

Unit Name: Cultural Traditions

Time Frame: Trimester 2

Author: Egg Harbor Township High School Social Studies Department

UNIT

Subject: Social Studies

Country: **USA**

Course/Grade: 1st Grade

State/Group: **NJ**

School: **Egg Harbor Township High School**

UNIT SUMMARY

- **Individuals and families have unique characteristics**
- **There are many different cultures within the classroom and community**

UNIT RESOURCES

Internet Resource Links:

STAGE ONE

GOALS AND STANDARDS

6.1 U.S History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.1. P.D. 1 Describe characteristics of oneself, one's family, and others.

6.1.P.D.2 Demonstrate an understanding of family roles and traditions.

6.1..P.D.3 Express individuality and cultural diversity.

6.1.P.D. 4 Learn about and respect other cultures within the classroom and community.

ENDURING UNDERSTANDINGS

- **Each human being has qualities that make him or her unique.**
- **A family includes a group of people usually of common ancestry living together.**

- Families around the world have similarities (individual members care about other members of the family) and differences (food, homes, cultures)
- Schools reflect the families in their communities.
- Diversity is the inclusion of different types of people (of different races or cultures).
- Diversity benefits society because it brings new ideas and new ways of thinking and forces us to be more accepting of differences.
- American holidays have a historical significance and are celebrated with different traditions and symbols.
- Families celebrate holidays and symbols that reflect their history and culture.

ESSENTIAL QUESTIONS

- What is diversity?
- How are families around the world similar and different?
- How are schools around the world similar and different?
- How is my community a diverse place?
- How does diversity make my community a better place?
- What is the significance of American holidays and symbols?

KNOWLEDGE AND SKILLS

SWBAT:

- Describe why it is important to understand the perspectives of other cultures in an interconnected world

STAGE TWO

PERFORMANCE TASKS

- Students will decorate their own crayon with things that are unique to them.

OTHER EVIDENCE

- Discussion during the read aloud "The Crayon Box that Talked" (use YouTube video of the story being read if the book is not available).
- Use supplemental WS to draw a picture using only 1 color versus many colors

STAGE THREE

LEARNING PLAN

Introduction:

- Define the words "unique" and "diversity" and discuss what makes each child unique

Read the story "The Crayon that Talked" or show on youtube

- **Stop and pause after the problem is introduced in the story (when the crayons are arguing who is the best) and discuss the problem**

- **Have students return to their seats and color the given picture using just 1 crayon of their choice**

- **Then continue reading the story and at the end discuss the lesson learned**

- **Have children return to their seats and color in the picture on the other side using all of their crayons**

- **Discuss which picture is better and why**

- **Talk about the importance of differences, how we're all different in our classroom and how our differences bring us together to make us better as a whole**

- **Crayon activity: Each child will decorate their own crayon incorporating things that make them unique or special (i.e. hobbies, sports, favorites, holidays, etc.)**

- **Create a classroom crayon box using the different crayons created by the class (optional)**

Optional writing activity:

- **"Our class is like a box of crayons:"**

- **"I am unique because..."**