

Organize a CULTURE unit that applies Goal 5—organize and report about a topic, idea, question

Goal: learn concepts about culture;

Read: by and about culture;

Organize: with graphic organizers—this provides a performance-based assessment.

Write: what you learn about culture—that becomes the final performance assessment.

Relevant Illinois Learning Goals/Outcomes:

Goal 16: Understand and analyze events and trends influencing history	Goal 18: Understand, analyze, and compare social systems
<p>Young students should gain knowledge of basic skills of historical interpretation that will enable them to:</p> <ul style="list-style-type: none">• Recognize the importance of the past;• Provide examples of significant events and people in the past;• Understand the geographic, social, economic, and political relationships in history; and• Recognize the contributions of significant people and events in the past to their present world. <p>As students progress through the stages, historical knowledge will enable them to:</p> <ul style="list-style-type: none">• Explain differences and similarities in major historical eras;• Use historical skills and sources to further interpret and understand past events, ideas, and people;• Examine differing perspectives on significant events, ideas, and people; and• Relate the past to their present world.	<p>Young students should gain knowledge of social systems that will enable them to:</p> <ul style="list-style-type: none">• identify values held by their culture and community;• recognize how cultures other than their own have influenced their culture;• identify major social institutions in their community, along with the roles these institutions play; and• understand how individuals and groups interact to obtain the basic needs of food, clothing, and shelter. <p>As students progress through the stages, additional knowledge of social systems will allow them to:</p> <ul style="list-style-type: none">• describe how culture is shared and expressed through languages, literature, the arts, and traditions;• relate changes in production and population to changes in social systems

GET IT

Literal questions ask you to find or remember an answer in the information provided.

- ➔ When?
- ➔ Where?
- ➔ Who?

- ➔ What?
- ➔ Define _____.
- ➔ List the _____.

GET IT CLEAR

Analytic questions ask you to look closely and think thoroughly--to organize the information so you see patterns and can explain the situation.

- ⇨ Classify _____.
- ⇨ Compare and contrast ____.
- ⇨ Give an example of _____.
- ⇨ Give the opposite of _____.
- ⇨ Draw a picture to illustrate this page.

- ⇨ In what sequence did ____ happen?
- ⇨ Explain how _____ works.
- ⇨ Make a: time-line, chart, diagram, map, graph or exhibit to explain _____.
- ⇨ How do the parts relate to each other?

THINK MORE

Inferential questions ask you to make an educated guess—to think about and *beyond* the information given.

- Predict what will happen when _____.
- What is the main idea of _____.
- Figure out the meaning of this word from context.
- What might have caused this change?

- What is the best title for this _____.
- What is the missing part?
- What was the author's point of view?
- If ____ changed, what would happen?
- Which person might have said this?

THINK IT THROUGH

Evaluative questions ask you to make your position clear, to make a thoughtful judgment.

- What is the most important fact? Why?
- What makes this a good book?
- Is this fact or opinion?
- What is your evidence?

- Which is the best answer? Why?
- Give and justify your opinion on _____.
- Which part is most important?
- Why do you make this choice?

Language Arts Standards

The following competencies would develop thinking if used to read fiction; they would develop thinking and knowledge of a content area if applied to non-fiction (and fiction in context).

1A apply word analysis and vocabulary skills to comprehend selections

1B apply reading strategies to improve understanding and fluency

1C comprehend a broad range of reading materials

2A understand how literary elements and techniques are used to convey meaning

2B read and interpret a variety of literary works

3A use correct grammar, spelling, punctuation, capitalization and structure.

3B compose well-organized and coherent writing for specific purposes and audiences

3C communicate ideas in writing to accomplish a variety of purposes

4A listen effectively in formal and informal situations.

4B speak effectively using language appropriate to the situation and audience.

5A locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

5B analyze and evaluate information acquired from various sources.

5C apply acquired information, concepts and ideas to communicate in a variety of formats.

Teacher: Teach to Think

Student: Read/Think\Write to Learn

Student Grow Plan

Goal	Learn more about: _____
Read	Read _____ List/illustrate important words.
Organize 1B, C	Show what you find. Make a ____chart ____timeline ____diagram ____
Write, Illustrate 3B, 5A	Summarize/Synthesize: Write _____, Draw _____.

Map the Learning Journey

This guide can be used to plan and as a way for students to keep track of their learning.

Standards:

Unit Assessment—Students can demonstrate learning in several ways:

- ___ Make a presentation ___ Write a booklet ___ Make a display
- ___ Write and illustrate a guide ___ Make up a test—with answers

Focusing Question: _____

Construct the focusing question based on the standards.

	M Preview-- begin with focus	T Expand Knowledge.	W Expand Knowledge.	T Expand Knowledge.	F Complete with Fluency.
Question of the Week					
Vocabulary					
Question of the Week					
Vocabulary					
Question of the Week					
Vocabulary					
Question of the Week					
Vocabulary					

CULTURE UNIT PLANNER

Content Standards:

___ 16 A: analyze historical development of communities ___ 18A Analyze how traditions affect cultures;
 ___ 16D: understand social history ___ 18C Analyze how social systems form and develop over time

Focusing Question or Theme: _____

Construct the focusing question or theme based on the standards—it should be so clear and big that at the end of five weeks when students complete a project that responds to it they demonstrate that they have met the standards.

Chicago Reading Initiative: Students will expand Vocabulary (1A), apply reading strategies (1B), and develop content area reading/writing competencies (5A, B, C)

Assessment: Students will use information about the topic to explain ideas in: ___ charts
 ___ diagrams ___ illustrations ___ maps ___ presentation
 ___ essay ___ report ___ poem ___ glossary ___ booklet ___ display

Week	This week's Topic	This week's vocabulary	This week's Map	This week's Reading Read aloud/listening	This week's Graphic Organizer	This Week's Writing
1						
2						
3						
4						

Week 5 is comprehensive assessment week—time for synthesis, assessment, expansion of learning.

CALENDAR OF TOPICAL LEARNING—Example of a way to help students organize their learning.

___ 16D: understand social history—focus standard

___ 1A, develop vocabulary in context; 1B, read to learn; 5A: synthesize knowledge

Topic: Values and Ways of Living in _____

Read to learn about this culture. Read histories, poems, folk tales, biographies. List what you learn every day.

Focus of the Week	M	T	W	T	F
Where they live and why they chose to live there.					
Food, clothing, shelter.					
Traditions and Value					
How Life Has Changed					

Culture Vocabulary

These are some terms that are part of reading and writing about a culture. Add more that fit the topics your grade learns.

K	1	2	3	4-8		
family	color	building	celebrate	ancestor	develop	migrate
feel	flag	change	city	archeologist	diversity	mission
help	good	choose	cooperate	architect	empire	native
hope	help	community	distance	architecture	ethnic	nationalism
live	holiday	help	history	artifacts	group	nomad
neighbor	home	need	idea	barter	event	past
parent	hope	past	leader	border	forum	patriot
share	light	place	message	century	generation	pioneer
song	live	present	past	ceremony	heritage	present time
sound	people	share	route	change	history	progress
	share	today	town	city	historian	recognize
	show	work	shelter	communicate	homeland	refugee
			value	conflict	identity	responsibility
				constant	immigrant	shelter
				continue	institution	society
				country	justice	symbol
				culture	language	trade
				current	leadership	valuable
				custom	liberty	village

Think by the Week

This week students develop competencies for:

Goals 5, (research) 1, (read with fluency), 3 (write clearly to communicate important knowledge) and

_____ (content standard)

TOPIC _____

Vocabulary

What will students read to learn about the topic?

Monday <i>Get It Clear.</i>	Tuesday <i>Take it, use It.</i>	Wednesday <i>Work with It.</i>	Thursday: ASSESS and Expand	Friday <i>Finish Fluently</i>
<p>Focus __ KWL __ Teacher Models __ Student explains __ Homework Review/Connect</p> <hr/> <p>Activities VOCABULARY T: Read aloud</p> <hr/> <p>S: Draw what you hear</p> <p>S: Start a glossary of this week's words. (Option: Make it a picture glossary.)</p> <hr/> <p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Add more words to your glossary. Use them to write sentences about your topic.</p>	<p>Focus __ KWL __ Teacher Models __ Student explains __ Homework Review/Connect</p> <hr/> <p>Activities COMPREHENSION Read and Collect Facts</p> <hr/> <p>__ list facts __ picture facts __ classify facts</p> <hr/> <p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Make a "top ten" list of your favorite facts.</p>	<p>Focus __ KWL __ Teacher Models __ Student explains __ Homework Review/Connect</p> <hr/> <p>Activities COMPREHENSION Use graphic organizer—make a to show</p> <hr/> <p>Make up questions for other students to answer.</p> <hr/> <p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Make up more questions.</p>	<p>Focus __ KWL __ Teacher Models __ Student explains __ Homework Review/Connect</p> <hr/> <p>Active Assessments Take quiz—use the Wednesday questions.</p> <p>WRITING Write about this week's topic: __ paragraph __ poem __ letter __ essay __ booklet</p> <hr/> <p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Write more about this topic.</p>	<p>Focus __ KWL __ Teacher Models __ Student explains __ Homework Review/Connect</p> <hr/> <p>Activities FLUENCY Complete your writing. Present to the class or another class</p> <hr/> <p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Take your writing home and share it with your family.</p>

WORD BANK

TOPIC: _____

I can identify words that explain a topic. (1A)

WORD	Show what it means. Draw a picture.	Write another word that tells about this word.

Use your word bank to:

- > Write about this topic.
- > Make up word games about this topic.

Make Meaning Clear: The Illustrated Word Wall

word	picture
word	picture
word	picture

Picture a situation

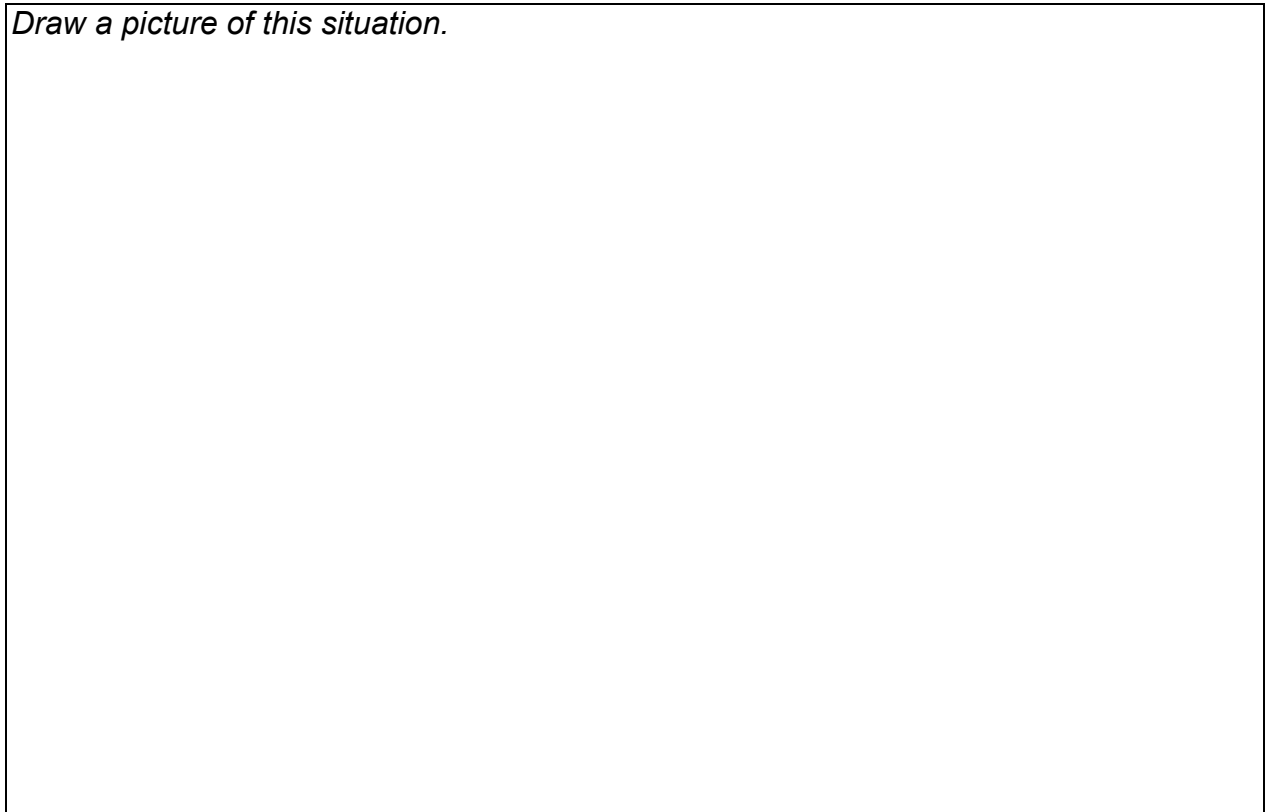
1B. *Can identify relationships.*

3B. *Can write to explain a situation*

This activity is applicable to any history or story.

Students read the text independently.

Draw a picture of this situation.



Write about it.

- Write as if you were there.
- Write about a day in your life.

Meet the standard:
Check your work—is it
✓ complete? ✓ correct?
✓ clear?

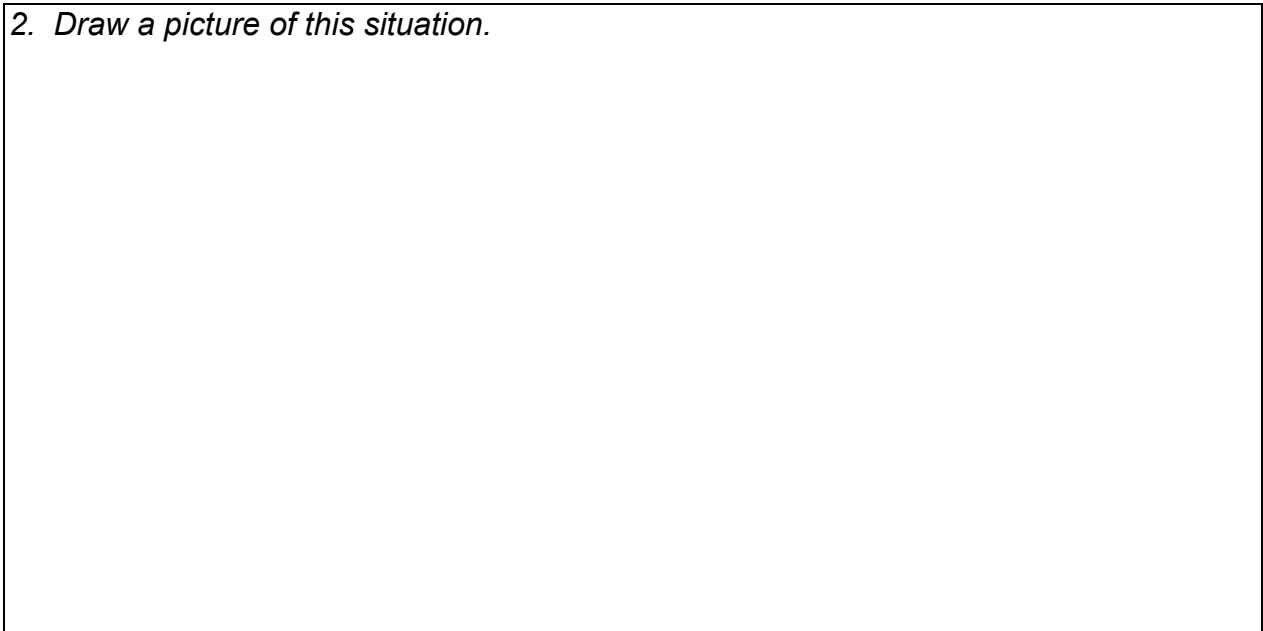
*Exceed the Standard:
Write what you learned by
doing this project.*

What's Happening? *This activity is applicable to any history or story.*

1B. Identify important information in a text.

1. List three words you think are important to this history.

2. *Draw a picture of this situation.*



3. Write about this situation.

- Write as if you were there.
- Write about a day in your life.

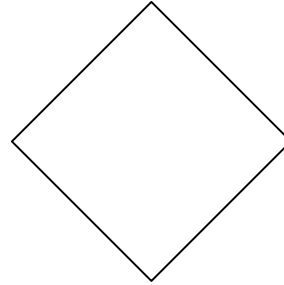
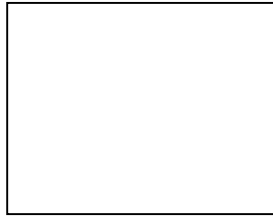
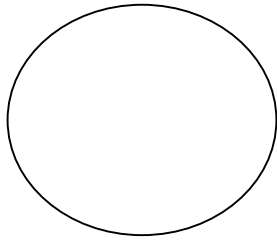
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Check your work—is it
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✓ clear?

Exceed the Standard:
Write what you learned by
doing this project.

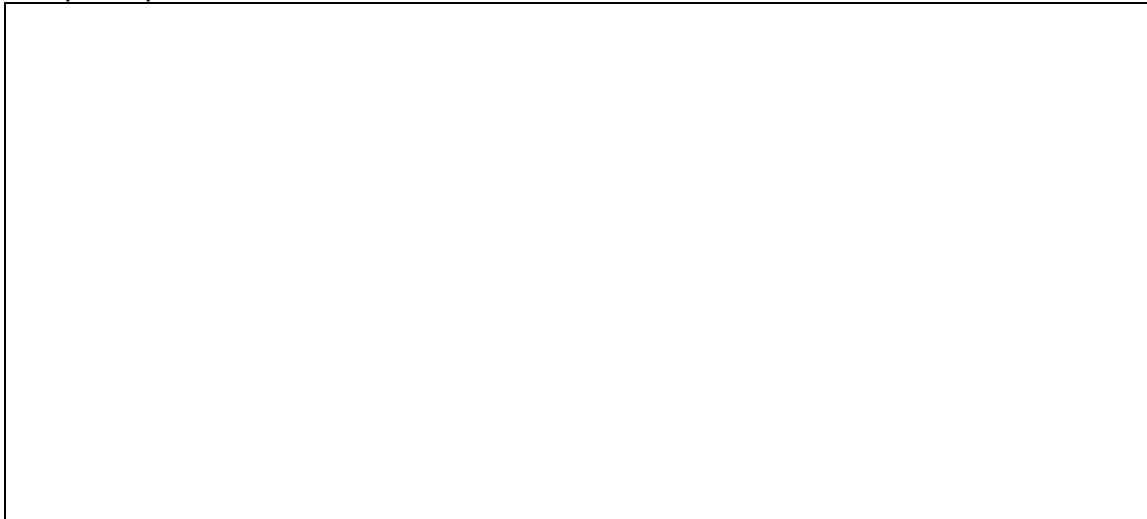
Story/History Mapper

1B: I can map a story or history.

Draw three persons who are in it.



Map the place.



Sequence the Events.



Write what those persons might have said about one of those events.

Their Words

Choose a part of a story or history.

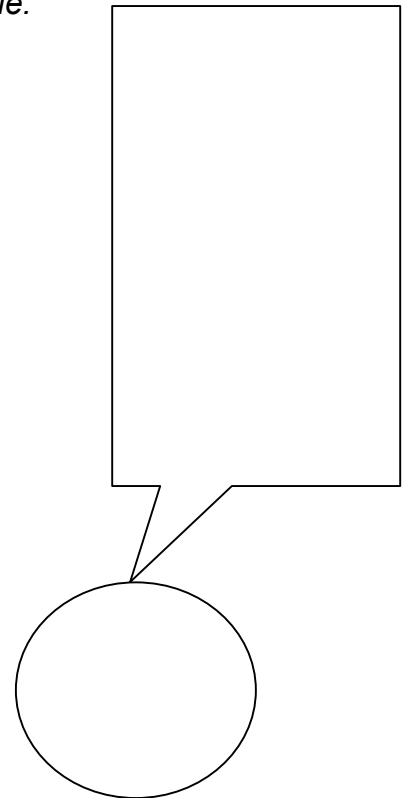
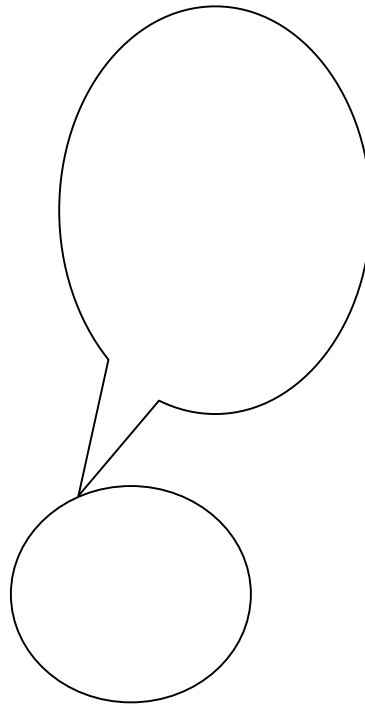
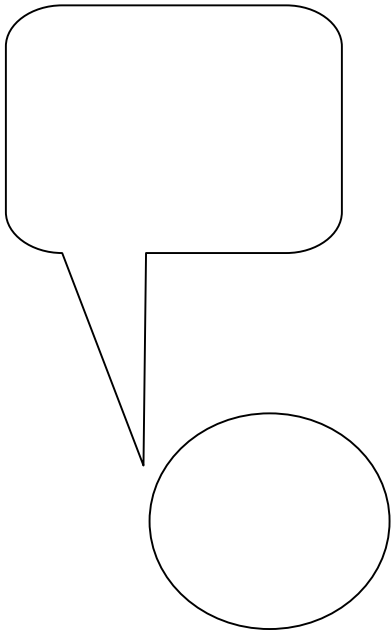
List three different persons who were part of that situation.

1> _____

2> _____

3> _____

For each person, write what they actually said or what you think they said during that situation. Write a few sentences for each of them—a dialogue.



Read this dialogue aloud with other students. Read them with the kind of expression these persons would have used.

Paragraph Reader/Page Reader: Visualize What You Read

1B. Can create a mental image of a text.

Place this page next to your book.

After you read each paragraph or page or part draw a picture that shows what it says.

Write a summary.

Meet the standard:
Check your work—is it
✓ complete? ✓ correct?
✓ clear?

*Exceed the Standard:
Write what you learned by
doing this project.*

I can locate important information. (1B, 5A)

As you collect information about a topic, list your information.

Topic: _____

Important Information

List the “top ten” facts you find about it.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Which is the most important fact you found?

Why do you think it is most important?

Meet the standard:
Check your work—is it
✓ complete? ✓ correct?
✓ clear?

Exceed the Standard:
Write what you learned by
doing this project.

I can classify information. (1B; 5A)

Topic: _____


What does your chart show?

Write to explain what it tells about this topic.

QUESTION MAKER/ANSWER RATER

THINK IT THROUGH

Question Maker: Write your question here.



Write the correct answer and three other possible answers here:

- a.
- b.
- c.
- d.

Question Taker: Think It Through

Rank the answers and explain why you ranked them in this order.

Best: _____ Why it's the best answer

Next: _____ Why it's not as good as the best:

Next: _____ Why it's third best

Worst: _____ Why it's the worst possible answer

Objects Show Values

1B: I can infer. 5A: I can synthesize information.

List or draw things people use in the culture.
Then infer what value the object shows people in the culture have.

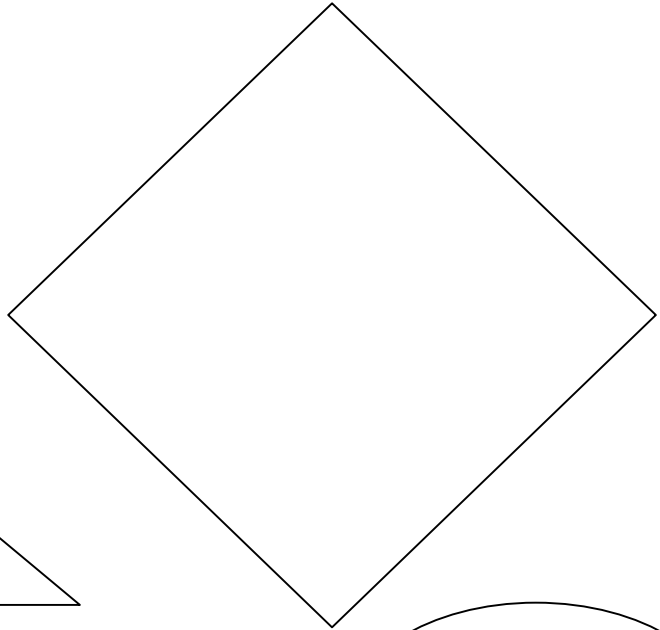
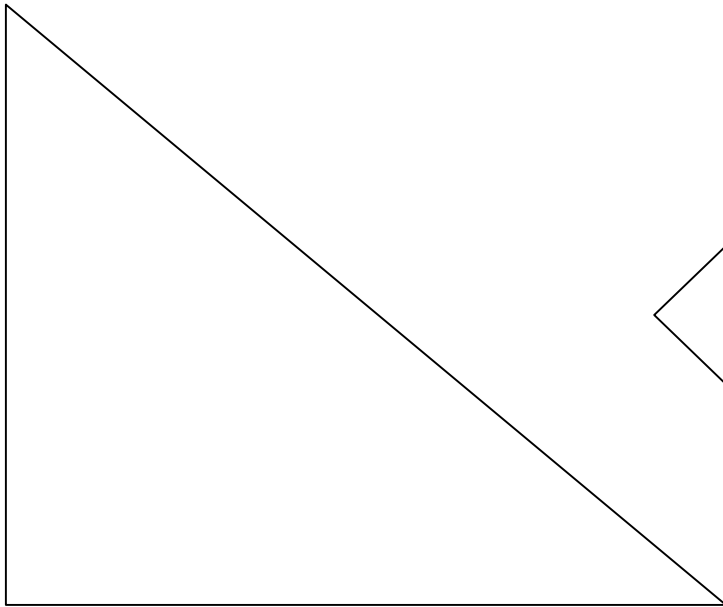
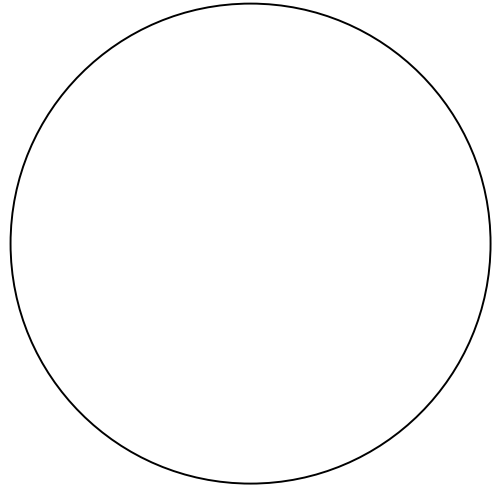
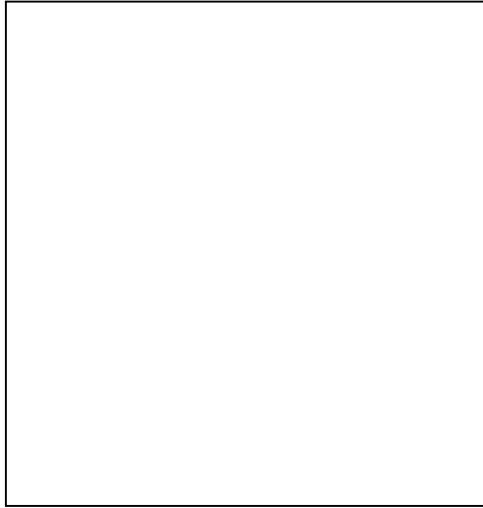
Object	What it shows about a value of this culture.

Based on what you knew and what your chart shows, what do you think is most important to this culture?

My Pictures Show What I Know

5A: Can locate, collect, and communicate information about a topic.

TOPIC: _____



Meet the standard:
Check your work—is it
✓ complete? ✓ correct?
✓ clear?

*Exceed the Standard:
Write what you learned by
doing this project.*

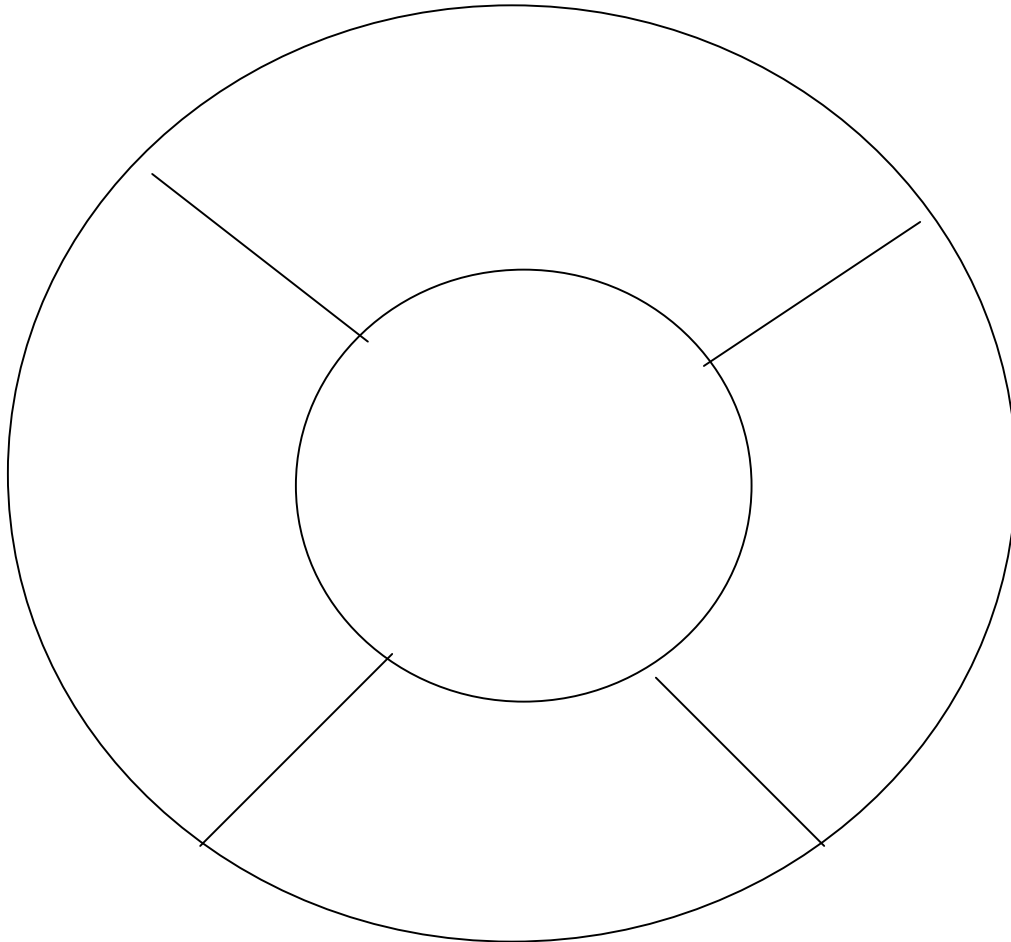
Visualize It

1B: Identify main ideas/themes.

What's the topic? _____

What's Important? Put that in the inside circle.

*What information is important to make that idea clear?
Draw pictures to show that outside the circle.*



What does your diagram show about this topic?

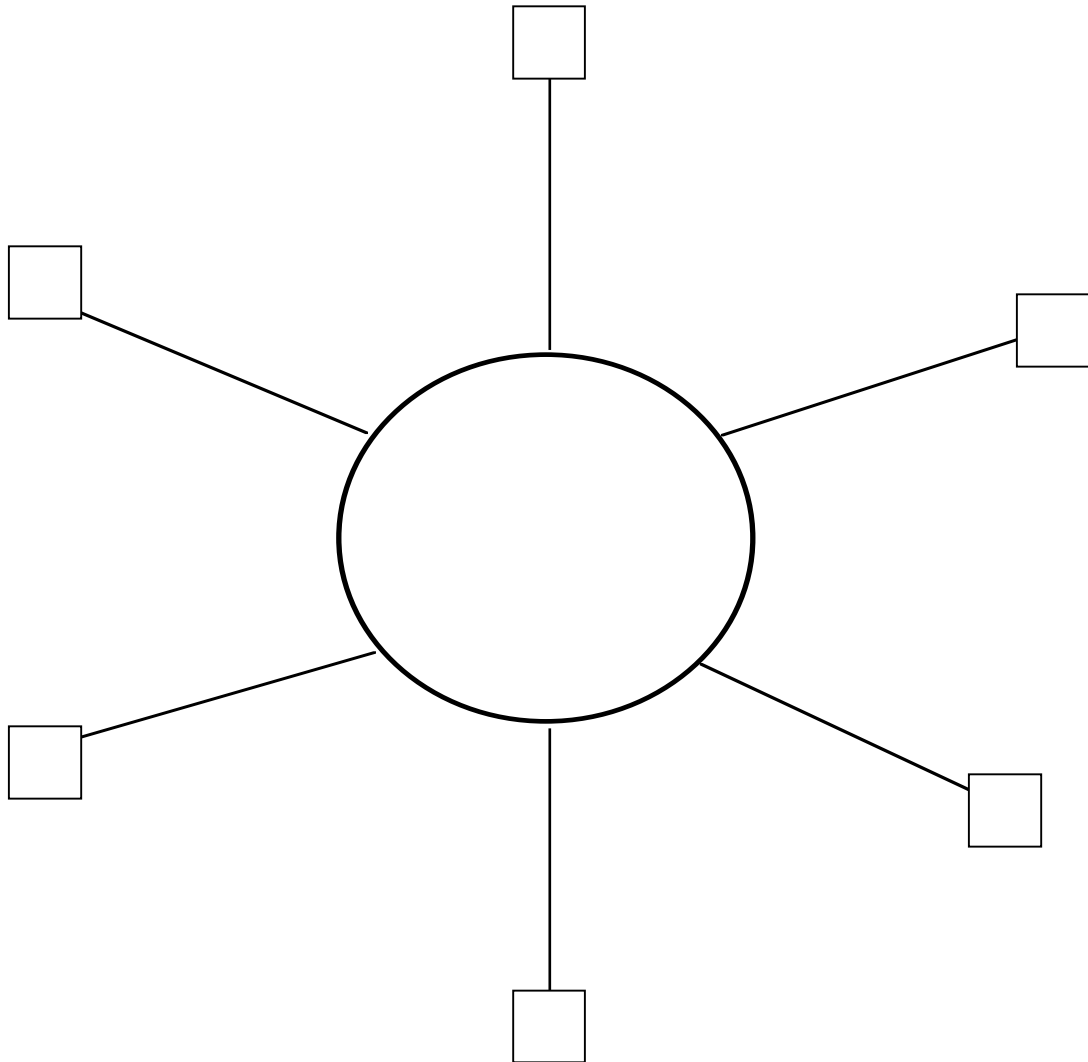
Expository Communicator

3B: Write to communicate a topic or idea.

What's the topic? _____

What's the focus—my idea? Write it in the circle.

*What information is important to explain to make that idea clear? **Note it on the lines.** Number the lines—in the box at the end—in the order you will say or write this information.*



How will I start?

How will I conclude?

YOUR PLAN

What will you take from the workshop?

Idea/Strategy	How I'll Apply It

People in every community need food. When Tenochtitlan was a small village, each family got its own food, and everyone in the family worked to hunt or gather food to work. Then, as has happened throughout history, more and more people lived in the community, which became more settled and required a steady food supply. As in other communities, the Aztecs who lived in Tenochtitlan began to farm. Soon, though, they even ran out of farm land. So they developed a new kind of agricultural technique.

To add farm land, the Aztecs built floating gardens in the water of the lake they lived near. These gardens were created inside huge baskets. The Aztecs floated the baskets on the water and then filled them with soil from the bottom of the lake. They planted their crops in the soil in the baskets. At first the baskets were tied to each other and the land and were not anchored. Then the roots of the plants grew down to the lake bottom. The roots held the baskets firmly in place, and eventually created a kind of landfill. The Aztecs grew crops all year in the floating gardens. Today, you can see the location of these floating gardens in a place within Mexico City.