



Grade Level: 4
Subject: ELA

Connecting Cultures

ESSENTIAL UNDERSTANDINGS

- History
- Lifeways
- Identity

LEARNING OUTCOMES

- Students will be able to define and provide examples of cultural practices for various individuals.
- Students will be able to define and provide examples of culture practices within their own life.
- Students will be able to create connections between their culture and the cultures of the characters/setting in the story

CULTURALLY RESPONSIVE PRACTICES

- Connecting to Community
- Connecting to Lives of Students
- Preserving and Honoring Cultural History

ASSESSMENT - Summative

Students will be assessed on their accuracy in completing the “Connecting Cultures” Packet

Overview

As students read through books, they learn much more than the story and the theme. Often students will find themselves relating to pieces of the book, either through the characters or the setting. In this lesson, students will examine the definition of culture and what it looks like for different people. They will then apply this new knowledge to the story they have read/have been reading. They will find similarities and differences between their culture and the culture of the characters/setting in the book.

MATERIALS

What materials are needed for students to engage in this activity?

- Connecting Cultures [Presentation](#)
- Connecting Cultures [Packet](#)

LOGISTICS

- Where does this activity take place?
Classroom
- How are the students organized?

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

30-45 minutes

STANDARDS

Oregon Common Core State Standards: ELA-Literacy

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

Oregon Social Sciences Academic Content Standards

Civics & Government 4.1 Investigate how the establishment, organization, and function of the Oregon government, its Constitution and its laws enforced and/or violated democratic conceptions of equity and justice for individuals and groups including Native Americans, African-Americans, Asian-Americans, and other immigrant groups.

Economics 4.4 Examine the consequences of power and privilege on issues associated with poverty, income, and the accumulation of wealth.

Geography 4.10 Identify political, economic, cultural and physical conflicts, including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon's different geographical areas and people groups who lived in those areas.

Geography 4.11 Understand the impact and legacy of colonialism on marginalized communities and describe the decisions made to shape the human (e.g., tribal, cultural, agricultural, industrial, etc.) and physical geography (dams, wind turbines, climate change, transportation, etc.) and its effect on Oregon's environmental sustainability.

English Language Proficiency Standards

4-5.1 An ELL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

4-5.7 An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

4-5.8 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Background for Teachers

In a nation where our schools continue to become more and more diverse each year, it is essential that students learn about the concept of culture, how it applies to them directly, and how it shapes everyday interactions in their world. This lesson integrates components of Culturally Responsive Pedagogy by prompting students to recognize and accept different forms of culture. By allowing students to do so, the educator is making connections between academia and the personal lives of the students which can result in increased student interest levels. Facilitating conversations about culture with students helps them to practice the skills that they will eventually, if not already, need in our ever-changing world.

Websites:

<https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-in-classroom/>

"Students who learn about different cultures during their education feel more comfortable and safe with these differences later in life. This allows them to interact in a wider range of social groups and feel more confident in themselves as well as in their interactions with others."

<https://culturalheritagethroughimage.omeka.net/5-reasons-why-we-should-teach-the-value-of-cultural-heritage-to-high-school-students>

[Grand Ronde Termination & Restoration](#)

[Grand Ronde - Our Story](#)

[SB 13 Tribal History/Shared History](#)

Books:

[Cultural Competence: A Primer for Educators](#) by Jean Moule

[Culturally Responsive Teaching and the Brain](#) by Zaretta L. Hammond

VOCABULARY

- **Similarities:** the quality or state of being alike in some way or ways
- **Differences:** the quality or state of being different in some way or ways
- **Familiar:** Often seen, heard, or experienced
- **Unfamiliar:** Not known or experienced before; unusual; strange

Opening

Write the word “culture” on a whiteboard or computer screen that is being projected. Ask students what they know about culture -

- *How would they define culture?*
- *What type of cultures exists in their community?*
- *What type of cultures exist in their home?*
- *How would they describe their culture?*

Write notes on the board as students give responses. Students may not be able to provide much information and that is expected.

Activity

1. Begin “Connecting Cultures” Presentation -

- Slide 2:** What is culture. Help students understand the definition of culture.
- Slide 3:** Students will watch a short video describing culture from Learn Bright. The entire video is 9+ minutes long but students will only need to watch the first couple of minutes. If the teacher would like students to view the entire video, click on the link in the presenter notes.
- Slide 4:** Review Native American cultures (as this ties in with the books recommended for this lesson). Explain to students how often Native Americans have been told that they cannot express their culture and that they must adopt the culture of the “new world”
Ask students: *How would this make you feel if someone told you that you could not practice your cultural ways?*
- Slide 5:** Share important cultural pieces from the Confederated Tribes of Grand Ronde culture. If you have Native students in your classroom, they may relate to many of these.
- Slide 6:** Pieces of Students’ Culture. Work with students to fill in information about their own culture under each category. If students want to add a separate category, the teacher can write/type in the extra category.
- Slide 7:** Optional Venn Diagram Review - If students have not yet used a Venn Diagram this year, this slide may be useful in explaining how to fill out a Venn Diagram, which they will see in their assignment packet.

OPTIONAL STEP: Teachers may wish to review the chosen book as a group prior to passing out the assignment. Students will be focusing on the characters and setting specifically.

2. Pass out the Connecting Cultures assignment packet to students. Students can complete the packet individually, in partners, or small groups.

Closure

Once students are completed with their packet, they may share their responses with another student and/or complete the Culture Word Search.

Differentiation

- Connecting Cultures packet can be completed as a whole group activity

Extension

- Once all students are finished with their packet, the teacher can create a “collective” Venn Diagram in front of the class that combines students’ answers into a whole.

Notes/Other

This lesson can be taught with a variety of titles. The teacher may decide to read as a whole group, small group, or suggest titles individually to students. Suggested titles include:

Indian No More by Charlene Willing and Traci Sorell

I Can Make This Promise by Christine Day

Absolutely True Diary of a Part-Time Indian by Sherman Alexie

Code Talker by Joseph Bruchac

Rain is Not My Indian Name by Cynthia Leitich Smith

My Name is Not Easy by Debby D Edwardson

Resource guides for these titles can be found on the Confederated Tribes of Grand Ronde Curriculum 4th Grade ELA page.

This lesson can be taught at any time throughout the reading of these titles and can be revisited multiple times.

Jan Michael Looking Wolf’s or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)

Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

Appendix

Connecting Cultures Presentation:

https://docs.google.com/presentation/d/1JIU6Nik0TT6RXxBAWlS8fUq_-SStsKDxGPYT6naLB0/edit?usp=sharing

Connecting Cultures Packet:

<https://drive.google.com/file/d/1QU2Q0xHuSXYCvww6wfyO-PBZJjhEjxFS/view?usp=sharing>

Culture Word Search

<https://drive.google.com/file/d/14SQJdV8buleMZYwR84GDv-GtAvwOKo91/view?usp=sharing>

Reading Resource Guides:

<https://drive.google.com/drive/folders/1pM1DPSc9a-8m9HpGLhR6ZPbAilfMBF7V?usp=sharing>