Day 1:

**Pre-Assessment**: Answer the following questions to the best of your ability in complete sentences.

1. Who are you?
2. Who are you?
3. How does your community impact you?
4. How does culture shape the way you see others and yourself?
5. How does my identity, culture, and community connect me to the world?
6. How does an author engage a reader in non-fiction?

**Identity Shuffle**: Teacher explains that he/she will call out different things that may or may not apply to each person.  If the item does apply to you, then run into the middle, jump in the air, and do a high 5 with anyone else who runs in. (Or, just step forward).

List of Possible "Have You Ever?" Items:

1. Have you ever chanted so loud your throat hurt after ward?
2. Have you ever lived in another country for more than 1 year?
3. Have you ever sung karaoke?
4. Have you ever been without a shower for more than 2 weeks?
5. Do you have both a brother and a sister?
6. Have you ever ridden a horse?
7. Have you ever eaten frogs' legs?
8. Can you speak 3 or more languages?
9. Have you ever gotten perfect lifework?
10. Have you swum in 3 or more different oceans?
11. Have you ever flown an aeroplane?
12. Have you broken 3 or more bones in your body?
13. Have you done volunteer work sometime in the last month?
14. Have you ever free-climbed a tree or rockface more than 10 meters vertically?
15. Have you ever had a close relative who lived to over 100?
16. Have you ever cooked a meal by yourself for more than 20 people?
17. Have you ever kept a budgerigar as a pet?
18. Have you ever been parachuting or done a bungee jump?
19. Can you not click your fingers on your non-dominant hand?
20. Have you ever seen a polar bear?

**Identity Pyramid**: Read the information about Amelia and her life on page 179. After you read this example, use the pyramid below to fill in information about yourself. Complete your pyramid on a separate piece of paper.

**Exit Ticket**: Answer following question In about 3 complete sentences: *What is one part of your identity someone would not know just by looking at you?*

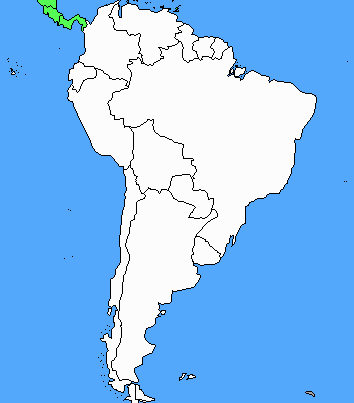
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Day 2:

**Review**: Answer the question by filling in the ellipsis- “I used to think… about identity, but now I think…about identity”

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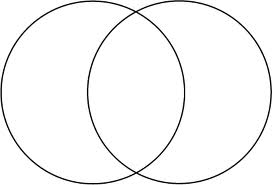
**Individuals in South America**: You are about to meet three individuals from three different countries in South America. As you read, label the map of where these countries are located in South America. Then, make notes of the similarities and differences between you and other students. Try to make the most original connections.



**Argentina**

YOU!

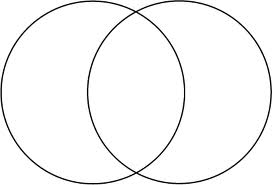


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**Brazil**



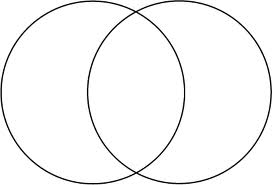
YOU!

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**Peru**

YOU!





**Pen Pal Letter (CFU)**: It’s time to write one of the students you just met a letter. Introduce yourself and unique parts of your identity. Then, let your pen pal know what you learned about his/her identity today and questions you still have about his/her life and identity.

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Day 3:

**Review**: What surprised you about the identity of one of the students you met yesterday? What do you think would shock them about your identity?

**Community**: Complete the Frayer model on our new word “community”. Then read about one of the community projects in the city of Philadelphia on pages 186-188 and answer the questions below.

1. What kind of service or project were individuals trying to do in the community?

2. How do you think the community impacted the people who lived there before the project started?



3. How do you think the community impacts the people who live there NOW, after the project has started?

4. How would you define YOUR community (feel free to refer back to the definition for help)

5. How does your community impact your life?

**Community and Demographic Data**: We’ve learned about a few people from South America and you just finished learning about what community is. Now, we’re going to put those two ideas together and learn about different communities in South America. Instead of just reading about these communities, we’re going to learn about them in a different way. Use the PowerPoint and handouts to learn about new communities in South America (refer to PowerPoint #8 and Interactive Notebook Handouts) and begin graphing their information.

**Exit Ticket**: Summarize what each of our new words mean in one word only. Use any illustrations you’d like to add to your one-word definition.

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| Ethnicity | Life Expectancy | Literacy Rate | GDP per capita | Service Industry | Manufacturing Industry | Agricultural Industry |
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Day 4:

**Review**: Review exit ticket and vocabulary summaries. What are some of your first observations of these country’s communities based on the data you’ve graphed so far? What problems or successes do you think they have?

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**Graphing Analysis:** Use data from the wall matrix to make generalizations about Latin America. For each category below,

• write a generalization that holds true for most of Latin America.

• list at least three countries as evidence that the generalization is true.

• describe one country that is an exception to the generalization.

(Refer to Interactive Notebook Handout)

Day 5:

**Review:** Now that we’ve looked at tons of data, pick one country. How do you think the communities within this country impact the people who live there? What is life like for them? If we made graphs for San Antonio, do you think our city would have anything in common with your country?

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**Performance Indicator:** We are going to begin the first project that will go in your museum exhibit.

**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:

• Rank the four countries from most developed to least developed. Write the country names in the appropriate location along the spectrum (*Use your Interactive Notebook Handout*)

• 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. (*Write your letter on a separate piece of lined paper*)

• In your second paragraph, describe which country 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 big impact in their lives?

**PART TWO**: SURPRISE! The president of the WRO 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? (*WE WILL KEEP THIS AND PUT IN YOUR MUSEUM EXHIBIT*)

Day 6:

**Review:** Which country received the money? Why?

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**Introduction to Culture**: (Show Artifacts) There are many ways to describe a place- part of the way we describe a place is the people who are there. When we describe those people, we are really trying to describe the culture of those people in that place. Understanding a person’s culture helps you to understand them, where they came from, their motives, and how to work with them. Obama needs to understand many different cultures of the countries he works with, in order to get more done with them and not offend them. Depending on where you live, you deal with a certain culture, and that affects how you live and function in society. So what is culture? Where does it come from? How does it affect us? Let’s talk and then do some expository reading (see reading handout).

**Oral History Project**: Your job is to be an investigative reporter. You will be interviewing a family member to discover why your family does what it does- where YOUR culture comes from. Choose 3 family traditions to investigate. List each tradition below. Then, ask questions of your relative that will help you discover HOW that tradition started, WHEN it started, WHY it started, WHO started it, etc. THIS WILL BE A MAJOR PART OF YOUR EXHIBIT!

**Exit Ticket:** After learning about culture today, how does culture shape or change the way you see yourself (think about your family traditions...)?

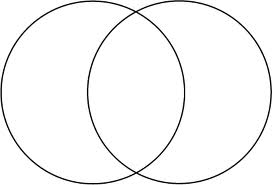
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Day 7:

**Review:** Share out family traditions

**Vocabulary:** Before reading the “Nacirema” fable, define culture and cultural traits in your Frayer Models. Discuss.

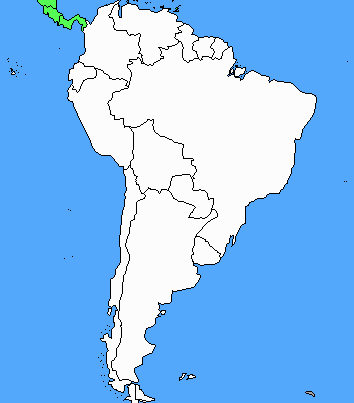
**“Nacirema” Fable and Activity**- Before you read, make a list of culture traits that represent YOUR culture on the left. While you read, identify culture traits from the Nacirema that are similar and different to you and write them in the Venn Diagram. End your reading by trying to figure out where this culture exists in the world. (See Fable Reading and Handout)



Where in the world does this culture exist?

What does this tell us about culture and learning about other people’s culture?

**Cultural Tour**- Now we’re going to take a virtual tour of Peru, Argentina, and Brazil. Our pen pals were from these countries, but label the map below to remind yourself where these countries are located.



Visit the following travel guide websites. Make notes on the different culture traits found in each country. Then answer the questions below.

Peru: <http://www.lonelyplanet.com/peru>

Argentina:

<http://www.lonelyplanet.com/argentina>

Brazil:

<http://www.lonelyplanet.com/brazil>

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| Art | Beliefs | Customs | Dress | Food | Language |
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**Exit Ticket:** What is similar and different to your culture (think back to the three traditions you were brainstorming yesterday)?

Day 8:

**Review**- Review exit ticket question

**Cultural Tour**- Continue researching the cultures of Peru, Argentina, and Brazil. Record your observations in the chart above. Then compare and contrast the three country’s cultures in the tri-Venn diagram. Answer the questions that follow.

Argentina

Peru

Brazil

**Exit Ticket**: What is the biggest, most interesting cultural similarity these countries share? What is the biggest, most interesting cultural difference these countries have between each other? Please answer in about five complete sentences.

Day 9

**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:

* 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.

\*Please complete your brochure on a separate piece of paper\*

**Exit Ticket**: Imagine these same people were planning a trip to San Antonio. What would you include in your brochure to inform them about the San Antonio culture?

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Day 10

**Review:** Exit ticket and performance indicator #2

**Introduction to Government**: Key concepts/vocabulary will include government, limited, unlimited government, rule by one, few, many. Complete Frayer models in small groups, refer to PowerPoint (TCI #4), and government placards.

**Exit Ticket:**

How is government connected to culture? How does government impact the way you live?

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Day 11:

**Review:** Exit ticket

**Simulation Activity**: You will be given an actual historical event from Argentina (See Handout). Given the type of government of your country, you must predict the outcome of the event. To do so, you must:

* Explain the government role or how the government would react (based on what type it is, how much power they have, etc.)
* Explain how citizens would react (based on how much power they have, what their life circumstances are, etc.)

Once you’ve finished these two steps, I will let you know how the historical event actually ended. You can then compare that ending to your own.

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| --- | --- | --- | --- |
| Country | Type of Government | Rule by One, Few, or Many? | Limited or Unlimited? |
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I predict the government will react to the event in the following way:

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I predict the citizens in that country will react in the following way:

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Day 12:

**Review:** Simulation activity from yesterday. How did government impact communities? How did people react and stand up for their rights? What surprises you between your prediction and the actual outcomes of history?

Students share historical event with peers and the similarities/differences between their outcome and history. Students create a flow chart to take notes on other countries, which should include space of explanation of events and important images. Students finish by drawing connections between their historical event and the other two events (similarities and differences).

**Performance Indicator #3**: Pretend you are a member of “Mothers of the Disappeared”. In a poster of protest to the government, explain the following:

* 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?)

Day 13:

**Review:** Check in with students about the Dirty War or Mothers of the Disappeared. Ask basic comprehension questions to help clarify.

**Performance Indicator #3**: ***continued***

**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.

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