



# Who Am I? - Exploring Culture

## ESSENTIAL UNDERSTANDINGS

- Identity
- Lifeways
- Language

## LEARNING OUTCOMES

- Students will be able to identify components of their own culture
- Students will be able to explain components of Native American culture
- Students will be able to compare and contrast their culture and the Native American culture.

## CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Connecting to students' personal families and family members
- Preserving and honoring cultural history
- Student talk, working together and individually

## ASSESSMENT

Students will be assessed on their participation during whole class conversations and their proficient completion of their Culture Venn Diagram.

## Overview

No matter who they are, where they live, or how they grew up - every individual belongs to a culture of some kind. In this lesson, students will examine and identify pieces of their own culture and compare them with pieces of Native American culture.

## MATERIALS

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

- [Culture Slide Deck](#)
- ["My Culture" Worksheet](#)

## LOGISTICS

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

**Whole Class**      Teams: 3-5

Pairs                      **Individually**

## TIME REQUIRED

30 minutes

## STANDARDS

### Oregon Social Science Standards

**Civics and Government K.1** Engage in respectful dialogue with classmates to define diversity comparing and contrasting visible and invisible similarities and differences.

**Civics and Government K.3** Develop an understanding of one's own identity groups including, but not limited to, race, gender, family, ethnicity, culture, religion, and ability.

## VOCABULARY

- **Culture:** Culture is a word for the 'way of life' of groups of people, meaning the way they do things. Different groups may have different cultures.
- **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

## 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

## Opening

Begin the lesson by showing students a small section from the [Grand Ronde Canoe Singing and Dancing Lesson Two](#) video (0:32-1:14).

Discuss the video with students:

- *Explain that this video comes from the Confederated Tribes of Grand Ronde*
- *They are participating in a traditional form of dancing that is important to their culture.*
- *Has anyone else participated in this style of dance?*
- *Does the music sound familiar?*
- *Are there special songs and dances that you do in your lives?*

## Activity

1. Begin the Culture Slide Deck
2. The Slide Deck works to introduce the concept of culture and identity to students through the comparing and contrasting of their cultures and the culture of the Confederated Tribes of Grand Ronde. Five areas of culture will be covered (location, language, food, activities, and celebrations).
3. As teachers move through the Slide Deck, see “Speaker’s Notes” for additional guidance and information.
4. The Slide Deck presents information on the people of the Confederated Tribes of Grand Ronde. After discussing their cultural components, teachers will allow students to offer their own pieces of culture for that section (location, language, food, activities, or celebrations). Students may need some prompting to recognize these areas in their lives.
5. Discuss with students the similarities and differences between their culture and the culture of the people of the Confederated Tribes of Grand Ronde.

## Closure

After the Slide Deck activity is complete, students will independently complete the “My Culture” Worksheet. Encourage students to use ideas from the Slide Deck activity to complete their assignment. Students can draw pictures for each of the 4 sections on the worksheet and, with teacher assistance, write a word describing their drawing.

## Differentiation

- Teachers can choose to only focus on one or two areas of culture instead of all five.
- Alternate Activity: Instead of filling in all four sections of the “My Culture” worksheet, students can draw a more in-depth illustration for one section.

## Extension

- Teachers can explore the Grand Ronde YouTube pages for other examples of culture
- Teachers can extend the lesson by reading traditional stories from a variety of cultures and discussing the similarities and differences.

## Notes/Other

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

- Grand Ronde Canoe Singing and Dancing Lesson Two video (0:32-1:14):  
<https://youtu.be/tAzPr2JK9Hc>
- Culture Slide Deck:
- My Culture Worksheet: