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Culture and Identity in your Community and the World [6th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Culture and Identity in your Community and the World

Grade Level: 6th

Subject/Topic Area(s): Reading, Writing, and Social Studies

Designed By: Stephany Weaver and Anne Daly

Time Frame: 4 weeks

School District: KIPP San Antonio

School: Aspire Academy

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Brief Summary of Unit (Including curricular context and unit goals):

“Culture and Identity in your Community and the World” is an interdisciplinary unit designed to stimulate questions about identity and culture and how those two things relate. This unit is meant to be taught at the end of the first semester and the beginning of the second semester. Students have already established an understanding of literary elements in fiction and will now be searching for those same engaging elements in non-fiction.

As the students read the memoir *Red Scarf Girl* by Ji-li Jiang in Reading, they will be studying the effects of culture and community on a single person’s identity in Non-Fiction Studies, a writing and social studies class. Students will learn the skills to analyze non-fiction and elaborate on their application of the writing process, as well.

The unit will culminate in a an exhibition of the students’ culture. Students will create an exhibit within our very own Institute of KIPPster Cultures. Students will model their exhibit after exhibits in the Institute of Texan Cultures, which they will have previously visited. We will turn our gym into the Institute and students will set up their exhibits around the gym during our sixth grade report card night. Parents, siblings, administrators, community members, and the press will be invited to view the Institute. Students’ exhibits should represent their identity, community (school, neighborhood, and/or San Antonio), culture, and at least one connection made with other individuals, communities, or cultures around the world.

Unit: Culture and Identity in your Community and World

Grade: 6th

Stage 1: Desired Results

Standards

ELA:

- 6.7 Literary Non-Fiction (memoirs, personal narratives, autobiography)
- 6.9 cultural, historical, contemporary contexts
- 6.10 informational/expository

Writing/ELA

- 7.14 Writing Process
- 7.17 Expository Text
- 7.19 Grammar

Social Studies

- 6.15-6.19 Culture
 - similarities and differences,
 - all societies basic institutions
 - relationship among world cultures/culture differences
 - relationship among arts and the people who make them.

Understandings

Students will understand that...

Your unique identity is flexible and ever changing, and influenced by you culture, community, and world. An author of a non-fiction text uses many tools to engage the reader with the same fervor as the author of a fictional text.

Essential Questions

Thematic

Who are you?
Who are you?
How does your community impact you?
How does culture shape the way you see others and yourself?
How does my identity, culture, and community connect me to the world?

Skills

How does an author engage a reader in non-fiction?

Knowledge

Students will know...

Characteristics and purpose of expository writing: autobiography, memoir, biography, personal narrative.

Skills

Students will be able to...

Analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.

Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography. Students will compose their own mini-memoir.

Explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint.

P.O.W.E.R strategy:

- Pictures: Students “read” pictures, charts, maps, and graphs, and their captions.
- Overview: Students will read the titles, sub-titles, and headings of the article.
- Words to Know: Students will check for bolded words and look up the definition in the glossary, or use context clues to determine definition.
- Every first sentence: Students will read and underline every first sentence.
- Read, baby, read: Students will read the selection.

Characteristics and purpose of learning about culture: culture, identity, community, government, economy, etc.

Steps of the writing process.

Use P.O.W.E.R. to actively engage with non-fiction texts.

Interpret and draw conclusions from demographic data.

Identify and explain different aspects of culture.

Explain how people interact with their community.

Write a multi-paragraph essay with a clear introduction and clear conclusion.

Use details to develop ideas.

Use transitions to link ideas.

Employ proper mechanics and conventions.

Stage 2: Assessment Evidence

Performance Task:

Institute of KIPPster Cultures- Students will create an exhibit within our very own Institute of KIPPster Cultures. Students will model their exhibit after exhibits in the Institute of Texan Cultures, which they will have previously visited. We will turn our gym into the Institute and students will set up their exhibits around the gym during our sixth grade report card night. Parents, siblings, administrators, community members, and the press will be invited to view the Institute. Students' exhibits should represent their identity, community (school, neighborhood, and/or San Antonio), culture, and at least one connection made with other individuals, communities, or cultures around the world.

Students must include the following:

- A memoir highlighting a time in your life that was unusually vivid and representative of their community and/or culture
- A multi-paragraph oral history essay in which you interview a family member to discover why your family does what it does- where YOUR culture comes from. Choose 3 family traditions to investigate and ask questions of your relative that will help you discover HOW that tradition started, WHEN it started, WHY it started, WHO started it, etc.
- A visual representation of a connection between you and another person, community, or culture around the world with a brief explanation of that connection (think pushpin, string, and a map showing a connection between you and another place)
- Three cultural artifacts that represent your identity, your community, and your culture with a brief explanation of each item.
- A 8 ½ X 11 photograph of you and a name display
- Class Work:
 - Performance Indicator #1 (Part Two Only): "What will you do with one million dollars?!"
 - Ji-Li's Identity Pyramid
 - My Identity Pyramid

Other evidence in Reading :

- Anticipation Guide
- Performance Indicator #1 and #2
- Changes in Ji-li Graphic Organizer
- Journals
- Mini-Memoir
- Stand-and-Share
- Entrance/Exit Tickets
- Viewpoint Sort
- Venn Diagram- My Culture vs. Ji-li's Culture
- Socratic Seminar/Fishbowl
- AR Quiz

Other evidence in N.F.S.:

- Pen Pal CFU
- Performance Indicator #1
- Exit Tickets
- Performance Indicator #2
- Simulation Activity
- Simulation Activity/ Performance Indicator #3
- Social Studies Knowledge and Skills Assessment

Stage 3: Learning Activities***EQ: Who are you?***

Day 1:
 -Pre-Assessment: Answer EQs
 -Identity Shuffle: Take one step forward if...
 -Identify Pyramid: MC pg. 180-182
 -Three identify questions: Pg. 178

EQ: Who are you?

Day 1:
 -"Who am I as a reader?" Four Corners
 -Performance Task Introduction
 -Unit Goals

<p>Day 2: -Review Identity: "I used to think..., but now I think..." -Meet three individuals from South America -Pen Pal CFU: Introduce yourself, tell pal what you know about him, ask further questions</p>	<p>Day 2: -Characteristics of Expository text and Non Fiction Stations: Students will be grouped into teams of five Each desk will have examples of expository text and Non Fiction texts. Students will use guiding questions to determine the type of text they are looking at. -Review Stations Answers -Vocabulary in Motion: T will add autobiography, memoir, personal narrative, biography, and expository to the world wall. S will create a hand motion or gesture that helps them remember the meaning of the term.</p>
<p><i>EQ: How does your community impact you?</i></p> <p>Day 3: -Review Pen Pals -Intro to economic, social, and demographic indicators: TCI PowerPoint (#8) -Indicator vocabulary (literacy rate, ethnicity, etc.) -S graph social, demographic, and economic data. -Use United States as example</p>	<p><i>EQ: How does your community impact you?</i></p> <p>Day 3: -Communism Simulation: T will divide S into groups that reflect classes before the Cultural Revolution, landlords and peasants. T will distribute bags of rice. Peasants will be required to give a large portion of that rice to the landlords. -Notes on Communist: T will show Prezi on Communism and S will take notes. -Book Preview: S will fill out book preview in pairs. -Anticipation Guide: T will read statements from anticipation guide and check for understanding.</p>
<p>Day 4: -Review indicator vocabulary -Finish graphing social, demographic, and economic data -Post and analyze data (similarities, differences, most developed, least developed, etc.)</p>	<p>Day 4: -Pop Up Quiz: Review characteristics of expository text and non-fiction -Read RSG pgs 1-18 -S complete Identity Pyramid for Ji-Li's, the protagonist. S will use textual evidence to support their Identity Pyramid. WOD: exemplary (3) and vicious (13)</p>
<p>Day 5: -Review analysis of data -PERFORMANCE INDICATOR #1- PART ONE: You are a staff member of the World Relief Organization. To keep your job, you have to give \$1 million to a deserving country that will make good use of the funds. Review the demographic and economic data for the Latin American countries below. Then do the following: <ul style="list-style-type: none"> • Rank the four countries from most developed to least developed. Write the country names in the appropriate location along the spectrum. • Write a letter to the President of WRO. In your first paragraph, explain your rankings. Make sure to use all the different types of data (GDP per capita, literacy rate, life expectancy, etc.) in your explanation. • In your second paragraph, describe which country </p>	<p>Day 5: -Think-Pair-Share: How does Ji-Li's community influence her identity? -T and S will use notes to identify characteristics of memoir a teacher selected excerpt from RSG. -Read RSG pgs 19-33 -Journal/Exit Slip: Using notes from Day 2, identify three examples of characteristics of memoir. WOD: revolutionaries (28) and resolutely (30)</p>

<p>you believe deserves the money and why. Make sure to detail how the demographic data impacts the communities and people in this country. How will your gift of \$1 million dollars make a transformational impact in their lives?</p> <p>PART TWO: SURPRISE! The president of the WHO just showed you the demographic data for San Antonio. In a paragraph written to the community, explain who you've chosen- an entire country or a just a city. Which demographic data were most concerning to you? What do you believe your one million dollars can do to improve either a community in a South American country or in the city of San Antonio?</p>	
<p>EQ: How does culture shape the way you see others and yourself?</p> <p>Day 6:</p> <ul style="list-style-type: none"> -Review performance indicator #1 project and outcomes: Which country received the money? Why? -Introduction to Culture: Teacher bring in cultural artifacts to start class discussion - Read expository text on culture with guided reading questions -Begin Oral History Prewriting: Brainstorm 3 family traditions 	<p>Day 6:</p> <ul style="list-style-type: none"> -Hook: Slideshow of <i>Da-zi-bao</i> examples -Mini-Lesson Writing Memoir: T shares example of a five sentence memoir. S will identify the characteristics. S will compose their own mini-memoir based on a memory that connects to their culture. -Read RSG pg 38-51 -Journal: In what ways does your memoir show the influence of your community? Is it similar to Ji-li's story? Why or why not? <p>WOD: denounce (41) and frantically(49)</p>
<p>Day 7:</p> <ul style="list-style-type: none"> -Review culture: "I used to think..., but now I think..." -“Nacirema” Fable and Activity- Where does this culture exist? What things are parts of their culture? -Examine culture in three neighboring countries in South America: Peru, Argentina, Brazil -Culture terms: Culture, Region, Diversity, Cultural traits -S gallery walk to make notes about countries and then chunk findings into “culture categories” -Exit Ticket: What is similar and different to your culture (think back to the three traditions you were brainstorming yesterday)? 	<p>EQ: How does culture shape the way you see others and yourself?</p> <p>Day 7:</p> <ul style="list-style-type: none"> -Think-Pair-Share: What was does an author of a memoir use to engage you? - Mini-Lesson P.O.W.E.R. strategy - As a class, read and P.O.W.E.R. Problem and Solution Expository text on Chinese Culture, determine main idea -Read RSG Summary of pgs 52-60 and pgs 61-71 <p>WOD: remold (66)</p>
<p>Day 8:</p> <ul style="list-style-type: none"> -Review culture terms -Continue gallery walk to make notes about countries and then chunk findings into “culture categories” -Exit Ticket: What is similar and different between the three countries? (students can support answer with tri Venn diagram) 	<p>Day 8:</p> <ul style="list-style-type: none"> - Hook: Stand and Share: What does it mean to “respect your elders”? -Independently, use P.O.W.E.R. strategy with Proposition and Support Expository text on Hierarchy of Respect -Share main ideas with the class -Read RSG summary of pgs 72-99, 100-117 <p>WOD: feebly (110)</p>
<p>Day 9:</p> <ul style="list-style-type: none"> -Review exit ticket questions -PERFORMANCE INDICATOR #2: You are a tour guide for a very picky and sometimes cranky group of senior citizens. They are interested in touring Peru, Argentina, and Brazil, but have some concerns about the cultural differences between SA and US. In a well-organized brochure, complete the following: 	<p>Day 9:</p> <ul style="list-style-type: none"> -Entrance ticket: Which of the Five Black Categories does Ji-Li 's father and grandmother belong to? -PERFORMANCE INDICATOR #1 Identify the organization patterns of three articles. Do they feature a problem and a solution or a statement with evidence to support it? Write the main idea of each article using two or three

<ul style="list-style-type: none"> Given a map of South America, use callout boxes to identify the countries of Peru, Argentina, and Brazil, all of which are part of the same region. In a written explanation of why the countries are part of the same region, explain at least four characteristics they share, one of each of the following factors: geographic, political, social, economic. In addition, describe and explain the reasons for at least two key differences between the countries Include any details or images you believe may persuade the grey panthers to hire you as their tour guide. Reflection: Imagine these same geriatrics were planning a trip to San Antonio. What would you include in your brochure to inform them about the San Antonio culture? (Teacher pick up and give feedback) 	<p>sentences.</p> <p>Choose one article for Ji-li's school newsletter. Explain in 3-5 sentences how it shows that the cultural revolution is beneficial to China. Use the P.O.W.E.R strategy as you read. (Buffer day for Reading)</p>
<p>Day 10:</p> <p>-Review Performance Indicator #2 and outcomes Reflection: Imagine these same geriatrics were planning a trip to San Antonio. What would you include in your brochure to inform them about the San Antonio culture? (Discuss and give feedback)</p> <p>-Introduction to Government: Key concepts/vocabulary will include dictatorship, democracy, limited, unlimited government, human rights, rule by one, few, many (refer to assessment)</p> <p>-Use TCI PowerPoint</p> <p>-Use Peru, Argentina, and Brazil as examples to introduce vocabulary</p>	<p>Day 10:</p> <p>-Performance Indicator #1 Review</p> <p>-Changes in Ji-Li Graphic Organizer: S complete the first half, visually representing the way Ji-Li fit into her culture before she learned of her family's Black Category status. S will also include textual evidence.</p> <p>-Reading: Read RSG (118-139)</p> <p>-Changes in Ji-li Graphic Organizer: S complete the second half visually representing the way Ji-li fit into her culture after she learned of her family's Black Category status. S will also include textual evidence.</p> <p>WOD: jovial (118) and communal (130)</p>
<p>Day 11:</p> <p>-Review vocabulary</p> <p>-Review broader unit concepts: How is government connected to culture? How does government impact how others see themselves? How does government impact the way you live? (Use Red Scarf Girl examples)</p> <p>-Simulation Activity: Students are given an actual historical event (Dirty War in Argentina). Given the type of government, students must predict the outcome of the event. To do so, they must:</p> <ul style="list-style-type: none"> Explain the government role or how the government will act (based on what type it is, how much power they have, etc.) Explain how citizens will react (based on how much power they have, what their life circumstances are, etc.) Students end by discovering the actual ending and comparing/contrasting their project to history 	<p>Day 11:</p> <p>-Mini-Lesson Author's Viewpoint: T will compare authors viewpoint to wearing sunglasses. Sunglasses don't change what you're looking at, but they do change how you look at something. Explain idiom "looking through rose colored glasses".</p> <p>-T will share quotes about Cultural Revolution in China. T and S will identify their viewpoint. Do they think the Cultural Revolution was positive or negative?</p> <p>-Read 2 proposition and support articles on the same issue with two different viewpoints. Why do they have these two different viewpoints?</p> <p>-Read RSG summary of pgs 140-173, read pgs 173-190</p> <p>-Journal: Pick a character in RSG, which article would they agree with? Why do you think they would agree with that article?</p> <p>WOD: leniency (175) and tenuous(184)</p>
<p>Day 12:</p> <p>- INDICATOR #3: Performance Indicator #3: Pretend you are a member of "Mothers of the Disappeared". In a poster of protest to the government, explain the</p>	<p>Day 12:</p> <p>-Viewpoint sort: S will sort characters based on their viewpoint of the Cultural Revolution.</p> <p>-Read RSG summary of pgs 191-205, read pgs 206-</p>

<p>following:</p> <ul style="list-style-type: none"> •What rights has the government taken away from the people? •Your opinion about government now that you've been through this experience (ex. Do you support limited or unlimited government? Do you support rule by one, few, or many? Why?) 	<p>229)</p> <p>-Journal: Has a family or personal secret every been revealed to your enemy? How did that make you feel? How does that relate to how Ji-li feels?</p> <p>WOD: domineering (215) and flustered (221)</p>
<p>Day 13:</p> <p>PERFORMANCE INDICATOR #3 continued</p> <p>Exit Ticket: Do you think something like this could ever happen in the United States? Why or why not? You must include some information about government in your response.</p>	<p>Day 13:</p> <p>-PERFORMANCE INDICATOR #2:</p> <p>S will read 2 -3 teacher-selected texts with similar ideas. S will complete a web that reflects the connections between the texts. S must use excerpts from the text on their web.</p> <p>-Read RSG pg 230-243</p> <p>WOD: oblivious (235)</p>
<p>Day 14:</p> <p>-Review performance indicator #3 and outcomes</p> <p>-Review for social studies knowledge and skills assessment</p>	<p>Day 14:</p> <p>-Performance Indicator #2 Review</p> <p>-Read RSG 244-259</p> <p>-S will create Venn Diagram on S culture and Ji-li's culture</p> <p>WOD: scrutinized (250)</p>
<p>Day 15:</p> <p>-Assessment: Students take social studies knowledge and skills assessment</p>	<p>Day 15:</p> <p>-Read RSG pgs 260-272</p> <p>-Revisit Anticipation Guide, complete after reading section.</p> <p>-S will create 5 questions for Socratic Seminar/Fishbowl</p> <p>-Socratic Seminar/Fishbowl</p> <p>WOD: contemplated (269)</p>
<p>Day 16:</p> <p>Performance Assessment</p>	<p>Day 16:</p> <p>-Life Challenge</p> <p>-AR Quiz</p>
<p>Day 17:</p> <p>Performance Assessment</p>	<p>Day 17:</p> <p>Revising Mini-Memoir and Performance Assessment</p> <p>-AR Quiz</p>
<p>Day 18:</p> <p>Performance Assessment</p>	<p>Day 18:</p> <p>Revising Mini-Memoir and Performance Assessment</p> <p>-AR Quiz</p>
<p>Day 19:</p> <p>Performance Assessment</p>	<p>Day 19:</p> <p>Revising Mini-Memoir and Performance Assessment</p> <p>AR Quiz</p>
<p>Day 20:</p> <p>Performance Assessment</p>	<p>Day 20:</p> <p>Revising Mini-Memoir and Performance Assessment</p> <p>AR Quiz</p>
<p>Day 21:</p> <p>Performance Assessment</p> <p>End w/ EQs as a post-assessment (in addition to performance task and others)</p>	<p>Day 21:</p> <p>Revising Mini-Memoir and Performance Assessment</p> <p>End w/ EQs as a post-assessment (in addition to performance task and others)</p> <p>AR Quiz</p>