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| **TGC Fellow Unit Template \*** | | |
| Prepared by: Ms. Debra Morgan, Teacher School/Location: Three Oaks Elementary, Virginia Beach, Virginia | | |
| Subject: Language Arts/Social Studies/Science Grade: 1st Grade Unit Title: African Cultures and Traditions  Time Needed: 4-5 weeks | | |
| Unit Summary: Students will learn about African cultures and traditions using authentic African children’s books. Specific countries and children’s books are; Mali (Tooth Fairy) I Lost My Tooth in Africa by Penda Diakite, Ethiopia (Bee Keeper) The Best Beekeeper of Lalibela by Cristina Kessler, Nigeria (New Yam Festival) Chicken in the Kitchen by Nnedi Okorafor, and Gambia (Recycling) One Plastic Bag Isatou Ceesay and the Recycling Woman of the Gambia by Miranda Paul. Each week will start with a fiction story about a specific tradition/culture. Students will than visit each African Country via Google Earth and [www.Our-Africa.org](http://www.our-africa.org). Students will read, write, and discuss the differences and similarities between themselves and the African culture/tradition. At the end of each week students will participate in an activity pertaining to the week’s story. Other books used will be the following: Our Country Far Away by Nigel Gray and I Have the Right to Be a Child by Alain Serres. | | |
| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS:  ELA.1.5 The student will expand vocabulary through reading experiences.(SOL 1.7;SOL 1.8)  ELA.1.6 The student will read and demonstrate comprehension of a variety of fictional texts. (SOL 1.9; SOL 1.11; SOL 1.14)  ELA.1.8 The student will write to effectively communicate ideas for a variety of purposes. (SOL 1.13)  ELA.1.1 The student will demonstrate growth in oral communication across a variety of situations. (SOL 1.1; SOL 1.2; SOL 1.3)  SS.1.1.1 Describe the role of individuals in communities. (SOL 1.10, SOL 1.12)  SS.1.1.2 Explain how citizens help the community make decisions. (SOL 1.3, SOL 1.10)  SS.1.4.1 Describe how the physical environment affects the way people live. (SOL 1.6)    GLOBAL COMPETENCY:  Investigate the world beyond immediate environments.  Recognize perspectives different than their own.  Communicating ideas with a diverse audience.  RESOURCES:  **Books:**  A County Far Away by Nigel Gray  I lost my Tooth in Africa by Penda Diakite  The Best Beekeeper of Lalibela by Cristina Kessler  Chicken in the Kitchen by Nnedi Okorafor  One Plastic Bag Isatou Ceesay and the Recycling Women of the Gambia by Miranda Paul  I Have the Right to Be a Child by Aurelia Fronty  **Community:**  Tidewater Beekeeper Association  **Online Resources:**  Google Earth: Bamako, Mali - Lalibela, Ethiopia – Nigeria – Njau, Gambia  OurAfrica.org : Mali, Ethiopia, Nigeria, and Gambia  Mali Gourd Designs saved to Word Document  AfricaAccess.org: Making a Calabash Gourd  Cnn.com: Ethiopian White Honey Goes Global  Ethiopianobserver.com: Growth Prospects for Honey in Ethiopia  Wikipedia: New Yam Festival  YouTube video: Yam Festival (Nigeria)  Food.com: African Yam Stew  Oneplasticbag.com: From Plastic Bag to Jump Rope  etfo.ca/Resources/ForTeachers/Documents: Candy Game  **International Connections Pending:**  iEARN: Looking for a project  Epals: Looking for connection | ***Transfer*** | |
| *Students will be able to independently use their learning to…(real world purpose)*  T1. Students will investigate the cultures and traditions beyond their city.  T2. Students will recognize the differences and similarities. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  U1. Exploring other cultures and traditions leads to understanding and acceptance of others. | ESSENTIAL QUESTIONS  E1. What are the differences between the students and African cultures/traditions?  E2. What are the similarities between the students and African cultures/traditions? |
| ***Acquisition*** | |
| *Students will know… (Content)*    K1. Specific cultural differences and similarities in Africa compared to their own.  K2. Specific tradition’s differences and similarities in Africa, compared to their own.  K3. Where the continent of Africa is located on the world map.  K4. Where the countries of Mali, Ethiopia, Nigeria, and Gambia are located on the map of Africa. | *Students will be able to… (Skills)*    S1. Compare and contrast differences and similarities.  S2. Engage in specific cultural and traditional activities.  S3. Work in collaborative groups.  S4. Identify beginning, middle, and ending of a story.  S5. Identify character traits of a main character in a story.  S6. Identify the continent of Africa and the countries of Mali, Ethiopia, Nigeria, and Gambia.  S7. Download pictures from the internet to attach to the African wall map in the 1st grade hallway that depicts the different cultures in each country.  S7. Make 4 videos using the iPad camera.  S8. Turn their videos into an iMovie with help from 5th graders. |
| **Stage 2 - Evidence** | | |
| **Assessment** | **Evaluation Criteria (Learning Target or Student Will Be Able To)** | |
| Assessments **FOR** Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)   1. KWL Chart for each of the four African countries in the shape of the country. (Put on posters to hang in the hallway.) 2. Graphic organizers for beginning, middle, and ending of each story or characteristics of the main character. 3. Observation during group discussions: What is different and what is similar? (Have student groups record their findings on SeeSaw.) | Students will be able to:   1. Retell stories and events, using beginning, middle and ending. 2. Ask and answer who, what, when, where, why, and how questions about a story. 3. Show growth in their KWL charts. 4. Tell the differences and similarities of a tradition. 5. Tell the differences and similarities of a culture. 6. Work cooperatively in groups. 7. Describe how an individual can make a difference in their community. 8. Describe how the physical environment affects the way people live. 9. Recognize that all children of the world have rights. | |
| Assessment **OF** Learning: (ex: performance task, project, final paper)   1. Students will work in 4 groups (5-6 students) to create a video using iMovie. 2. Students will collaborate in small groups to design a poster about their right to be a child. | 1. Students will make for small video clips on the iPad. The four clips will include the following:  * Students will introduce the book used to learn about the culture/tradition. * Students will inform their audience about the country connected to their book. * Students will compare the culture/tradition to their own. * Students will tell about their experience participating in the weekly activity connected to the book and country.   Completed movies will be shown on the Morning Announcements, shared with the Social Studies Design Team and Dr. Spence, and emailed to parents.   1. Students will work cooperatively in their groups to design a poster after one of the rights in the book, **I Have the Right to Be a Child**. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction ( Make this a useful outline or summary of your unit, your daily lesson plans will be separate)*  *Week One: I Lost My Tooth in Africa*  Read the story A Country Far Away by Nigel Gray to introduce cultural differences and similarities. After reading students will construct a class Venn Diagram. They will add pictures to go with the words during an independent work station. Before reading, I Lost My Tooth in Africa by Penda Diakite, ask students, “What happens when you lose a tooth?” After reading the book discuss the differences between Amina losing her tooth in Bamako, Mali and children losing a tooth in America. Students will visit Bamako, Africa via Google Earth and Our Africa.org. Make a KWL poster for Mali. Reread the book. Students will than fill out a graphic organizer telling what happened in the beginning (character, setting, and problem), the middle (important events), and the ending (solution) of the story with pictures and words. During the middle of the week show pictures of gourd designs from Mali obtained on the internet and saved to a word Document. Students will make their own mini calabash gourd (Making a Calabash Gourd, from AfricaAccess.org) to use at home to put their tooth under. Students will paint designs on their gourd on Friday. Complete Mali KWL Chart and hang in the hallway to share with the school. (Stamp Passports)  *Week Two: The Best Beekeeper of Lalibela*  Ask students if they have ever heard of Lalibela, Ethiopia? Where might it be located? What language do you think they might speak? Record their answers on the easel. Travel to Lalibela, Ethiopia via Google Earth and OurAfrica.org. Return to the easel and correct what needs to be corrected. Fill in KWL poster for Ethiopia. Read The Best Beekeeper of Lalibela by Cristina Kessler. Discuss the main character, Almaz, and brainstorm a list of her character traits. Students will fill out their own Character Traits organizer. Students will use their character trait organizer to fill in their Four Square, and then write their paragraph about Almaz. Students will also discuss the roles of individuals in the community and how those roles can be served by women or men. During the week students will learn about beekeeping in Ethiopia using parts of a video on cnn.com (Ethiopian White Honey Goes Global) and see pictures of local honey trade in Ethiopia using Ethiopianobserver.com (Growth Prospects for Honey in Ethiopia). Our local Tidewater Beekeepers Association will visit our classroom to talk about the difference between processed honey bought in the store and local honey from our area. On Friday students will sample processed honey bought in the store and local honey provided by the Tidewater Beekeepers Association. Students will complete the KWL poster and hang it in the hallway to share with the school. (Stamp Passports)  *Week Three: Chicken in the Kitchen*  Use desk maps and have students locate the country Nigeria on the continent of Africa. Travel to Nigeria via Google Earth and OurAfrica.org. Fill out KWL Poster. Before reading the story, Chicken in the Kitchen by Nnedi Okorafor ask the students, “What is a yam?” Once students have given a few answers, show the students a real yam and pass it around so each child can have a chance to look at it up close. Read the story. After reading the story give students some background information about The New Yam Festival (Wikipedia) than show the YouTube video: Yam Festival (Nigeria). Compare the New Yam Festival to the Pungo Strawberry Festival (Festival Website) by making a list of the differences and similarities together using the Promethean/Document Camera. Make a class big book, The Yam and The Strawberry. Tell students at the end of the week they will get to try African Yam Stew that the teacher will make (Food.com). Than have students write in their journals about what they think Yam Stew will taste like and draw a picture of what they think it will look like. Students will complete the KWL poster and hang it in the hallway to share with the school. (Stamp Passports)  *Week Four: One Plastic Bag, Isatou Ceesay and the Recycling Woman of the Gambia*  Ask students, “Why is it important to recycle? “ “How do you recycle at home? “ “How do you recycle at school?” Tell the students you are going to read a story that takes place in Gambia, Africa. But first, visit Njau, Gambia via Google Earth and OurAfrica.com. Fill in the KWL poster. Read the story, One Plastic Bag, Isatou Ceesay and the Recycling Women of the Gambia by Miranda Paul. After reading the book discuss how one person can make a difference in their community. Then have students think of a way they could make something useful out of plastic bags that are a problem in America too. Students will draw and write about their ideas on construction paper and share their ideas with the class. At the end of the week students will make jump ropes (Oneplasticbag.com From Plastic Bag to Jump Rope) out of plastic bags donated by their families over the last couple months. Parent volunteers will help. Students will complete the KWL Poster and hang it in the hallway to share with the school. (Stamp Passports)  *Week Five and Culminating Activities: I Have the Right to be a Child*  During this week students will be making their four video clips and iMovie. But they will also learn about their right to be a child. Introduce this with the Candy Game (etfo.ca/Resources/ForTeachers/Documents). After playing the game, ask the students,” Was this game fair? Why or why not?” Than read the story, I Have the Right to Be a Child by Aurelia Fronty. After reading the book have the students discuss with partners what this book is about. Than ask them to answer the question, “Do all the children of the world have the right to be a child?” Then ask, “Which right do you think is the most important?” Make a list, but tell them that all these rights are important and are there to protect them as children. (The U.S. has only signed to show their support of the convention.) Students will then be divided into groups to work cooperatively to make a poster depicting one of the rights with pictures and words.  \*Students iMovie’s will be shown next week on Morning Announcements, they will also be emailed to the parents, the superintendent, and the Social Studies Design Team.\*  Note: During each week the teacher will create a Thinglink for students to access from home containing information on each country. Students will be able to share what they are learning at home and practice the sight words that are included in the information.  *\*adapted from Understanding by Design Model* | | |

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| **TGC FELLOWS UBD Lesson Template** | | |
| Lesson Title: The Yam and The Strawberry Subject: 1st Grade Language Arts/Social Studies Prepared by: Ms. Debra Morgan, Teacher  Materials Needed:  Book: Chicken in the Kitchen by Nnedi Okorafor  Yam in a bag  Wikipedia: New Yam Festival  YouTube: Yam Festival(Nigeria)  Website: Strawberry Festival  Document Camera/Promethean Board  Different/Alike Organizer  Computer/iPads  Note/Sketching Page  Big Book Page, Pencils, and Colored Pencils  Global Competency:  Investigate the world beyond immediate environments. | | |
| **W**here is the lesson going?  (Learning Target or SWBAT) | **Target: Students will be able to compare the differences and similarities between two cultural events.**  **I can Statement:**  I can compare the Strawberry Festival and the New Yam Festival.  I can tell and write what is different.  I can tell and write what is alike. | |
| **H**ook: | | **T**ailored Differentiation: |
| Ask students, “What is a yam?” Show them the paper bag you are holding and tell them there is a yam in the bag. Have students turn to their partner and discuss what a yam might be. Give time for each pair to respond. Than take the yam out of the bag and pass it around so each child has a chance to see it up close. | | Students will be grouped by mixed levels of reading, writing, and computer skills. |
| **E**quip: | |
| Students will listen to the story, Chicken in the Kitchen. Students will learn about the New Yam Festival using a brief explanation from Wikipedia and watch the YouTube video Yam Festival (Nigeria). Students will than discuss their knowledge of the Strawberry Festival and visit the official website Strawberry Festival. Discuss the things that were different and the things that were alike. Then, use the document camera/promethean to record their answers on a class different/alike organizer. | |
| **Rethink and revise:** | |
| Divide students into 9 groups. Each group will be assigned a “difference” between the festivals or an “alike”. Students will use iPads and computers with uploaded pictures of their assigned “deference” or “alike” to take notes and draw quick sketches. Give a sufficient enough of time than have student groups come to the carpet to share. | |
| **Evaluate:** | |
| Each group will be given a page for the class big book, The Yam and the Strawberry.  Each page will have one or two sentences explaining their difference or alike and a completed picture that depicts their sentences. | |
| Notes: | |
| **O**rganization: |
| Lesson will begin on the carpet for hook and the reading of the story.  Students will return to tables for technology, discussions, and to record their answers.  Have students return to carpet to divide them into groups and give them their assignment (Difference/Alike) and computer or iPad.  Return to carpet to share and then give each group their big book page to work anywhere in the classroom.  Students will return to carpet the next day to have the teacher read their big book that has been put together. |