

A Collaborative Unit
Library/Technology/Classroom
McDermott Elementary
Fifth grade Bilingual

Topic / Title / Theme:

Students will identify and understand, through research and inquiry, the contributions and influences of various cultural groups of the United States.

TEKS 5.23 Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States.

Goal:

- (A) Identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States.
- (B) Describe customs, celebrations, and traditions of selected racial ethnic, and religious groups in the United States.
- (C) Summarize the contributions of people of various racial, ethnic, and religious groups in the development of our national identity.

NISD Standards:

VI. Culture

The student will understand that people of diverse cultures have influence and contribute to American heritage.

Performance:

The student researches and describes contributions and influences of cultural groups to national identity.

Essential and Enduring knowledge:

The student will research and describe selected immigrant groups, their contributions and influences.

Objectives:

1. Identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States.
2. Use research and inquiry to gather information for a final project, including bibliography.
3. To evaluate, categorize, and synthesize information to produce a "Presentation to the community including technology created graphic organizers, Power Point presentations, arts, crafts, and traditional foodstuff.

Student activities to meet objectives (please number):

1. Through oral discussion, students will identify with various groups of immigrants by comparing and contrasting their own families with those of immigrant groups in the United States.
2. Students will discuss family traditions and will compare how they are different or similar to others.
3. I identify different ethnic and cultural groups in the United States through brainstorming.
4. Create a KWL chart to determine the direction of their research and by brainstorming where they might find needed information. (First three steps of Big 6).
5. Form five groups to conduct research of selected ethnic/cultural groups.
6. Students review note-taking techniques using index cards. Learners will practice organizing information to create graphic organizers.
7. Students will gather information with bibliography, through electronic research, library research.
8. Students will be introduced to "Inspiration". They will produce graphic organizers using the information they have gathered.
9. Students will review gathered information, categorize it, determine the need of additional information, and generate questions to access information through personal interviews.
10. Students learn to use "Power Point", create a five-slide PP presentation in preparation for final PP group presentations.
11. Organize information (create draft presentations) by categorizing, and summarizing information. Students will also review individual and group accountability and salient issues.
12. Organize information from all sources into a Power Point presentation, create crafts and visual support for their presentation to the community.
13. Evaluate products, results, and process.

	CIT	Teacher	<u>Task / Notes:</u> <u>Who is responsible?</u>
		Rebecca Yard	<u>Supplies:</u>
			<u>Print Resources:</u>

			<u>McDermott Elementary library catalog and additional books and references.</u>
			<u>Non-Print Resources: (websites, videos)</u> <u>CIT Hotlist</u>
			<u>Technology:</u> <u>Inspiration.</u> <u>Power Point.</u> <u>MS Word</u> <u>World Wide Web</u> <u>T.V. set</u> <u>Record Player</u>
		Cindy Beard	<u>Instruction: (Librarian)</u>
		Ingrid Sanz	<u>Instruction: (Teacher)</u>
			<u>Evaluation / Assessment:</u> Instruction teacher, librarian, and CIT.

Notes:

Inter-Disciplinary connections:

Math: fractional representation

Science:

S.S.:

- (D) Identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States.

- (E) Describe customs, celebrations, and traditions of selected racial ethnic, and religious groups in the United States.
- (F) Summarize the contributions of people of various racial, ethnic, and religious groups in the development of our national identity.

NISD Standards:

VI. Culture

The student will understand that people of diverse cultures have influence and contribute to American heritage.

Performance:

The student researches and describes contributions and influences of cultural groups to national identity.

L.A.:

NISD Standards:

Comprehension and critical reading S III A, B, C, D, E, F, G, H, I.

Word Identification and Vocabulary S I A, B, C, D, E, F.

Listening and Speaking S IV A, B, C, D, E.

Inquiry and Research S VIII A, B, C, D, E.

Music:

Students will research for traditional music for the groups they research.

Art:

Each group will produce arts and crafts to support final products and presentations.

Other:

Assessment and Evaluation: (Attach rubric if used)

Standards Met:

NISD Social Studies SVB, C.

SVI A.

SVIII A, B, C, D.

Language Arts:

Comprehension and critical reading S III A, B, C, D, E, F, G, H, I.

Word Identification and Vocabulary S I A, B, C, D, E, F.

Listening and Speaking S I V A, B, C, D, E.

Inquiry and Research S V I I I A, B, C, D, E.

TEKS

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LOTI (Level of Technology Implementation) 4

Other

TIMELINE

Planning, Organization, Implementation, Post-Evaluation

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Begin Unit/ discuss	Multicultural Awareness Read Yang's First Thanks Giving	Discuss family traditions. Compare/ contrast	Discuss ethnic groups in USA. Create KWL	Select and assign groups. Visit library
Week 2	Note-taking & cards Electronic research/hot list	Exchange information, identify need for more. Categorize	Plan ways for effective presentation	Ask relevant questions to conduct personal interviews	Critical reading/ individual (Junior Grade Books techniques)
Week 3	Discuss democracy/cit izenship & rights	Review interviews	Create graphic organizers "Inspiration" "Power-Point"	Electronic research & library Note-taking	Team meeting
Week 4	Collage-Map USA Organize information	Review for effective sources and information	Organize- categorize info and work with arts- crafts, and dictionaries	Power Point presentations Library	Discuss & interpret Analyze importance of graphic organizers and visuals
Week 5	Team meetings and work in process throughout week				Finish/detail Power Point presentations and Inspiration Graphic organizers. Invite Parents to presentations.

Week 6	Finish products and prepare for presentations.	Team work. Crafts, music, center organization	Detail Vocabulary/carts/ and crafts.		Share research projects with community. Presentations.
Week 7	Evaluate results and process as group and individually.				