**21st Century Lesson Cycle Template**

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| **Subject:**  Social Studies/ELA | **Unit:**  Culture | **Grade:**  9 |
| **Curriculum Outcomes:**  SS 2.1 Analyze factors that contribute to the globalization of culture  ELA 4.4 Use cueing systems and a variety of strategies to construct meaning in reading and viewing  increasingly complex print and media texts  ELA 5.1 Independently access and select specific information to meet personal and learning needs  ELA 10.5 Integrate information from several sources to construct and communicate meaning | | |
| **Driving Question:**  How does where you live influence how you live? | | |
| **Learning Goal:**  Evaluate the factors which have shaped a particular culture. | | |
| **Success Criteria:**  I can make inferences based on material I’ve viewed and read.  I can conduct research to answer my questions. | | |
| **Assessment:** [Rubric](https://docs.google.com/document/d/1VbMU6nINxRUAlUOe3zmciqZjkVG7EqqgbbikMiATFB4/edit?usp=sharing) | | |
| **Screencast Link(s) and Online Resources:**  [Assembling Google Goggles](https://youtu.be/XY2mr30i56I)  [Street View: Paris](https://www.instantstreetview.com/@48.857235,2.352508,-59.81h,-6.36p,1z)  [Handout](https://docs.google.com/document/d/16XTmV87WUEwpQ8CQKpJRENOHHECdZ6JAGLmiZICmw_s/edit?usp=sharing)  [World Culture Encyclopedia](http://www.everyculture.com/)  [Padlet 905](http://padlet.com/DavisonTeach/905)  [Padlet 906](http://padlet.com/DavisonTeach/906) | | |
| **Expected Duration:** 2 - 60 minute classes | | |
| **Lesson Procedure (Including Differentiation)** | | |
| **Tools and Tech Required** | **I do:**  Introduce driving question and concept of virtual field trip.  Scenario: What do our homes tell us about where we live?  **Differentiation:** | |
| **21C Taxonomy**  ☐ find and validate  ☐ apply and understand  ☐ analyze and synthesize  ☐ evaluate and leverage  ☐ create and publish | **21st Century Skills**    ➝ critical thinking  ☐ communicate clearly  ☐ work collaboratively  ☐ embrace culture  ☐ develop creativity ☐ utilize connectivity |
| **Tools and Tech Required**   * at least 12 Google cardboard kits * computer with internet access and projector | **We do:**  Through large group discussion:  Model close observation skills using [Street View: Paris](https://www.instantstreetview.com/@48.857235,2.352508,-59.81h,-6.36p,1z)  Model making inferences based on observations.  Assemble the Google goggles: [Assembling Google Goggles](https://youtu.be/XY2mr30i56I)  **Differentiation:**  Several pre-assembled units available for those with fine motor difficulties. | |
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| **Tools and Tech Required**   * one assembled Google goggles for every two people * personal devices with Google streetview installed * one copy per student of [Handout](https://docs.google.com/document/d/16XTmV87WUEwpQ8CQKpJRENOHHECdZ6JAGLmiZICmw_s/edit?usp=sharing) | **You do:**  Partner Work:  Select place in the world to ‘visit’ - must have civilization  One person observes closely while other records observations on [Handout](https://docs.google.com/document/d/16XTmV87WUEwpQ8CQKpJRENOHHECdZ6JAGLmiZICmw_s/edit?usp=sharing), then switch using the same locale.  Discuss observations to make inferences about how people’s lives are affected by their location.  **Differentiation:**  Focus students’ observations to one particular area ex: people  Allow students to visit multiple places, recording additional observations and inferences. | |
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| **Tools and Tech Required**   * whiteboard or chart paper with markers to record group list | **We do:**  Through whole group discussion:  Brainstorm FACTORS that can change/influence a community/culture.  FACTORS could include:  advances in science, new technologies, conflict, immigration, trade  **Differentiation:** | |
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| **Tools and Tech Required**   * chromebooks or other internet connected device (one per pair) | **You do:**  Partner Work:  Research the culture and history of the place they observed - which FACTORS have played a role in this place?  Use [World Culture Encyclopedia](http://www.everyculture.com/) as a starting point and find other resources to use.  **Differentiation:**  Offer specific guiding questions, topics, or websites for research. | |
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| **Tools and Tech Required**   * World map * pins * string * pop up flags * [Padlet 905](http://padlet.com/DavisonTeach/905) * [Padlet 906](http://padlet.com/DavisonTeach/906) | **We share:**  Create a map - pinned places with strings and markers indicating type of contact.  Craft an answer to the driving question using:   * observations/inferences * research * trends (as shown by map)   Post response on Padlet.  **Differentiation:**  Instead of answering driving question, post 3 important facts learned about that culture. | |
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| **Wrap Up/Reminders:**  Through large group discussion:  Which idea from Padlet response do you think is particularly well expressed or an idea you wished you’d thought of? | | |
| Teacher Reflection: | | |