Cultures Around the World: Lesson Plan

DATE(S): October 4, 2006

TOPIC: Creating Cultural Awareness

LOCATION(S): Classroom

TIME(S): 9am to 11am with 15 Minute Recess

GRADE 2: SOCIAL STUDIES
• Strands: Traditions and Celebrations (HC) & Features of Communities Around the World (CWC)

GRADE 2: THE ARTS
• Strands: Visual Arts

CURRICULUM EXPECTATIONS:
Overall Expectations:
• Demonstrate an understanding that the world is made up of countries, continents, and regions and that people’s lifestyles may differ from country to country
• Demonstrate an understanding that Canada is a country of many cultures
• Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences

Specific Expectations:
• Recognize that the world is made up of countries, continents, and regions, including Canada in the continent of North America
• Demonstrate an understanding that communities may be made up of people from many cultures
• Identify similarities and differences (e.g., in food, clothing, homes, recreation, land use, transportation, language) between their community and a community in another part of the world
• Produce two- and three-dimensional works of art that communicate their thoughts and feelings on familiar topics

PURPOSE:
The purpose of this lesson is to introduce the notion of cultural diversity to students. By examining the types of food, transportation, climate, languages, and recreational activities found in Canada, students will learn that their country is formed by many different cultures. As a result, students will begin to develop an understanding of Multiculturalism, and see Canada as a truly multicultural nation. Furthermore, the lesson will teach students to have respect and tolerance for the cultural differences present in society.

PRIOR KNOWLEDGE:
To begin the work in this lesson it is important to take into consideration the following Grade One Curriculum Expectations:
• Recognize that communities consist of various physical features and community facilities that meet human needs
• Identify the physical and social needs of residents in an area (e.g., for food, water, shelter, safety, recreation, social interaction)
• Brainstorm and ask simple questions (e.g., Who? What? When? Where?) to gain information about their local community

RESOURCES, MATERIALS & TEACHING STRATEGIES:

OUTLINE:

Introduction: 10 Minutes Students Working As Whole Class
• Have children sit at the front of the room and Reveal the Blank, Colourful World Map hidden on the side Bulletin Board
• Ask students if they know what the image is? Ask students if they can point to Canada on the map? If they can, ask what continent Canada is on? Listen to all guesses.
• Label the correct location of Canada and North America.
• Explain to students that we going to explore Canada and Countries all over the world to learn about cultural diversity.
| Chart Paper, Markers | Middle: 20 Minutes  Students Working As Whole Class  
| Brain Storm  
| Inquiry Process  
| Art Supplies, Scissors, Glue  
| Activity Centre  
| Visual: Spatial Intelligence  
| Conclusion: 30 Minutes  Students Working As Whole Class and Individually  
| Collage  
| Discussion  
| Inquiry Process  
| Home Work  
| Learning Journal  
| Reflection  
| Follow Up:  
|  
| ASSESSMENT STRATEGIES and RECORDING DEVICES:  
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| Observation: Watch students to ensure they stay on task, and that they complete their picture/symbol in the time allotted.  
| Question and Answer (Oral): Posed throughout lesson to determine level of understanding in all students.  
| Response Journal: Students’ individual response to the day’s lesson to reinforce new material  
| Test: Conducted at the end of the entire unit that addresses the overall and specific expectations listed above. See Appendix A for Test Example.  
| Devices: Checklist, Rating Scale, Rubric  

Middle: 20 Minutes  Students Working As Whole Class  
- To start lesson draw on students’ Prior Knowledge. Ask students to describe the part of Canada they live in. Get them to think about where they live, including the climate, seasons and landscape. Ask what kinds of food they like to eat and the kinds of activities/sports they like to do. 
- Write Key Words on Chart Paper: look for diversity in answers  
- Show students that their answers can not only be found in most Canadian communities, but that they also represent one of many different cultures. That is why we say that Canada is multicultural.  
- Pizza and Pasta are foods that come from Italy; Soccer is a European sport, while Baseball is American. However, no matter where they come from, we now recognize these things to be part of Canadian life.

Part Two: 30 Minutes + 10 Minutes for Clean Up Before 10:15 Morning Recess  
Students Working Individually  
- After the discussion, students will create a picture/symbol to be placed on the Canada portion of the World Map. Students should pick something that is important to them as a Canadian.  
- Provide some suggestions like a Maple Leaf, a Trillium, a Peace Sign, a hockey stick, puck, player, a moose, loon, beaver or maple syrup; also encourage students with different cultural backgrounds to include something from their heritage, such as chopsticks, fortune cookies etc.  
- Have students finish and clean up before Morning Recess.

Conclusion: 30 Minutes  Students Working As Whole Class and Individually  
- Once all pictures/symbols are up on the Canada portion of the World Map ask students to take a close look at the collage.  
- What do students notice about the collage? Look at what makes the country special. Can they come up with one definition of Canada?  
- Explain to students that there are many possible definitions, for all of their pictures/symbols show that there are many cultures in Canada, and each one makes an important contribution to the country.  
- For Home Work, ask students to write a small paragraph in their journals, revealing one new thing they learned about Canada today.

Follow Up:  
- This lesson is only an introduction to cultural diversity. In the following days/weeks students will finish learning about Canada and move forward to learn about other continents and countries around the world.  
- Each lesson will examine the same aspects such as climate, food, housing, transportation, and language read or spoken to enforce the idea of Multiculturalism.  
- By the end of the lesson/unit, students should recognize that Canada is a country made up of people of many different cultures from all over the world.

ASSESSMENT STRATEGIES and RECORDING DEVICES:  
- Observation: Watch students to ensure they stay on task, and that they complete their picture/symbol in the time allotted.  
- Question and Answer (Oral): Posed throughout lesson to determine level of understanding in all students.  
- Response Journal: Students’ individual response to the day’s lesson to reinforce new material  
- Test: Conducted at the end of the entire unit that addresses the overall and specific expectations listed above. See Appendix A for Test Example.  
- Devices: Checklist, Rating Scale, Rubric
**ACCOMODATIONS AND MODIFICATIONS:**

- In order to accommodate a student with a hearing impairment, it is important to face the child and to speak at a clear and normal pace. During class discussion, it is important to position students in a circle and to encourage the raising of hands, so as to signal to the hearing impaired child who will be speaking next.
- Since new terms and concepts are being introduced, key words should be printed on the board, and pictures and symbols should be used to help the hearing impaired child further his understanding.
- However, these modifications will help all students in achieving their potential, and should be put into play at all times.
- For exceptional students that require the aide of an E.A., they may use the computer to write their journal response to the lesson or make a voice recording.

**LESSON NOTES:**

The lesson plan outlined above is an introduction to the **Cultures Around the World Unit**. I chose to focus on the cultural diversity present in Canada to start this unit, because many students will be able to draw from their prior knowledge of the city they live in. Once students have learned about the Canadian climate, landscape, population and unique culture, focus can shift to other interesting countries such as Brazil, China or Australia. The same amount of time should be spent on each country, so that students are able to identify the similarities and differences in food, clothing, homes, recreation, land use, transportation and language between their community/country and a community/country in another part of the world. To conclude this unit, I would revisit Canada to examine the initial cultural vision created by students in this lesson. At this point, students would be able to add more cultural traditions, foods, or languages found in Canada, but not thought of or included at first. By the end of the unit, students should realize that Canada, and all of the countries studied, are extremely diverse, full of different and equally important cultures.

The initial and basic idea for **Cultures Around the World** was found at I Love That Teaching Idea: [http://www.ilovethatteachingidea.com/ideas/020207_cultural_awareness_bulletin_board.htm](http://www.ilovethatteachingidea.com/ideas/020207_cultural_awareness_bulletin_board.htm)