

## ACTIVITY PLANNING FORMAT

| Lesson Plan Information                        |   |
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| <b>Subjects:</b> Social Studies and Visual Art | <b>Name:</b> Clare Healy and Robin Bishop |
| <b>Grade Level:</b> Grade 1                    | <b>Date:</b> 10/13/11                     |
| <b>Topic:</b> Traditions, culture,             | <b>Length of Lesson:</b> 25-30 minutes    |

### Content (The goal of the lesson)

Students will have a better understanding of what cultural traditions are and why it is important to learn about them. Students will also identify the cultural traditions they practice and share them with the class.

### Expectation(s) and Learning Skills

TEKS:

#### 113.3 Social Studies

(15) Culture. The student understands the importance of family beliefs, customs, language, and traditions. The student is expected to:

- (A) describe various beliefs, customs, and traditions of families and explain their importance;

#### 117.5 Art

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

- (A) invent images that combine a variety of colors, forms, and lines;

(4) Response/evaluation. The student makes informed judgments about personal artworks and the works of others. The student is expected to:

- (A) express ideas about personal artworks;

Today, students will:

- Listen to the summary of *Keeping Quilt* and respond to questions about the main ideas, facts, and purpose of reading the story
- Draw what traditions and or cultures help make up who they are
- Sit in a circle and explain their patch

### Pre-assessment

#### A. (i) Students' previous knowledge and skills:

Students need to have prior knowledge that there are different countries in the world. They need to know what the word language, art, and religion mean. They need to understand how to draw basic shapes.

Pre-assessment questions:

- Has anyone ever heard the word "tradition" before? Do you have an idea of what it means?
- What's an example of a tradition?
- What does difference mean?
- What does culture mean?
- What about a memory?
- What is a quilt?

#### ii) Differentiation of content, process, and/or product (may be accommodations and/or modifications for specific students)

- Extra time
- Re-reading certain sections to clarify

## **B. Learning Environment:**

Literal:

- Two tables
- Sitting down in a big circle when it's time to share and read the story

Conceptual:

- Interactive
- Inclusive
- Fun

## **C. Resources/Materials:**

- Markers
- Safety pins (though we won't actually safety pin them together during this lesson)
- Pieces of cloth
- *The Keeping Quilt* book
- Magnetic vocabulary words
- Poster of classroom expectations

## **5. Teaching/Learning Strategies (The How)**

### **Teacher Role**

#### **(i) Introduction of the Activity, introduce or review Routines and Procedures**

- Put supplies in place
- Tell students what they are going to learn today and how they are going to learn it
- Ask pre-assessment questions.
- Review whatever needs to be reviewed
- Have students sit in a circle
- Review the *Keeping Quilt*
- Have students explain what the purpose of reading the story was, the main points, facts
- Identify the culture represented in the book
- Pass out pieces of cloth
- Have students draw on them
- Walk around to make sure students are staying on task
- Have students get back in a circle and explain what they drew and why the tradition or culture they represented is important to them
- Talk about how art can bring people together
- Talk about how wonderful it is to have so many different traditions and to be able to share them with one another
- Explain that all of their patches will be sewn together to make a quilt and that quilt will stay in the classroom as a representation of all of our different traditions, cultures, and backgrounds coming together.

#### **(ii) Lesson Conclusion**

##### **Consolidation of Learning (5-10 minutes)**

- Review the vocabulary we learned
  - Tradition
  - Culture
  - Memory
  - Difference
  - Quilt
- Ask the students to define them - "What did we learn today?"

- Why is it important to learn about other cultures?

**Expectations or suggestions for future learning.**

To expand upon what we did, you could use math to measure the lengths and widths of the patches. You could also use this idea in combination with other books that talk about different cultural traditions. You could pass around a quilt so that students could see and touch it to better understand it.

**6. Assessment (Collection of Data) / Evaluation (Interpretation of Data)**

In this lesson I will assess their understanding through observation by walking around the class and the feedback they give after they respond to the story and when they share their artwork