

Culture Club

Do you really want to hurt me? Do you really want to make me cry?

Organizer

How does understanding cultural differences help me to resolve conflicts?

Targeted Academic Expectations and Demonstrators

Academic Expectation 2.16: **Students observe, analyze and interpret human behaviors, social groupings and institutions to better understand people and the relationships among individuals and among groups.**

- Identify cultural bias and stereotyping.
- Recognize and respect various individual and group belief systems.

Academic Expectation 2.17: Students interact effectively and work cooperatively with the many diverse ethnic and cultural groups of our nation and world.

- Explore conflict resolution strategies for problems arising from cultural tensions.

Academic Expectation 4.5: **Students demonstrate an understanding of, appreciation for, and sensitivity to a multi-cultural and world view.**

Academic Expectation 4.6: **Students demonstrate an open mind to alternative perspectives**

- Demonstrate tolerance for differing viewpoints;
- Analyze an issue or event from another perspective
- Listen and take turns speaking

Academic Expectation 1.13: **Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.**

Secondary Academic Expectations

Academic Expectation 2.26: **Through the arts and humanities, student recognize that although people are different, they share some common experiences and attitudes.**

Academic Expectation 1.2: **Students make sense of the variety of materials they read**

Academic Expectation: 4.2 **Students use productive team membership skills**

Academic Expectation 4.5: **Students demonstrate an understanding of, appreciation for, and sensitivity to a multi-cultural and world view.**

Essential Questions

What is culture and how does it make us different?

What is conflict and how can it be peacefully resolved?

What Native Americans influenced Kentucky's history?

How was the Native American culture different from the early settlers?

How did the Native Americans and early settlers of Kentucky deal with cultural differences?

Culminating Activity

Students will create a "how to solve a conflict" presentation using some form of technology. Students will be grouped and then given a conflict to peacefully resolve. The conflicts may be addressing issues between Native Americans and Early Settlers, problems in present day society, and even disagreements between students.

Choices

Claymation: Use clay to create scenes to explain how to peacefully resolve a given situation. Use the clay figures in a slide show using hyperstudio or powerpoint.

Skit/Video Taped: Develop a script and rehearse for a presentation that will be done for an audience.

Powerpoint: Create a slide show that represents conflict resolution

Persuasive Piece of writing using Publisher and explain it to an audience.

Name: _____

Date: _____

Project Title: _____

Teacher(s): Kolka, Pearman

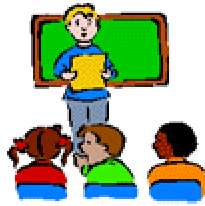
Cultural Conflicts



Process	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	Below Avg.	Satisfactory	Excellent
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of speaking/writing	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10
6. Other:	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: _____

Teacher(s) Comments:



Name: _____

Teacher: _____

Date of Presentation: _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations and elaboration.	_____
Visuals	Student used no visuals.	Student occasionally used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.	_____
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	_____
				Total---->	_____

Teacher Comments:

Assessment:

Students will be assessed on the oral presentation, the content of the project and whether or not they peacefully solved the problem given. Students will assess each member of their group as well as themselves.

Pre test /post test

Open response

Native American and settlers occupied early Kentucky. Conflicts arose between the two.

- a. Identify one source of conflict.
- b. Analyze the conflict from both the Native American and early settlers perspectives.

4th Grade Culture Club Scoring Guide

Score	Description
4	*-Student Identifies one source of conflict *-Student analyzes, using extensive details, the conflict between Native Americans and European settlers each perspective. *-Student communicates information in an organized manner so that others can understand.
3	*-Student Identifies one source of conflict *-Student analyzes, using broad details, the conflict between Native Americans and European settlers each perspective. *-Student communicates information in an organized manner so with some lapses in organization
2	*-Student Identifies one source of conflict *-Student analyzes, using basic detail, the conflict between Native Americans and European settlers each perspective. *-Student communicates reasonably, but has poor organization and some inaccurate information
1	*-Student Identifies one source of conflict *-Student gives minimal or no explanation of the conflict between Native Americans and European settlers each perspective. *-Student has poor organization and some inaccurate information
0	*-Response is totally incorrect or irrelevant.
Blank	*-No Response

Suggestions:

Knowledge (Core Content)

Social Studies

SS-E-2.4.1 **Compromise and cooperation are tools for social interaction**

SS-E-4.2.2 **Regions are areas that have one or more physical or human characteristics in common (e.g., physical: geographical regions of Kentucky, South, Midwest, Western Hemisphere; human: Appalachia, Corn belt, Amish country).**

SS-E-5.2.2 **People explored and settled Kentucky for multiple reasons:**

SS-E-2.1.1 **Language, music art, dress, food, stories and folk tales define culture and may be shared among various groups.**

SS-E-2.1.2 **Elements of culture (e.g., language, music, art, dress, food, stories folk tales) serve to define specific groups and may result in unique perspectives**

Speaking

S4.1 **Speaks clearly using appropriate expression, intonation, and voice level (verbal cues)**

S4.2 **Uses specific and appropriate vocabulary to identify concepts or objects**

S4.3 **Adjusts use of nonverbal cues for effect (eye contact, facial expression, gestures, posture, body language)**

S4.4 **Addresses audience needs**

S4.5 **Asks and responds to questions**

Content that is addressed, but not assessed:

Reading

IR4.4 **Make predictions and draw conclusions based on what is read**

IR4.5 **Summarize information from what is read**

IR4.6 **Connect the content of the passage to real life and/or current events**

Writing

WR-M-1.4 **transactive (predict an outcome, defend a position, draw a conclusion, or explain a concept or process)**

Arts and Humanities

Experience a variety of art forms in music, visual arts, dance, and drama from diverse cultures.

Express openness to differences and commonalties among diverse cultures.

Investigate and communicate the differences and commonalties in the artistic expressions of music, visual arts, dance, and drama from diverse cultures.

Demonstrate through products or performances, forms of music, visual arts, dance, and drama from diverse cultures.

Social Skills

Examine cause-and-effect relationships.

Form and defend an opinion based on multiple perspectives

Problem Solving Skills

Predict consequences for solutions.

Analyze alternatives; make a decision.

Identify a problem.

Gather and organize information on a problem.

Explore strategies to solve a problem.

Consider alternative solutions to a problem.

Choose a solution; evaluate the effectiveness of solution.

Skills

Publisher

Power Point

Keyboarding

Working with group

Listening

Presenting / Speaking

Representing Core Content in multimedia presentation

Video Tape

Researching

Technology Standards

T4.4 Locate information using the Internet

T4.4.4 Use various web browsers

T5.2 Evaluate information using electronic references

T5.3 Evaluate information from the Internet

T6.1 Select appropriate software for a task.

T6.5 Create a presentation or product using application software.

Date	Objective	Suggested activity	Assessment	Resources
Day 1	Students will take pre-test consisting of an open response question. Students will brainstorm what defines culture.	Pre-test Open Response KWL Chart	Pre-test KWL Chart Teacher ob.	Open Response question
Day 2	Students will listen to teacher directions on how to complete a web quest. Students will complete FACT SHEET at home.	Introduce unit, web quest	Fact sheet	Web quest
Day 3	Student will complete Venn Diagram using fact sheet.	Venn Diagram	Venn Diagram	Venn Diagram, Web Quest
Day 4 plus weekend	Student will complete 3-D presentation	3-D Presentation	Presentation	Paper
Day 5	Students will present information to class.	Presentation	Presentation	Project
Day 6	Students will be “discovered” and complete an open ended response to how they felt. Students will listen to the story <u>Encounter</u> and make a comparison to the pervious activity.	Discovery Activity Response	Written Response	Collaborating Teachers The book <u>Encounter</u>
Day 7	Students will be introduced to the Early Settlers of KY.	Textbook Reading	Teacher Ob.	KY Textbook
Day 8	Students will be introduced to the Native American tribes that used the resources in KY. Students will compare the Native American culture to the early settlers.	Textbook reading Research	observation	3-D Presentations on Eastern Woodland Indians.

Date	Objective	Suggested activity	Assessment	Resources
Day 9	Students will brainstorm why conflicts occurred between these two groups.	Read Daniel Boone’s Daughter’s story/ Jenny Wiley. List of reasons to post.	List	Chart Paper Stories
Day 10	Students will discuss what peaceful solutions are and how the Native Americans and Early Settlers could solve their differences.	Using list from Day 9, students will work as a whole group to peacefully resolve conflicts.	List	Chart Paper
Day 11	Students will brainstorm conflicts that exist in present day society and why. Students will write down a conflict that they have or have had in the past.	Brainstorming Group Work Discussion	Participation	Chart Paper Regular paper pencil
Day 12	Students will share the conflict that they have and discuss with another student on ways to peacefully resolve it.	Pair/share	Written Conflict and solution	Paper/pencil
Day 13-18	Students will be diversely grouped and given a problem to peacefully resolve. Students will choose from a list given on how to present resolution to class.	Group work Preparing presentation	Rubrics	Various items depending upon selected method of presentation.
Day 19	Students will present how they resolved the problem.	Presentation	Rubric/ Scoring sheet	Presentation materials
Day 20	Students will take Post Test.	Post test	Post test rubric	Post test pencil