

Lesson Plan – Draft

In order to complete the following work, please create a document in your Google course folder, 'Lesson Plan - Draft', and copy the information below into this document and respond accordingly (in the right column).

Stage One: Lesson Planning Considerations

CONSIDERATIONS	RESPONSES (Respond in this column)
Grade + Age	Grade 4 (9–10-year-old students) – 20 students
Subject(s)	Social Studies
Unit	Transdisciplinary Theme: How we express ourselves? Central Idea: Rituals, traditions and artifacts provide a window into the beliefs and values of cultures.
Focus/topic	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. (Reference: PYP Resources – Social Studies Scope and Sequence – 9 to 12 years old; Page 50)
Origins/Rationale	I have taught this unit before and I normally like to teach this unit at the beginning of the year when we are welcoming new students into the classroom. It is a great way to get to know each other and develop mutual respect. It is also a wonderful way to create an environment where students and staff are aware of how different we all are and yet there is so much that ties us all together.
Class Profile/School Setting (if applicable)	Grade 4 classroom of 20 students from 11 different countries in a multicultural, international school located in the Central Asian Islamic Country of Tajikistan. People in Tajikistan are very open minded and welcoming of people from all over the world. While the population in the country is predominantly from the Islamic faith, people are free to follow their own religious practices.
Prior Learning	<ul style="list-style-type: none"> • Familiar with vocabulary words – culture, religion, country, festivals, language, clothes etc. • Students will be aware of activities such as Think Pair Share, Mind maps, KWL charts.
Next steps	Following this lesson, students will be able to identify and describe the components of culture. They will recognize how rituals and traditions contribute to cultural identity. (PYP Resources – Social Studies Scope and Sequence – Page 50)

Stage Two: Lesson Plan

Part I: Basics

Focus/Topic	<i>Culture – What is it comprised of and why is it relevant? Focus Area – Rituals and traditions</i>
Aims & Objectives	At the end of this lesson, the student will be able to: <ul style="list-style-type: none"> • identify and describe the components of culture • recognize how rituals and traditions contribute to cultural identity

Part II: Key IB Elements

In the lesson plan there should be evidence of several key IB elements, as identified below. *Select 2-3 of these elements (though certainly not all of the following, as might be required in a unit plan) and specify what/how they will be employed. Again, cite guides (with page numbers, where possible)*

- *Concepts (PYP and MYP)*
- *Global contexts (MYP) and Transdisciplinary Themes (PYP)*
- *Inquiry statement (MYP) or Central idea (PYP)*
- *Inquiry questions or line of inquiry (what teacher-initiated questions could be used to support inquiry)*
- *Approaches to Learning skills (only include those that are explicitly relevant to the lesson...more is not necessarily better)*
- *Connections to Service Learning, International Mindedness, the Learner Profile*

Key IB Element	Specific details (what/how is it evident or present in your lesson)
Concepts	<p>Function – Understanding the purpose of rituals and traditions in any culture.</p> <p>Perspective – What did the previous generations think about these rituals and traditions? How do the present generation feel about the same rituals and traditions? What is their perspective based on?</p> <p>Reflection – Think about our perspective and conclusions about certain elements of culture and reflect on the reasoning.</p>
Transdisciplinary Theme	How we express ourselves?
Central Idea	Rituals, traditions and artifacts provide a window into the beliefs and values of cultures.
Lines of Inquiry	<ul style="list-style-type: none"> • What constitutes culture? • What is the significance of rituals and traditions?
Inquiry Questions	<ul style="list-style-type: none"> • What are rituals? • What are traditions? • Are they different from one another? • What are some common rituals across cultures? Explore in the classroom?

Part III: Lesson Activities (in sequence)

- assume 60 minutes duration (but can be adjusted to be longer)
- indicate time allocation breakdown per item below
- should include at least one strategy from the wk. 4 inquiry chart/resources
- Be as explicit as possible! What is happening, how, and in what order? What are you doing? What are students learning? How are they living an inquiry-based experience?

i) Opening	<i>What provocation/hook/stimulus will you use to engage students? (Think back to the previous module on powerful learning experiences!)</i>	
	Activity	Time (25 minutes)
	Open the class with the statement: Look around you and take two minutes to think about three things that make us all similar and three that make us different. Students are given Post Its to write these down and are told to write only one similarity or difference on each Post It.	3 minutes
	Affinity Mapping: Students then paste these Post its on the White Board in no particular order. The teacher then asks two students to come at a time and start grouping the common responses. This is followed by a discussion on: What do you notice?	10 minutes
	Following the discussion, ask the class what do they think the unit is about and lead them to “Culture”	2 minutes
	Then ask the question “What is one important day that we all celebrate?”	2 minutes
	Some students will say that it is birthdays, following which, the class watches this video: https://youtu.be/7jrTqtX8q9k	2 minutes and 20 seconds
	After watching the video students have a Socratic Circle discussion with the following lines of inquiry: 1. What does watching this video make you wonder about? 2. What does this remind you about in your own life? 3. Do people from all countries celebrate their birthdays in the same way? 4. How do each of you celebrate your birthday? 5. Are birthday celebrations different for adults and children in your homes?	5-6 minutes

	Students then disperse but sit with a partner for a Think Pair Share activity.	
ii) Main Part	<i>Students will now engage in a few different activities:</i>	
	Activity	Time (Day 1: 35 minutes, Day 2: 20 minutes)
	<p>Think Pair Share Students will work with their partner to answer the following questions written on index cards: What do you think are some elements of culture? What are some rituals unique to your culture? Something that you do repeatedly, for example – I pray every morning and bow to seek blessings from my parents before I leave for work. What are some important celebrations in your country?</p>	Think 2-3 minutes Share 10 minutes
<p>Culture Blanket Following the Think Pair Share activity, students will make a classroom culture blanket, where every student will have a piece of the blanket (a template where the student will have to write their Partner’s Name and Country, Draw the flag and draw and color the picture of one celebration and traditions associated with that celebration.)</p> <p>2nd class</p> <p>Students can continue working on their pieces for an additional 20 minutes in the next class and then the class will combine the pieces to make the blanket which will then be used to decorate the class.</p>	20 minutes	
iii) Conclusion	<i>During the last 5 minutes of the class, the teacher hands out an Exit Slip where students write down five things, they learned about culture today.</i>	
iv) References/ resources	<ol style="list-style-type: none"> 1. 2015, October 15; Gonzalez Jennifer, <i>The Big List of Classroom Discussion Strategies</i> 2. Video on Birthday Celebrations https://youtu.be/7jrTqtX8q9k 3. Inquiry Questions taken from the Murdoch Model for Designing a Journey of Inquiry 	