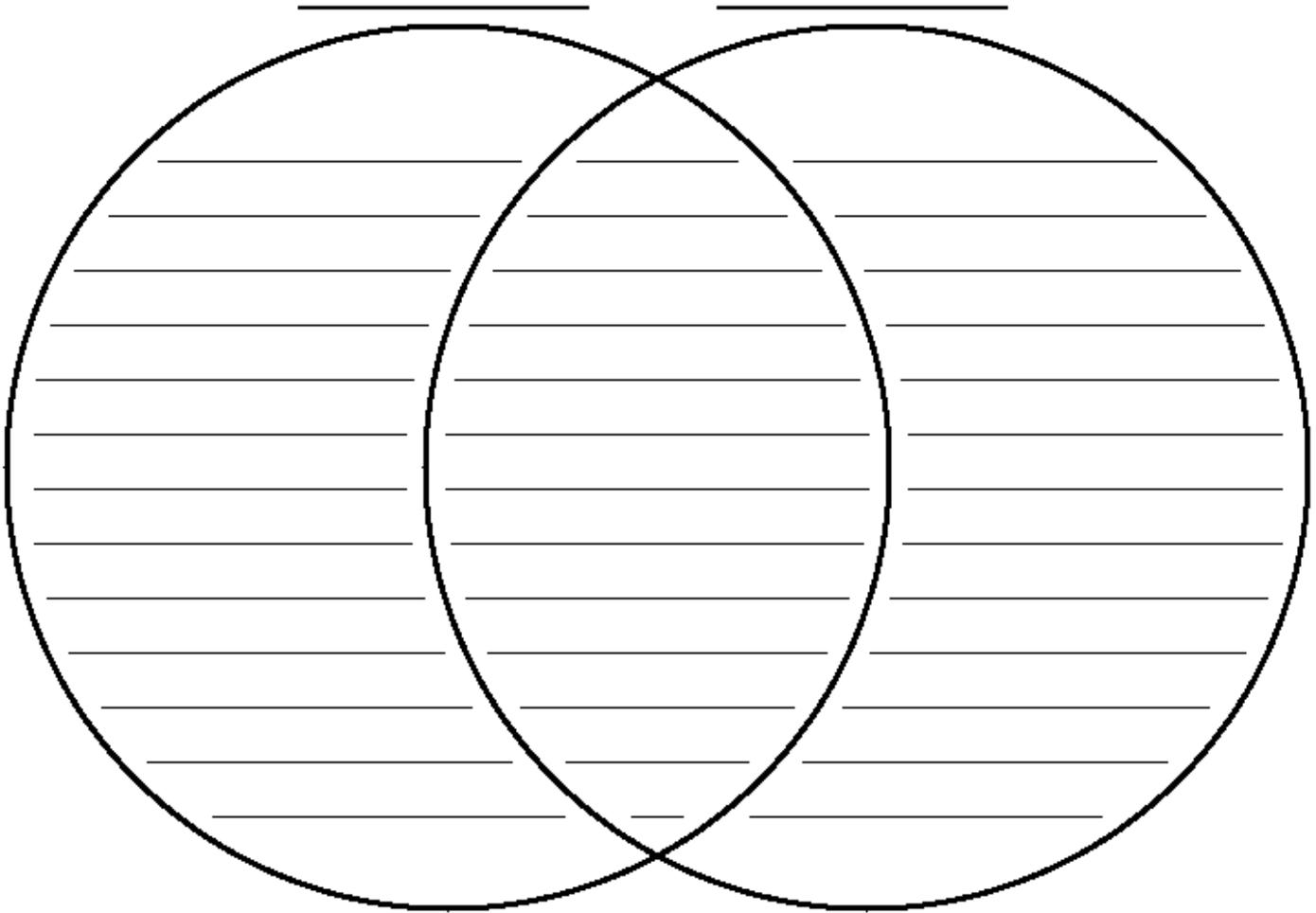
\_\_\_\_\_

**Why or why not?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
Compare and Contrast

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



## **Overview of How Lesson is Culturally Responsive**

For Lesson 2:

The adaptation is focused in reviewing new vocabulary words that were introduced the day before. Part of the vocabulary option that would work for ELL's and students with disabilities is having visual cues so photographs representing people of different backgrounds, gender, and communities were included. Also, a Spanish translation was also included since there is a significant amount of bilingual classrooms throughout the district. Reviewing vocabulary is essential so that students actually learn those words; a one-time introduction is not enough.

Teacher modeling of a rule and what makes it fair or not fair. Discussing elements of fairness with students because they may not know truly what it means to be fair. Fair doesn't always mean equal. Talk about a student who uses a wheel chair, is it fair that they get to use the elevator? Talk about a short woman being given a step ladder to reach the cabinet and a modern sized woman not being given a step ladder. Is that fair? Modeling of the task is beneficial to all students but especially to students with disability or low attention spans because they will have something to refer back to if they "forget" what they need to be doing.

An adaptation to the lesson is the handouts. Including handouts that are beneficial to students is essential. In the Venn diagram, I included lines for students to write on. For some reason this generation of kids love lines. If you already have the lines for them to write on, then you don't have to worry about them wasting time making those lines. This is a youth cultural responsive action on the teacher's behalf. During transitions from one task to another create quick movement activities like "slide to the left, jump up two twice, freeze" and let the students say, "everybody clap your hands" and even have them clap their hand and you then you can say, "everybody have a seat."

Teacher: \_\_\_\_\_

**LESSON ELEMENT****Common Core Learning Standard(s) Addressed:*****RI.3.4***

- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 3 topic or subject area*.

***W.3.2***

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

***SL.3.4***

- Report on a topic or text, tell or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.

***SS #5-Civics, Citizenship, and Government Key Idea #1***

- explain the probable consequences of the absence of government and rules

***SS #5-Civics, Citizenship, and Government Key Idea #3***

- examine what it means to be a good citizen in the classroom, school, home, and community
- identify and describe the rules and responsibilities students have at home, in the classroom, and home, in the classroom, and at school

***SS #5-Civics, Citizenship, and Government Key Idea #4***

- show a willingness to consider other points of view before drawing conclusions or making judgments

**Learning Target(s):**

- I can complete a classroom set of rituals/routines and be able to explain why each is important
- I can complete a classroom set of rules and be able to explain why each is important.

**Language Objective:**

- **Justify** the need for certain rules

**Formative Assessment Criteria for Success:**

- Students can establish classroom rituals/routines and determine the importance of them.
- Students can create and justify rules for the classroom.

**Activities/Tasks:**

- Each group will brainstorm a classroom rule that they would like added to the classroom charter. They have to define, explain, and defend the rule they came up with for whole group consideration.
- They then create a poster of their new rule to present to the class.
- The class will take into consideration each proposal and come to consensus about which rules are beneficial for the classroom community.
- Teacher will write down the new classroom rules.
- Student homework assignment- Have students create a list of rules for cafeteria, playground, hallways, and specials.

**Resources/Materials:**

- ✓ Why Do We Have Rules? by Caroline Arnold
- ✓ Rituals/Routines and Rules List (lined paper)
- ✓ Compare and Contrast graphic organizer
- ✓ Chart paper
- ✓ Poster board
- ✓ Markers

**Access for All:**

Vocabulary words are scaffold for students and when given it is introduced by the students level of comprehension.

Group 1: English- definition

Group 1: English- definition/ Spanish Translation if needed

Group 2: English- definition/ Spanish Translation if needed with visual cue

Students are grouped heterogeneously based on student performance levels.

**Modifications/Accommodations:**

Breaking up the task into chunks. Providing modeling of the task. Direction and language simplified. Small group support.

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

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

**Rules That Should Be Followed While In .....**

<b>Cafeteria</b>	<b>Playground</b>	<b>Hallway</b>	<b>Specials</b>

## **Overview of How Lesson is Culturally Responsive**

For Lesson 3:

The adaptation that will be used in this lesson would be within the grouping of students. Group students using an activity that is engaging to the student's youth culture. You can set a certain amount of cards for the groups that the students can relate to that are popular things. Such as TV shows like SpongeBob, Good Luck Charlie, Wizards of Waverly Place, etc. you can introduce the groups using the TV shows theme song. Then have students draw a card to select their group. Also, have the TV shows theme song be the introduction for the group's presentation on their rule. You could also do something silly, like use bubblegum flavors and give each student a piece of bubblegum and have them get together by their flavor once everyone has a bubblegum. After the group has presented their rule they are allowed to eat their bubblegum. This adaptation is to make sure that groups are heterogeneous and have students of different potentials as well as be an interactive and engaging way to activate the students.

Teacher: \_\_\_\_\_

**LESSON ELEMENT****Common Core Learning Standard(s) Addressed:*****RI.3.5***

- Use text features and search tools to locate information relevant to a given topic efficiently.

***W.3.2***

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

***SL.3.4***

- Report on a topic or text, tell or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.

***SS #5-Civics, Citizenship, and Government Key Idea #1***

- explain the probable consequences of the absence of government and rules

***SS #5-Civics, Citizenship, and Government Key Idea #3***

- examine what it means to be a good citizen in the classroom, school, home, and community
- identify and describe the rules and responsibilities students have at home, in the classroom, and home, in the classroom, and at school

***SS #5-Civics, Citizenship, and Government Key Idea #4***

- show a willingness to consider other points of view before drawing conclusions or making judgments

**Learning Target(s):**

- I can provide explicit information about the life of different cultural groups.
- I can examine artifacts that are important when discussing citizenship within the United States.

**Language Objective:**

- **Discuss** why people of different cultural groups chose to come to the U.S.
- **Write** about how people of different cultural groups contribute to our community.

**Formative Assessment Criteria for Success:**

- Students will draw a portrait that reflect things that are important to citizens of the United States.
- Students will write a paragraph in which they provide explicit information about different cultural groups and how they contribute to the community.

**Activities/Tasks:**

- Today we are going to be learning about Identity and about how who we are, depends on our experiences or experiences of our group. We will talk about people of different cultural background. You will evaluate their experience and see how it impacts our community.
- Read Where Did Your Family Come From? A Book About Immigrants by Melvin and Gilda Berger
- Break students up into four groups and have them do a close read of each individual. Group 1-Boris, Group 2-Rosa, Group 3- Maria, and Group 4- Chang
- Within their groups students are to discuss and write down why they chose to come to the United States and how have people from similar cultures, contributed to our communities?

**Resources/Materials:**

- ✓ Where Did Your Family Come From? A Book About Immigrants by Melvin and Gilda Berger
- ✓ Lined paper (draft)
- ✓ Chart paper (final copy)
- ✓ Markers

**Access for All:**

Vocabulary words are scaffold for students and when given it is introduced by the students level of comprehension.

Group1: English- definition

Group 1: English- definition/ Spanish Translation if needed

Group 2: English- definition/ Spanish Translation if needed with visual cue

Students are grouped heterogeneously based on student performance levels.

**Modifications/Accommodations:**

Breaking up the task into chunks. Providing modeling of the task. Direction and language simplified. Small group support.

## **Overview of How Lesson is Culturally Responsive**

For Lesson 4:

This entire lesson has been added to the unit. I felt like the unit needed a lesson for which students see themselves as part of the community. I want students to be able to identify who they are and what has shaped their identity. I want students to evaluate their lives and the experiences that have shaped who they are. This will lead to knowledge that although some may be from the same background they are still different. It will lead to the knowledge that although we are the same age, we all have different responsibilities. To the knowledge that although we may live in the same community, we are all still different. All these differences still come together and create a community so how do these differences impact their community?

This will be possible through the read aloud that emphasizes families of four different cultural backgrounds. Through examining the lives of the characters of those four different cultural backgrounds, they will be better able to identify their own cultural backgrounds. Each character brings something of their culture into the community, so how do they contribute to their community? Exposing students to backgrounds that are similar and different from their own is important in a culturally responsive classroom.

**LESSON ELEMENT****Common Core Learning Standard(s) Addressed:*****RI.3.5***

- Use text features and search tools to locate information relevant to a given topic efficiently.

***W.3.2***

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

***SL.3.4***

- Report on a topic or text, tell or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.

***SS #5-Civics, Citizenship, and Government Key Idea #1***

- explain the probable consequences of the absence of government and rules

***SS #5-Civics, Citizenship, and Government Key Idea #3***

- examine what it means to be a good citizen in the classroom, school, home, and community
- identify and describe the rules and responsibilities students have at home, in the classroom, and home, in the classroom, and at school

***SS #5-Civics, Citizenship, and Government Key Idea #4***

- show a willingness to consider other points of view before drawing conclusions or making judgments

**Learning Target(s):**

- I can provide explicit information about the life of different cultural groups.
- I can examine artifacts that are important when discussing citizenship within the United States.

**Language Objective:**

- **write** about how they contribute to the United States as individuals from different cultural backgrounds.

**Formative Assessment Criteria for Success:**

- Students will draw a portrait that reflect things that are important to citizens of the United States.
- Students will write a paragraph in which they provide explicit information about different cultural groups and how they contribute to the community.

**Activities/Tasks:**

- Yesterday we talked about why individuals from different cultures came to the United States and how they have contributed to our community. Today we will talk about what it means to be a citizen of the United States.
- Read I Pledge Allegiance by Bill Martin Jr and Michael Sampson
- Have students reflect in oral discussion about the main concepts within the book (**allegiance, the promise, flag, republic, nation, indivisible liberty, justice**)
- Have students independently reflect in writing about their identity, how do they contribute to the United States as individuals from different cultural backgrounds?

**Resources/Materials:**

- ✓ I Pledge Allegiance by Bill Martin Jr and Michael Sampson
- ✓ Writing Journal
- ✓ Teacher created artifact box about things that are reflective of U.S. citizenship (flag, eagle, map of U.S., etc)

**Access for All:**

Vocabulary words are scaffold for students and when given it is introduced by the students level of comprehension.

Group1: English- definition

Group 1: English- definition/ Spanish Translation if needed

Group 2: English- definition/ Spanish Translation if needed with visual cue

Students are grouped heterogeneously based on student performance levels.

**Modifications/Accommodations:**

Breaking up the task into chunks. Providing modeling of the task. Direction and language simplified. Small group support.

Name: \_\_\_\_\_  
Concepts for I Pledge Allegiance

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

**English:**

allegiance, pledge, flag, republic, nation, indivisible liberty, justice

**Spanish:**

la lealtad, la promesa, bandera, república, nación, libertad indivisible, la justicia

Pledge: to make a promise

Allegiance: loyalty

Flag: symbol that stands for a place, a thing, or an idea

Republic: the people who elect leaders who make our laws.

Nation: our states and territories have bonded together to form one country.

Indivisible: unbreakable; country cannot be split into separate parts.

Liberty: freedom, the right to be free and make choices for oneself.

Justice: fairness

## **Overview of How Lesson is Culturally Responsive**

For Lesson 5:

This entire lesson has been added to the unit. I felt like students needed to have an understanding about what it means to be a citizen within their community. Having students understand the importance of citizenship and how people value it will contribute to the nationality culture of our students. They will feel a part of their community and of their nation as they examine how they impact their community as citizens.

The read aloud will serve as information but it will be essential to the work that students need to do. The teacher can model for the students what the task is using one of the elements discussed in the book. As students work in groups, they will gain further knowledge from one another on what it means to be proud of your nationality and how that contributes to your community.

Teacher: \_\_\_\_\_

<b>LESSON ELEMENT</b>
<p><b>Common Core Learning Standard(s) Addressed:</b></p> <p><b><i>SS #1-History of US and NY- Key Idea #2</i></b></p> <ul style="list-style-type: none"> <li>gather and organize information about the traditions transmitted by various groups living in their neighborhood and community</li> <li>recognize how traditions and practices were passed from one generation to the next</li> <li>distinguish between near and distant past and interpret simple time lines</li> </ul> <p><b><i>SS #3-Geography Key Idea #1</i></b></p> <ul style="list-style-type: none"> <li>Draw maps and diagrams that serve as representations of places, physical features and objects.</li> </ul> <p><b><i>SS #5-Civics, Citizenship, and Government Key Idea #4</i></b></p> <ul style="list-style-type: none"> <li>show a willingness to consider other points of view before drawing conclusions or making judgments</li> </ul>
<p><b>Learning Target(s):</b></p> <ul style="list-style-type: none"> <li>I can recognize the concept and elements of culture.</li> <li>I can explore these elements as it relates to various cultural backgrounds.</li> </ul>
<p><b>Language Objective:</b></p> <ul style="list-style-type: none"> <li><b>Discuss</b> elements of culture</li> <li><b>Identify</b> elements of the teacher's culture based on the teacher's culture box.</li> </ul>
<p><b>Formative Assessment Criteria for Success:</b></p> <ul style="list-style-type: none"> <li>Students can create a culture box and explain how the items within the box are reflective of their culture.</li> <li>Students can complete a traditions graphic organizer.</li> </ul>
<p><b>Activities/Tasks:</b></p> <ul style="list-style-type: none"> <li>Teacher will list and have available the vocabulary words: <b>culture, Seven Elements of Culture:</b> tradition/custom, religion, social group, economic systems, government, language, arts &amp; literature.</li> </ul>

- Teacher will present the “education /culture box”. Have artifacts in the box, one for each cultural element (vocabulary word available to match with each artifact), that best represents the teacher’s culture.
- Use the artifacts as a springboard into a student discussion about their own cultures.
- Student homework assignment- Students will complete Traditions graphic organizer about their family’s culture.

**Resources/Materials:**

- ✓ Teacher created vocabulary cards- **culture, tradition/custom, religion, social group, economic system, government, language, arts & literature.**
- ✓ Traditions graphic organizer
- ✓ Poems from the book Honey, I Love and other love poems by Eloise Greenfield
- ✓ Culturally based poems
- ✓ Poster board or large paper
- ✓ Glue/tape
- ✓ Markers
- ✓ Boxes
- ✓ Magazines
- ✓ “Education Box” Assignment Letter (teacher created)
- ✓ Cultural project scoring rubric (\*\*embed link in outline)
- ✓ Classroom book collection about various cultures
- ✓ Elements of Culture Chart

**1. Access for All:**

Vocabulary words are scaffold for students and when given it is introduced by the students level of comprehension.

Group1: English- definition

Group 1: English- definition/ Spanish Translation if needed

Group 2: English- definition/ Spanish Translation if needed with visual cue

Students are grouped heterogeneously based on student performance levels.

**2. Modifications/Accommodations:**

Breaking up the task into chunks. Providing modeling of the task. Direction and language simplified. Small group support.

## **Elements of culture**

1. Social Organization
2. Customs and Traditions
3. Language
4. Arts and Literature
5. Religion
6. Forms of Government
7. Economic Systems

**Social Organization**-Creates social structure by organizing its members into small units to meet basic needs

- Family Patterns: family is the most important unit of social organization. Through the family children learn how they are expected to act and what to believe
  - Nuclear family: wife, husband, children
    - Typical family in an industrial society (US)
    - Does not have to be large to accomplish tasks of living
  - Extended family: Several generations living in one household, working and living together: grandparents, aunts and uncles, cousins
    - Respect for elders is strong
- Social classes: rank people in order of status, depending on what is important to the culture (money, job, education, ancestry, etc.)

**Customs and Traditions**-Rules of Behavior

- Enforced ideas of right and wrong
- Often these ideas are part of the culture's written laws

**Language**-Cornerstone of culture

- All cultures have a spoken language (even if there are no developed forms of writing)
- People who speak the same language often share the same culture
- Many societies include a large number of people who speak different languages
- Each language can have several different dialects

**Arts and Literature**-Products of the human imagination

- Help us pass on the culture's basic beliefs
  - Examples: art, music literature, folk tales

**Religion**-Answers basic questions about the meaning of life

- Supports values that groups of people feel are important
- Religion is often a source of conflict between cultures
  - Monotheism: Worship one God
  - Polytheism: Worship more than one God

**Forms of Government**-People form governments to provide for their common needs, keep order within society, and protect their society from outside threats

Definition of government: 1. Person/people who hold power in a society; 2. Society's laws and political institutions

- Democracy: people have supreme power, government acts by and with consent
- Republic: people choose leaders who represent them
- Dictatorship: ruler/group holds power by force
  - Usually relying on military support for power

**Economic Systems-** How people use limited resources to satisfy their wants and needs

- Traditional Economy: people produce most of what they need to survive (hunting, gathering, farming, herding cattle, make own clothes/tools)
- Market Economy: buying and selling goods and services
- Command Economy: Government controls what/how goods are produced and what they cost. Individuals have little economic power
- Mixed Economy: Individuals make some economic decisions and the government makes others

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

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

### Traditions

Traditions in my family

Why these traditions are important to me?



## **Overview of How Lesson is Culturally Responsive**

For Lesson 6:

The adaptation could be done by incorporating the Elements of Culture into a PowerPoint or SmartBoard lesson so that we can incorporate technology into the lesson. Through incorporating technology we are tackling the youth culture of our students. This generation of students is considered the digital generation and through incorporating technology, we can engage the students through means that intrigue them.

This lessons main target is on ethnicity, nationality, and religious culture responsiveness since teachers and students will incorporate all of those elements within their culture box. (Religion will not be discussed other than what is necessary for the project since religion is a part of who the student is).

Teacher: \_\_\_\_\_

<b>LESSON ELEMENT</b>
<p><b>Common Core Learning Standard(s) Addressed:</b></p> <p><b><i>SS #1-History of US and NY- Key Idea #2</i></b></p> <ul style="list-style-type: none"> <li>gather and organize information about the traditions transmitted by various groups living in their neighborhood and community</li> <li>recognize how traditions and practices were passed from one generation to the next</li> <li>distinguish between near and distant past and interpret simple time lines</li> </ul> <p><b><i>SS #3-Geography Key Idea #1</i></b></p> <ul style="list-style-type: none"> <li>Draw maps and diagrams that serve as representations of places, physical features and objects.</li> </ul> <p><b><i>SS #5-Civics, Citizenship, and Government Key Idea #4</i></b></p> <ul style="list-style-type: none"> <li>show a willingness to consider other points of view before drawing conclusions or making judgments</li> </ul>
<p><b>Learning Target(s):</b></p> <p>I can recognize the concept and elements of culture. I can explore these elements as it relates to various cultural backgrounds.</p>
<p><b>Language Objective:</b></p> <ul style="list-style-type: none"> <li><b>Discuss</b> elements of culture</li> <li><b>Identify</b> elements of the teacher's culture based on the teacher's culture box.</li> </ul>
<p><b>Formative Assessment Criteria for Success:</b></p> <ul style="list-style-type: none"> <li>Students can create a culture box and explain how the items within the box are reflective of their culture.</li> <li>Students can complete a traditions graphic organizer.</li> </ul>
<p><b>Activities/Tasks:</b></p> <ul style="list-style-type: none"> <li>Review the teacher's education box and sort each artifact under the specific element of culture it reflects.</li> <li>In whole group, the students will share out the Traditions graphic organizer that was given for homework.</li> <li>In whole group the students will sort out where they think their new</li> </ul>

information fits on the elements of culture chart.

- Student homework assignment- Gather artifacts from home.
- Student homework assignment- Students will take home Cultural Assignment Letter with the scoring rubric attached. They will bring in artifacts from home to complete their final project.

✓ **Resources/Materials:**

- ✓ Teacher created vocabulary cards- **culture, tradition/custom, religion, social group, economic system, government, language, arts & literature.**
- ✓ Traditions graphic organizer
- ✓ Poems from the book Honey, I Love and other love poems by Eloise Greenfield
- ✓ Culturally based poems
- ✓ Poster board or large paper
- ✓ Glue/tape
- ✓ Markers
- ✓ Boxes
- ✓ Magazines
- ✓ “Education Box” Assignment Letter (teacher created)
- ✓ Cultural project scoring rubric (\*\*embed link in outline)
- ✓ Classroom book collection about various cultures
- ✓ Elements of Culture Chart

**Access for All:**

Vocabulary words are scaffold for students and when given it is introduced by the students level of comprehension.

Group 1: English- definition

Group 1: English- definition/ Spanish Translation if needed

Group 2: English- definition/ Spanish Translation if needed with visual cue

Students are grouped heterogeneously based on student performance levels.

**Modifications/Accommodations:**

Breaking up the task into chunks. Providing modeling of the task. Direction and language simplified. Small group support.

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

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

Elements of Culture		Examples from Ms./Mr. /Mrs.	Examples from your own Culture
Social People			
Customs			
Language			
Arts			
Religion			
Government			
Economics			



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

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

Cultural Box Rubric

4	3	2	1
6-7 elements of culture represented in the Education/Culture Box.	5 elements of culture represented in the Education/Culture Box.	3-4 elements of culture represented in the Education/Culture Box.	2 and below elements of culture represented in the Education/Culture Box.
Defines and explains every item in the Education/Culture Box with a clear understanding of how it relates to cultural identity.	Mostly defines and explains every item in the Education/Culture Box with a clear understanding of how it relates to cultural identity.	Sometimes describes and explains every item in the Education/Culture Box with a general understanding of how it relates to cultural identity.	Minimally describes and explains every item in the Education/Culture Box with a general understanding of how it relates to cultural identity.
Consistently uses relevant vocabulary in presentation.	Frequently uses relevant vocabulary in presentation.	Occasionally uses relevant vocabulary in presentation.	Minimally uses relevant vocabulary in presentation.

Total Score: \_\_\_\_\_

Unit Lesson Plan: **Day 8**

Grade Level: **3<sup>rd</sup> Grade**

Teacher: \_\_\_\_\_

**LESSON ELEMENT**

**Common Core Learning Standard(s) Addressed:**

***SS #1-History of US and NY- Key Idea #2***

- gather and organize information about the traditions transmitted by various groups living in their neighborhood and community
- recognize how traditions and practices were passed from one generation to the next
- distinguish between near and distant past and interpret simple time lines

***SS #3-Geography Key Idea #1***

- Draw maps and diagrams that serve as representations of places, physical features and objects.

***SS #5-Civics, Citizenship, and Government Key Idea #4***

- show a willingness to consider other points of view before drawing conclusions or making judgments

**Learning Target(s):**

- I can recognize the concept and elements of culture.
- I can explore these elements as it relates to various cultural backgrounds.

**Language Objective:**

- Share element that reflects students own culture

**Formative Assessment Criteria for Success:**

- Students can create a culture box and explain how the items within the box are reflective of their culture.
- Students can complete a traditions graphic organizer.

**Activities/Tasks:**

- Read a poem that reflects teacher’s culture and review elements of culture.
- Students will work in small groups to divide the elements of culture in an organized manner onto a poster.
- Students will cut out magazine/ newspaper pictures that best reflect who they are.

- Students will then paste pictures under the specific element of culture that it fits.
- Share out findings.
- Remind students to bring in their artifacts from home.

**Resources/Materials:**

- ✓ Teacher created vocabulary cards- **culture, tradition/custom, religion, social group, economic system, government, language, arts & literature.**
- ✓ Traditions graphic organizer
- ✓ Poems from the book Honey, I Love and other love poems by Eloise Greenfield
- ✓ Culturally based poems
- ✓ Poster board or large paper
- ✓ Glue/tape
- ✓ Markers
- ✓ Boxes
- ✓ Magazines
- ✓ “Education Box” Assignment Letter (teacher created)
- ✓ Cultural project scoring rubric (\*\*embed link in outline)
- ✓ Classroom book collection about various cultures
- ✓ Elements of Culture Chart

**Access for All:**

Vocabulary words are scaffold for students and when given it is introduced by the students level of comprehension.

Group1: English- definition

Group 1: English- definition/ Spanish Translation if needed

Group 2: English- definition/ Spanish Translation if needed with visual cue

Students are grouped heterogeneously based on student performance levels

**Modifications/Accommodations:**

Breaking up the task into chunks. Providing modeling of the task. Direction and language simplified. Small group support.

Unit Lesson Plan: **Day 9**

Grade Level: **3<sup>rd</sup> Grade Level**

Teacher: \_\_\_\_\_

LESSON ELEMENT
<p><b>Common Core Learning Standard(s) Addressed:</b></p> <p><b><i>SS #1-History of US and NY- Key Idea #2</i></b></p> <ul style="list-style-type: none"><li>gather and organize information about the traditions transmitted by various groups living in their neighborhood and community</li><li>recognize how traditions and practices were passed from one generation to the next</li><li>distinguish between near and distant past and interpret simple time lines</li></ul> <p><b><i>SS #3-Geography Key Idea #1</i></b></p> <ul style="list-style-type: none"><li>Draw maps and diagrams that serve as representations of places, physical features and objects.</li></ul> <p><b><i>SS #5-Civics, Citizenship, and Government Key Idea #4</i></b></p> <ul style="list-style-type: none"><li>show a willingness to consider other points of view before drawing conclusions or making judgments</li></ul>
<p><b>Learning Target(s):</b></p> <ul style="list-style-type: none"><li>I can recognize the concept and elements of culture.</li><li>I can explore these elements as it relates to various cultural backgrounds.</li></ul>
<p><b>Language Objective:</b> NA</p>
<p><b>Formative Assessment Criteria for Success:</b></p> <ul style="list-style-type: none"><li>Students can create a culture box and explain how the items within the box are reflective of their culture.</li><li>Students can complete a traditions graphic organizer.</li></ul>
<p><b>Activities/Tasks:</b></p> <ul style="list-style-type: none"><li>Review elements of culture using the elements of culture game: BahBah Boom Boom (Morning Meeting Book).</li><li>Students will work with artifacts brought from home to create their own cultural “Education Box” about their family. In addition, students will be given the opportunity to supplement their “Education Box” using school resources. (Computer, library, magazines, etc.).</li></ul>
<p><b>Resources/Materials:</b></p>

- ✓ Teacher created vocabulary cards- **culture, tradition/custom, religion, social group, economic system, government, language, arts & literature.**
- ✓ Traditions graphic organizer
- ✓ Poems from the book Honey, I Love and other love poems by Eloise Greenfield
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**Modifications/Accommodations:**

Breaking up the task into chunks. Providing modeling of the task. Direction and language simplified. Small group support.

Teacher: \_\_\_\_\_

**LESSON ELEMENT**

**Common Core Learning Standard(s) Addressed:**

***SS #1-History of US and NY- Key Idea #2***

- gather and organize information about the traditions transmitted by various groups living in their neighborhood and community
- recognize how traditions and practices were passed from one generation to the next
- distinguish between near and distant past and interpret simple time lines

***SS #3-Geography Key Idea #1***

- Draw maps and diagrams that serve as representations of places, physical features and objects.

***SS #5-Civics, Citizenship, and Government Key Idea #4***

- show a willingness to consider other points of view before drawing conclusions or making judgments

**Learning Target(s):**

- I can recognize the concept and elements of culture.
- I can explore these elements as it relates to various cultural backgrounds.

**Language Objective:**

- **Share** your cultural box and **explain** your items and how they reflect your culture.

**Formative Assessment Criteria for Success:**

- Students can create a culture box and explain how the items within the box are reflective of their culture.
- Students can complete a traditions graphic organizer.

**Activities/Tasks:**

- Students will present their projects during a classroom gallery walk. Take the first five minutes to silently observe all projects and then have students discuss what they noticed and what they wondered.
- Students can then answer the questions that pertain to their project.
- Facilitate a discussion about the similarities and the differences between themselves and their classmates.

- Teacher then uses rubric (see lesson day 7) to assess students.

**Resources/Materials:**

- ✓ Teacher created vocabulary cards- **culture, tradition/custom, religion, social group, economic system, government, language, arts & literature.**
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Students are grouped heterogeneously based on student performance levels.

**Modifications/Accommodations:**

Breaking up the task into chunks. Providing modeling of the task. Direction and language simplified. Small group support.

## **Final Reflection**

These lessons were adapted to become culturally responsive. To target the cultures that make up an individual. According to Dr. Hollie people have youth, gender, religious, nationality, and ethnic cultures. These were cultures that I targeted throughout my lessons. I targeted the population of students that are being serviced within the district that I work in, and implemented modifications that I felt necessary for the population that is being serviced. If we can target these cultures through the population that we serve throughout our daily interactions with our students, we can begin to be culturally responsive teachers that can make a difference in our students' life. Being culturally responsive is not a thing you do here or there. It is a teaching pedagogy that you must have and be able to do throughout your day and throughout your teaching. You will not automatically become a culturally responsive teacher. You will learn how to be a culturally responsive teacher through practice. Do one thing here and another thing there, and before you know it, you think and do the things that will make you a culturally responsive teacher. When this happens, you will know, and you will even be able to identify things that other teachers do that make them culturally responsive.

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