

Lesson Overview

Title:	Language, Culture, & Food
Subject:	Social Studies
Grade Level(s):	Grades 3-5
Duration:	2 Days (45 min each)
Unit Description:	Students will explore social, political, and cultural factors impacting contemporary immigration to gain an understanding of the current immigration process.
Lesson Description for Day:	Students will put themselves into the shoes in an immigrant, writing questions and concerns they would have before traveling to their new country. They will conduct research on a given country, answering the questions they and their group members created. Once their research has ended they will create a PowerPoint Presentation to share their research with the rest of the class.
Teaching Tolerance Social Justice Standards:	Diversity 6 DI.3-5.6 I like knowing people who are like me and different from me, and I treat each person with respect.

Goals

Inquiry Question:	How is American culture different from the cultures immigrants are accustomed to?
Lesson Objective(s):	Students will investigate the culture, language, and foods of a selected country from which a large portion of American immigrants once called home and report their findings in a presentation.

Methods

Anticipatory Set:	<ul style="list-style-type: none">-Students will look at a world map with select countries highlighted (highlighted countries will be those with a high number of immigrants in the US).-Students will be given the prompt, “What are some things you would want to know before traveling to a new country?”-Students will do a quick write and then share their response with two classmates.-Once students have shared create a list of their responses.
Introduce and Model New Knowledge:	Bringing the map back up for students to view put students into groups of 3

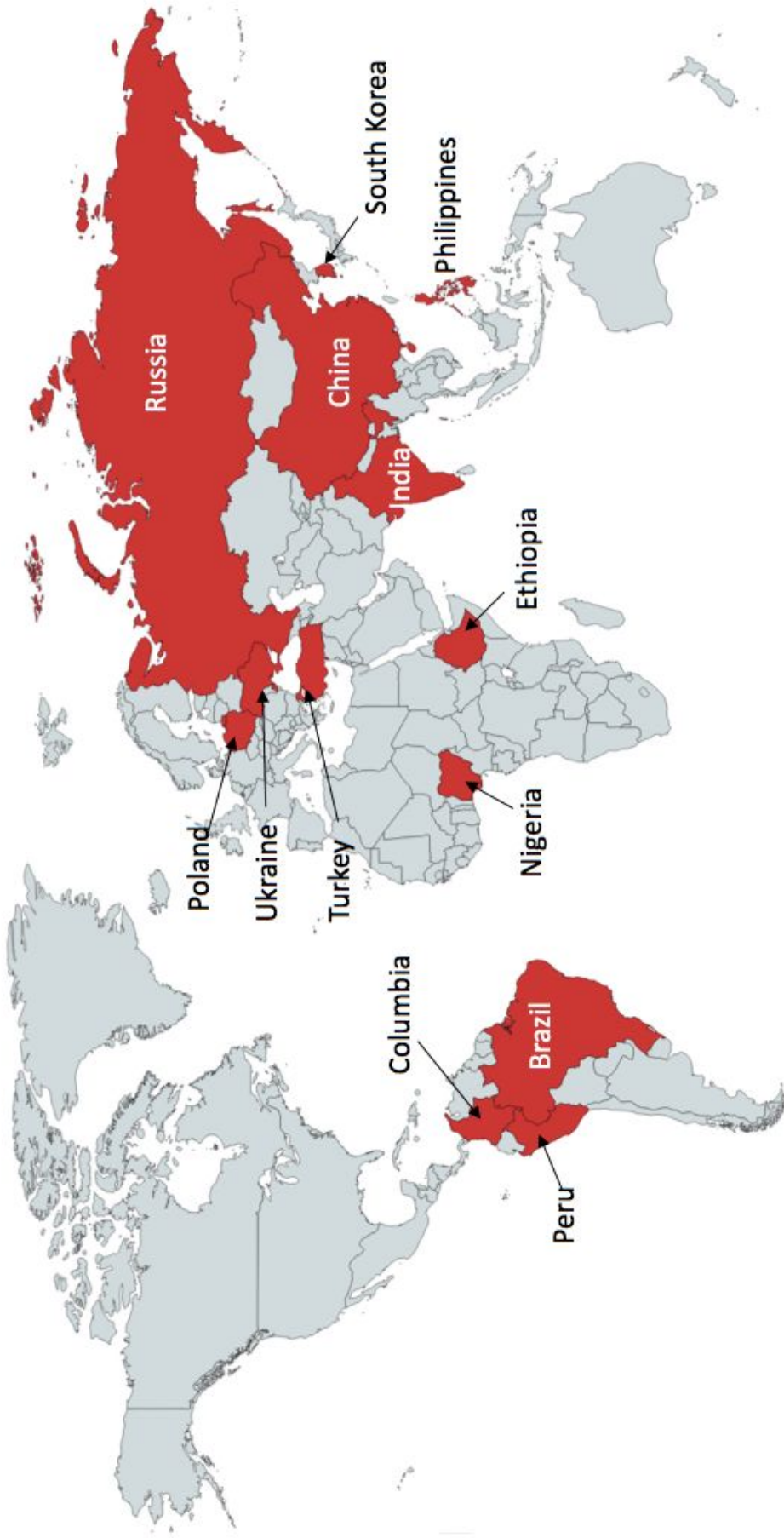
	Give each group a country that was previously highlighted on the board (Nigeria, Ethiopia, China, India, Philippines, South Korea, Ukraine, Turkey, Poland, Russia, Colombia, Peru, Brazil)
Provide Guided Practice:	Using China as an example, model how you want students to conduct their research and fill out the Comparative Worksheet.
Provide Independent Practice:	Send students off into their groups to begin their research. Float around the room to check in with groups and ensure they are headed in the right direction. Research may carry over into day 2 briefly Day 2 is when students will form their presentations. No more than 5 slides...only pictures and headings on slides They may use their info sheet to narrate their presentation, but no large sentences on the presentation.
Wrap-Up	Students will fill out a modified info sheet for each of their peers presentations.

Assessment

Formative/Ongoing Assessment:	During the guided and independent practice the teacher must circulate the room to check for understanding while the research projects are being created.
Summative/End Of Lesson Assessment:	Presentation and info sheet that goes with the final presentations.

Materials

<https://www.cia.gov/library/publications/resources/the-world-factbook/>



Comparing the U.S. to _____

United States	
Food:	Food:
Language:	Language:
Culture:	Culture:
Other:	Other:

Differences

Food:
Language:
Culture:
Other:

Similarities

