

I Know About Many Cultures

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grade 1
Suggested Duration:

Stage 1 Desired Results

Established Goals

Social Studies Standard 6, Benchmark 4.2 Students will demonstrate an understanding of ways in which expressions of culture influence people.

IEFA Essential Understanding 2 Just as there is a great diversity among tribal nations, there is great diversity among individual American Indians as identity is developed, defined, and redefined by entities, organizations, and people. There is no generic American Indian.

Understandings

- Culture is a way our families teach us to live.
- Cultures have different dance, music, language, and traditions.

Essential Questions

- Why is culture important?
- How are our cultures the same?
- How are our cultures different?

Students will be able to . . .

- identify similarities of their unique culture.
- identify differences of their unique culture.
- describe cultural traditions their families celebrate.
- continue to interact with and respect people from different cultures throughout their life.
- respect cultures that are different than their own.

Students will know . . .

- people in Montana have different dance, music, language, and traditions.
- How to interact with and respect people from different cultures.



Indian Education for All Unit

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Stage 2 Assessment Evidence

Performance Tasks

1. Give oral presentation (with a parent or family member, or with the teacher if the family member is not available) on the cultural traditions of their family.

Other Evidence

Journal entries
Show and share

Stage 3 Learning Plan

Learning Activities:

What learning experiences and instruction will enable students to achieve the desired results: Classroom discussion, student presentations, family stories, read-alouds that will support and enhance awareness and respect for differences in culture.

W = help students know where the unit is going and what is expected?

Discuss what is culture. Allow students to invite family members to the classroom to share stories about themselves. Have students help you create a chart identifying how culture is reflected in everyday life. Try to include language, art, dance, traditions, customs, clothing, etc.

H = hook all students and hold their interest?

Read aloud *Jingle Dancer* by Cynthia Leitich Smith. Discuss what the cultural differences are between the little girl in this book and the students? How did she learn to become a jingle dress dancer? Where do you suppose her grandma learned about jingle dress dancing? Do you think all Indian girls jingle dress dance? What do the students have in common with the main character? Are there traditions in the students' families they celebrate? What is a powwow? Have any students been to a powwow?

E = Equip students, help them experience the key ideas and explore the issues?

Use a map of the world to assist students in locating the country of their ancestor's origins.

Allow students to show and share objects or pictures that provide cultural information about their families. Students should share why the objects are special to their families. Parents may also participate in the presentation. Allow students question and answer time for reflective responses.

Parents will help students prepare an oral presentation that answers three questions:

1. What is a cultural tradition that your family celebrates?
2. How did your family learn about this tradition?
3. What types of activities are involved with this tradition? (Language, dance, art, music, etc.)

Students will give a brief oral presentation. Students may bring a parent or grandparent to assist with their oral presentation.

Possible additional read-alouds:

Shota and the Star Quilt by Margaret Bateson-Hill

- Discuss the cultural traditions in this book, has any student ever made a star quilt, and did anyone notice the writing down below the words that was being read. This writing is Lakota, a different language spoken by Shota's family. Ask if students know that many Indian people speak a different language? Discuss activities students do with their family members that is similar to Shota and her family? Compare and contrast Shota and her family to families of students.

Where Did You Get Your Moccasins?" by Bernelda Wheeler

- Discuss whether all Indians wear moccasins and if all moccasins look alike, especially with designs (some are geometric shapes, others are flower designs). Compare and contrast main character to students.

R = Provide opportunities to rethink and revise their understandings and work?

Students will record journal entries. Topics may include: Did all the students in class have the same cultural traditions?; What do I have in common with the little girl in *Jingle Dancer*?; How does culture make us different from one another?; Are there similarities between cultures?

Revisit the chart adding what students have learned about culture.

E = Allow students to evaluate their work and its implications?

Create a VENN Diagram that portrays the cultural similarities and differences in the classroom. You may want to compare a student in the classroom to the main character in *Jingle Dancer*.

T = Be tailored (personalized) to the different needs, interests and abilities of learners?

When journaling, allow students to draw pictures to express their opinions.

For students who do not have family support, the teacher will assist student with activities.

Send invitation to parents inviting them to view or assist with their student's oral presentation.

Resources

Bateson-Hill, Margaret. ***Shota and the Star Quilt***. Illustrated by Christine Fowler. Consultant, Gloria Runs Close to Lodge (**Oglala**) Lakota text by Philomine Lakota. New York: Anna McQuinn, 1998. 27 pages. ISBN 1-84089-021-5.

Smith, Cynthia Leitich Smith. **(Muscogee Creek) Jingle Dancer**. Illustrated by Cornelius Van Wright and Ying-Hwa Hu. New York: Morrow Junior Books, 2000. ISBN 0-688-16241-X

Wheeler, Bernelda **(Cree/Saulteaux)**. **Where Did You Get Your Moccasins?** Illustrated by Herman Bekkering. Winnipeg, Manitoba: Peguis Publishers, 1992. ISBN 1-895411-50-5

Resources to build teacher background information

Arlee, Johnny. **Over a Century of Moving to the Drum: Salish Indian Celebrations on the Flathead Indian Reservation**. St. Ignatius, MT: Confederated Salish and Kootenai Tribe Salish Culture Committee and Montana Historical Society Press (Helena, MT), 1998. 92 pages. ISBN 0-917298-57-8

[Montana Indians: Their History and Location](#), Helena, MT: Montana Office of Public Instruction, 2016.

[Your Guide to Understanding and Enjoying Pow Wows](#), Helena, MT: Montana Office of Public instruction, 2009.

Additional Resources

Carum, Robert. **Eagle Drum: On the Powwow Trail with a Young Grass Dancer** (A photo essay) Four Winds, 1994. An introduction by D. Chief Eagle, Jr. **(Rosebud Sioux)**. This is about Louis Pierre, a member of the Pend d'Oreille of the Flathead Reservation in Montana.

Fort Hall Reservation Committee **(Shoshone-Bannock)**. ["Indian Festival."](#) *Indian Reading Series Level I Book 7*. Portland, OR.: Northwest Regional Educational Laboratories, 1977.

Tapahonso, Luci **(Navajo)**. **Songs of Shiprock Fair**. Illustrated by Anthony Chee Emerson Walnut, Calif.: Kiva Publishing, 1999. 30 pages. ISBN 1-885772-11-4