

**A Collaborative Unit**  
**Library/Technology/Classroom**  
**Frances Rhodes Elementary School**  
**Fifth Grade**

**Topic / Title / Theme:**

“Celebrations around the World”

**Goal:**

The students will create presentations on a specific cultural celebration so they can teach it to students in Kindergarten.

**Objectives:**

1. Research, locate and organize information on note cards for their groups’ specific cultural celebration.
2. The groups will form a graphic organizer to summarize the contributions of the cultural group they selected.
3. Draw a “Map of Origin” for your cultural group (where your culture originated from).
4. Draw a “Settlement Map” for your cultural group. ( where your culture group settled in the United States)
5. Draw and color the flag of the country where your cultural group originated.
6. Design and create a paper doll representation of a person belonging to your cultural group celebration.
7. Create a Power Point using the research information from your graphic organizers to tell about your cultural group and celebration.
8. Design a Tri-Fold board displaying your groups flag, maps, paper doll representation, song/ story, entertainment/ games, food /recipe, traditions/celebrations/ customs, notable Americans who are from your cultural group.
9. Present and teach a 15 minute lesson to the kindergarten classes over the information you found on your cultural group and celebration.

**Student activities to meet objectives:**

1. Under objective 1 using a pocket folder organizer the students will locate information to answer the following questions on their cultural group and celebration.

**Pocket 1**

What traditions, customs, and/or celebrations did my cultural group bring to the United States?

**Pocket 2**

Give an example of a song/story from your cultural group.

**Pocket 3**

What types of entertainment/games did my cultural group bring to the United States?

**Pocket 4**

What notable Americans are members of my cultural group? Why are these people important?

### Pocket 5

What types of food did my group bring to the United States? **Remember:** include a recipe for “tasting.”

### Pocket 6

Did my cultural group settle in any specific area of the United States? If so, where? (Include a map of where they settled)

Source Pocket (on Front)- In this pocket you will place cards showing the sources of your information. Information should use accepted formatting.

<b>LIB</b>	<b>CIT</b>	<b>Teacher</b>	<b><u>Task / Notes:</u></b> <b><u>Who is responsible?</u></b>
X	X	X	<u>Supplies:</u> Ms. Naber is responsible for print resources. Ms. Albrecht is responsible for non print resources Ms. Lussier confirmed that the groups had their tri-fold boards and other materials needed.
X			<u>Print Resources:</u> Maureen Naber the librarian and Jessica Garza the librarian assistant will be assisting students in locating books, and encyclopedias for the different groups.
X	X		<u>Non-Print Resources: (websites, videos)</u> Mrs. Albrecht and Ms. Naber will be book marking and showing students different databases, encyclopedias and web sites to use for their research.
	X		<u>Technology:</u> Pam Albrecht the CIT teacher is responsible for teaching and assisting the students with their power point presentations and graphic organizers.
X			<u>Instruction: (Librarian)</u> Step 1 Defining the problem or task. Then brainstorming with the students the information they will need for their pocket

			<p>organizers and note cards. Steps 1-3 were co-taught with Ms. Lussier.</p> <p>Step 2 Determine the possible sources.</p> <p>Step 3 Locating the possible sources was co-taught with Mrs. Albrecht teaching the different on line sources.</p>
		X	<p><u>Instruction: (Teacher)</u></p> <p>Step 1 Defining the problem or task. Then brainstorming with the students the information they will need for their pocket organizers and note cards this step was co-taught with the Ms. Naber.</p> <p>Step 2 Determine the possible sources.</p> <p>Step 3 Locating the possible sources was co-taught with Mrs. Albrecht teaching the different on line sources.</p> <p>Step 4 Ms. Lussier and Mrs. Albrecht co-planned and taught them how to organize information using note cards and pocket folders.</p>
	X	X	<p><u>Evaluation / Assessment:</u></p> <p>Step 6 Ms. Lussier and Mrs. Albrecht came up with a grading scale so students and teachers could evaluate the projects.</p>

**Inter-Disciplinary connections:**

Math: The students had to convert their cultural recipes into metric units of measurements.

Science:

S.S.: Students explored and learned about many different cultures and their celebrations.

L.A.: Students had to locate a folktale or legend or song from that culture.

Music: Students could find a song from the country.

Art: Students are expected to attractively display information in their Power point presentations and on their Tri-fold boards.

Other: Technology – Students used graphic organizers on the computer to organizer their information.

Students used different databases and search engines to locate information for their questions.

Students used power point to create presentations.

Student Outcomes; (What is the final product?)

A power point presentation over their cultural group or celebration.

A tri-fold presentation board and 15 minute lesson for kindergartners over their cultural group and celebrations.

Assessment and Evaluation: (Attach rubric if used)

Grading Scale is attached.

Standards Met:

NI SD Social Studies VI , VIII , A, C, D

TEKS Social Studies 5.23, 5.25, 5.26, 5.27

LOTI (Level of Technology Implementation) 4-Uses an integrated research method, multiple uses of technology and a variety of products . If community resources are used in the collection of data (Middle Eastern and Oriental families were consulted and helped in the presentations.) this could be upgraded to a 5.

Other

TIMELINE

Planning, Organization, Implementation, Post-Evaluation

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	This week will be for doing the Pre-test and beginning steps...	Steps 1 Defining the problem or tasks and information needed. Students brainstormed the different questions and information needed.	Steps 2 What sources should we use? Several online and print resources were discussed.	Steps 3 Where do we locate them?	Continue working on Steps 1-3
Week 2	Continue working on Steps 1-3	Step 4 Gathering relevant information. Trash and treasure was taught, and related key words were covered.	Continue On step 4 Graphic organizers were taught in Computer Lab.	Continue on step 4	Continue on step 4
Week 3	Continue on step 4	Continue on step 4	Step 5 Synthesis Students are taught Power	Continue on Step 5	Continue on step5

			Point and are given time to complete their presentations using their graphic organizers		
Week 4	Step 5 Continued Tri- Fold boards and the information needed for their boards is reiterated.	Continue on Step 5	Continue on Step 5	Continue on Step 5	Continue on Step 5
Week 5	Continue on Step 5	Continue Step5	Step 6 Evaluation Students will be showing their power point presentations and tri- fold presentation	Continue Step 6	Continue Step 6
Week 6					
Week 7					