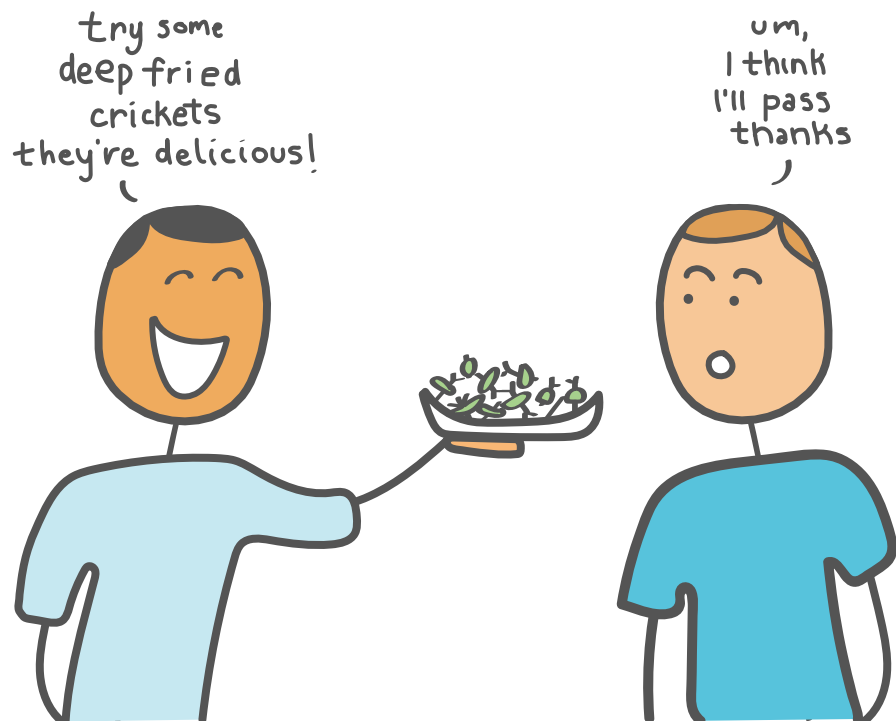


One Person's Normal Is Another Person's Bizarre

Isana Gitsis
7th and 8th Grade
August 2019



INTRODUCTION

Rationale:

The lessons in this unit are designed to provide students with an opportunity to explore the relationship between culture and perspective. Working through four lesson plans over the course of 10 hours, student will define culture; analyze different components of culture and examine how cultures are formed and passed on; investigate various superstitions and traditions of cultures across the globe; explore and speculate upon the origins of some of these practices; compare global cultural practices to the practices of their own cultures; and, ultimately, develop an understanding of cultural relativism along with an ability to evaluate their own biases and ethnocentricities when presented with cultural practices that are deemed “bizarre” by Western standards.

This unit is directly tied to many of the English Language Arts and Social Studies Common Core Standards for seventh and either grade. And, as global citizens students will benefit from analysis and evaluation of diverse cultures outside of the Western norms.

Differentiation for Gifted Learners

This unit is designed specifically for gifted learners (although, with content modification and change in pacing, the unit can be used with general education students as well). Most of the texts and all of the activities as well as the performance task cater to the needs of gifted learners. The texts used are complex and largely above grade level with some in the 11th and 12th grade Lexile Level range. Students are expected to work collaboratively at an accelerated pace on activities aimed at utilizing and developing higher order thinking strategies. While on the surface students are learning about various cultures and their “weird” practices, under the surface they are engaging in cultivating a profound understanding of cultural relativism, an examination of their own biases, and an application of these interconnected and interdisciplinary concepts to the various aspects of their lives. For their performance task, students are presented with a challenging real life scenario in which they become experts of their field and are expected to use research skills to investigate content and synthesize

information from their research in order to create a final product which will showcase a depth of knowledge of the concepts examined throughout the unit.

In sum, differentiation of content includes use of sophisticated texts with vocabulary and concepts that are above grade level. The concepts explored do not have right or wrong answers or clear solutions. Differentiation of process includes concept-based learning which increases rigor, requires higher order thinking, and develops critical thinking skills. The questions asked before, during, and after the lessons are high level and open ended. Grouping is flexible with students having an opportunity to work collaboratively, in pairs, or independently. Differentiation of product includes an authentic, real-world applicable task, and the variety of products that will be created as a result. Differentiation of the learning environment includes the ability to move around the room freely, opportunity to time manage one's independent activities with minimal intrusion, and an instructor who is willing to act as a facilitator of learning rather than an imparter of knowledge.

Population of Gifted Children for Whom the Unit Is Intended

This unit was designed for a four-day advanced academics camp within Durham Public Schools. Each day had 3.5 instructional hours in which to implement the unit. The demographics of gifted learners were those typical of the AIG population within DPS. They were largely Caucasian (10 out of 12) and just about evenly split within the (binary) gender lines. I do not know the SES demographics of the classroom. All students were rising 7th or 8th graders. Every student in the room was interested in exploring superstitions and cross-cultural traditions as they all chose to take the camp course, however, for a couple of the students the course was not their first choice.

While the unit was designed with 7th and 8th grade students in mind, with minor modification it can be extended for freshmen and sophomores in high schools as well. It can also be used with gifted 6th grade students.

GOALS AND OUTCOMES

Content Goals and Outcomes

GOAL 1: Develop an understanding of how cultures are created and the role perspective plays in our interpretation of cultural practices

Students will be able to...

- A. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- B. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- C. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- D. Understand how cultural values influence relationships between individuals, groups, and political entities in modern societies and regions.

GOAL 2: Recognize their own biases and ethnocentric views in evaluating the cultures of other global citizens

Students will be able to...

- A. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- B. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- C. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Process Goals and Outcomes

GOAL 1: Develop collaborative skills

Students will be able to...

- A. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- B. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with

relevant observations and ideas that bring the discussion back on topic as needed.

Concept Goals and Outcomes

GOAL 1: To understand the concept of “perspective” and the impact of culture on perspective.

Students will be able to...

- A. Draw connections between cultural practices and perspective
- B. Recognize that perspective is a fundamental component of people’s life experience
- C. Analyze the role perspective plays in people’s perception of culture
- D. Evaluate how culture transforms perspective

ASSESSMENT PLAN

FORMATIVE ASSESSMENT: Students will be assessed for learning through the unit. Methods of assessment are class discussions, written and oral responses to hook/pre-lesson questions, group discussion throughout the lessons, and exit tickets. The exit tickets are structured as a written response to our essential question and the responses should deepen in complexity as students make their way through the unit.

SUMMATIVE ASSESSMENT: *Performance Task*

The summative assessment is designed as a performance task and will provide students with an opportunity to demonstrate the learning that took place throughout the unit. The task is outlined below:

National Geographic magazine is in the planning stages for its annual special edition. Because superstitions can be an intriguing and puzzling part of cultural traditions, the magazine will be including a special section exploring the superstitions and traditions of cultures worldwide. Because of your expertise as a renowned cultural anthropologist, National Geographic has hired you to share your knowledge on the bizarre superstitions and traditions of world cultures. You will create a presentation to show the editor's board in preparation for their anticipated special publication. You will focus on one culture of your choice. Your presentation must include information about the culture, its people, the most interesting superstitions and/or traditions held by the culture, the origins of these superstitions and/or traditions, as well as how these practices may transform perspectives of a global audience. You may present your findings in a format of your choice. You may make a presentation, build a website, record a TED Talk, create a performance piece, teach a lesson, write a speech, or use whatever other format you may think up. The only limitation is that your product must be engaging and informative, perhaps even bizarre!

This performance task will be assessed using the rubric below.

PERFORMANCE TASK RUBRIC

CRITERIA	NOVICE	APPRENTICE	EXPERT
Concept Development (Culture, Perspective, Superstitions and/or Traditions)	The product does not focus on superstitions and/or traditions of a specific culture.	The product focuses on superstitions and/or traditions of a specific culture but does not include in depth examples.	The product focuses on superstitions and/or traditions of a specific culture and demonstrates a nuanced grasp of the concept(s).
Format	The product format does not visually represent content.	The product format sometimes visually represents content.	The product format demonstrates an exemplary visual representation of the content.
Audience	Does not demonstrate an understanding of the audience and does not use an audience centered approach in presenting information.	Demonstrates some recognition of the audience and sometimes uses an audience centered approach in presenting information.	Demonstrates a clear recognition of the audience and uses an audience centered approach in presenting information.
Originality/Creativity	The product does not show evidence of originality and inventiveness. There is no evidence of new thought or creativity.	The product shows some evidence of originality and inventiveness. The content and some of the ideas are fresh, original, inventive, and based upon logical conclusions and research.	The product shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, inventive, and based upon logical conclusions and sound research.

LESSON PLANS

TEACHER NAME		Lesson #
Isana Gitsis		1
MODEL	CONTENT AREA	GRADE LEVEL
Taba	ELA	7
CONCEPTUAL LENS		LESSON TOPIC
Perspective		Superstitions and Traditions
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<u>ELA</u>		
<p><u>CCSS.ELA-LITERACY.RI.7.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><u>CCSS.ELA-LITERACY.W.7.2.D</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>CCSS.ELA-LITERACY.SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-LITERACY.SL.8.1.D</u> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>		
<u>Social Studies</u>		
7.C.1 Understand how cultural values influence relationships between individuals, groups, and political entities in modern societies and regions.		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding?)</i>
Culture transforms Perspective		How does culture transform perspective?

CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)	PROCESS SKILLS (What will students be able to do as a result of this lesson?)	
<p>Students will know that:</p> <ul style="list-style-type: none"> • Superstitions are beliefs or practices that are considered irrational or supernatural • Culture is the traditions and beliefs a group of people practice in their daily lives • Different cultures have different cultural practices • Superstitions can have roots in religion, geography, folklore, and/or unfortunate coincidences (among others) • Different culture may have different superstitions but some superstitions are cross-cultural • Perspective is a particular attitude or point of view toward something 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze • Generalize • Support claim with evidence • Research, collect, and organize data • Categorize • Compare and contrast • Provide textual evidence • Work collaboratively • Categorize information 	
<p>GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i></p>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<ul style="list-style-type: none"> • What is a superstition? • What are some superstitions you've heard of? • What is culture? • How do cultures differ? • Why would superstitions be part of culture? • What are some examples of American cultural practices? • What are some examples of cultural practices from other cultures? • What is the meaning of "perspective"? • What is the connection between conflict and perspective? • What are examples of a situation where your perspective differed from that of a friend or family member? • Why do you think your perspectives differed? 	<ul style="list-style-type: none"> • What are some cultural practices and superstitions you learned about in this article? • Why would superstitions be considered part of culture? • What are some possible origins for superstitions? • How do these practices differ from your cultural practices? • What do you think it means? • In what ways is perspective present in the article? • What aspects of perspective might go together? • Why did you choose this word/phrase? • Which groups could you subsume under another group? • What generalizations can you make about perspective and its relationship with culture? 	<ul style="list-style-type: none"> • How do superstitions impact culture? • Why are superstitions important to culture? • What does perspective have to do with superstitions? • What is the relationship between perspective and culture? • How does culture transform perspective?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>The vocabulary, reading level, and/or concepts are more sophisticated than is usually found at this grade level.</p> <p>Use of concept development model raises rigor.</p>	<p>Students engage in critical thinking as they analyze how culture transforms perspective and develop a deep understanding around a concept.</p>		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

After the students come in, teacher will play a TedTalk video on [superstitions](#). Students will be instructed to take 60 seconds to come up with a definition for "superstition" after finishing the video.

Teacher asks:

- What is a superstition?

After class arrives at a definition of some variations of "beliefs or practices that are considered irrational", teacher asks student to list some superstitions they have heard of before. Students will take a 2-3 minutes to list these and class will share out what they have (hopefully they will be superstitions from different cultures mentioned).

Teacher asks:

- What is culture?
- How do cultures differ?
- What are some examples of American cultural practices?
- What are some examples of cultural practices from other cultures?
- What is the meaning of "perspective"?
- Give an example of a situation where your perspective differed from that of a friend or family member.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Part 1: Listing

Students will be given [this article](#) to read. Students will read the article individually. Instruct students to underline all the times *perspective* is applicable to the article. They will make a list of words and phrases based on what they noted.

Students will share words/phrases off their lists with the class - teacher will write the list on the board.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Students will work in groups of 4 to select 10 words and/or phrases from the list the teacher recorded on the board. In groups, the students will create smaller word groups based on similarities - "Which of the words/phrases go together as they relate to some aspect of the concept "perspective".

Part 2: Grouping and Labeling

Students will now be grouped into small groups of 4. They will work together to create a smaller word groups based off the larger list on the board. Their instructions will be "Which of these words and phrases go together as they relate to some aspect of the concept "perspective"? Create smaller words groups based on whatever similarities/differences you can think of. You must have at least 4 different groups. Each group must have at least 3 words/phrases. No word/phrase can be a member of more than one group. Label each group to show how it's related to the concept."

Student will work in group to regroup while teacher walks around checking in with each group and facilitating as/if necessary. When the students are done, teacher will ask students to share out their new groups and what they placed within those groups. Students will explain their labels/groups to the class. Teacher will ask students to justify their grouping and labeling.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Part 3. Subsuming, Regrouping, Renaming:

Groups will now be instructed to regroup the items again. The new categories must have new labels. Items can now be used in more than one category; new labels will be assigned to the categories; categories must have at least 3 words per group; categories must be based on some aspect of the concept "perspective".

When students are finished, teacher will ask them to share their labels and what's within them.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

4. Generalizing:

Teacher asks:

What is the relationship between perspective and culture?

Students write a paragraph in which they explain how perspective reflects culture. Student should reference information from the text in their paragraph.

TEACHER NAME		Lesson #
Isana Gitsis		2
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	ELA	7
CONCEPTUAL LENS		LESSON TOPIC
Culture		Superstitions, Traditions, Rituals
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<u>English Language Arts</u>		
<p>CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RL.7.2</u> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RL.9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>		
<u>Social Studies</u>		
7.C.1 Understand how cultural values influence relationships between individuals, groups, and political entities in modern societies and regions.		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Culture Transforms Perspective		How does culture transform perspective?

CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<ul style="list-style-type: none"> • Students will know that “anthro” means human and “ology” is a study of something or a branch of knowledge • Students will know that “culture” is the customs and norms set and practices within a society • Student will know that a cultural anthropologist studies different cultures and cultural variations • Students will know that cultural variation occurs among different societies • Students will know that cultural practices are created within a particular society and cultural practices can change from one society to another • Students will know that the cultural practices described by in the article they read are, when deeply explored, those of Americans • Students will know the acceptance and understanding of cultural variations is based on perspective • Students will know that “satire” is a way to use humor, wit, or sarcasm in writing. • Students will know that “ethnocentrism” is the “othering” or judging of cultures that are not their own based on the norms of their culture. • Students will understand that “perspective” is the way people perceive /understand something 	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Analyze • Evaluate • Make inferences • Consider multiple perspectives • Craft questions to promote inquiry and make connections • Create and respond to high order thinking questions • Create a piece of writing • Participate in a high-level discussion 	
<p>GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i></p>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<ol style="list-style-type: none"> 1. What does “anthro” mean? 2. What does “ology” mean? 3. Then what do you think “anthropology” might mean? 4. What is “culture”? 5. How is culture created within a society? 6. What are rituals? 7. What are some examples of cultural rituals? 8. How are cultural norms established? 9. What are ways in which cultures differ from one another? 10. What is “perspective”? 11. How might perspective influence how we view culture? 12. What is ethnocentrism? 13. What are some examples of ethnocentrism? 14. When talking (or writing) about someone’s culture, who gets to decide how to describe and interpret it? 	<ol style="list-style-type: none"> 1. What connections can you draw between the title of the article and our daily life? 2. What is your impression of the Nacirema culture based on the first 2-3 paragraphs? 3. The last sentence in paragraph 2 reads: “...its ceremonial aspects and associated philosophy are unique.” What do you think that phrase suggests? 4. What is the difference between a “ritual” and a “habit” or “custom”? 5. Which ritual(s) do you find the most horrifying? Amusing? Interesting? Why? 6. What are the Nacirema’s beliefs about life and death? How do they differ from your own? 7. What connection can you draw between various Nacirema rituals and your own life? 8. Why did you find the “trick” in the article surprising? (Why did you not find the “trick” in the article surprising?) 9. Why are the Nacirema so preoccupied with the body? 10. What do you imagine Minner’s experience with the Nacirema was like? 11. What was he seeing? What was he thinking? 12. What do you imagine the Nacirema would think if they visited us in Durham and observed us for a day? What would they see? What would they think? What might they say? 13. How would the two cultures compare? 14. What is Nacirema spelled backwards? (If necessary) 15. Why do you think Minner choose to describe American culture this way? 16. How does Minner’s use of satire indicate his perspective about culture? 	<ol style="list-style-type: none"> 1. What are some takeaways from your reading and discussion? 2. What was the point of this article? 3. What is the connection between ethnocentrism and the article we read? 4. How does ethnocentrism relate to perspective? 5. What role does ethnocentrism play in our perception of other cultures? 6. How might we see that connection in cultural anthropology? 7. How does culture transform perspective?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>Selected texts are sophisticated and above level for this grade.</p> <p>One of the Common Core Standards is two grade levels above current grade.</p>	<p>Socratic Seminar is an instructional method that requires rigor. Questions are high level and open ended.</p>		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Pre-teach: The day before the seminar teacher will go over the expectations for a Socratic Seminar. Teacher will present a quick Power Point presentation on what a Socratic Seminar should look, sound, and feel like to the participants. Teacher will also give out a handout with student responsibilities for the seminar.

Beginning/Hook: On day of lesson students will see an image of someone brushing their teeth projected on the board and a question asking if they brushed their teeth this morning will be written on the board. Teacher will have students write down the process of brushing their teeth in detail – what did toothbrush and toothpaste did they use, how did they do it, how long did they brush for, etc. Have a few students share out their toothbrushing ritual then explain that they will become cultural explorers today and read about the toothbrushing and other body rituals of the North American “Nacirema” tribe.

Teacher will then project a few images on the board (images tied to cultural anthropology) and write the words “anthropologist” and “culture” on the board. Tell students to think of words/phrases they associate with those words. Give students 3 minutes to brainstorm alone or in pairs, then ask students to come up to write down words they associate with “anthropologist” and “culture”. Based on responses teacher and students will create a definition for cultural anthropologist.

Teacher will then ask:

1. What is “culture”?
2. How is culture created within a society?
3. What are rituals?
4. What are some examples of cultural rituals?
5. How are cultural norms established?
6. What are ways in which cultures differ from one another?
7. What is “perspective”?
8. How might perspective influence how we view culture?
9. What is ethnocentrism?
10. What are some examples of ethnocentrism?
11. When talking (or writing) about someone’s culture, who gets to decide how to describe and interpret it?

Teacher shows a video of a Socratic Seminar in Middle School in order to familiarize students with the concept.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Give out the Nacirema article.

Teacher asks “what are the steps in close reading?” and elicits response.

Teacher instructs students to number the article paragraphs 1-19 and asks students to look at the title then asks:
What connections can you draw between the title of the article and our daily life?”

Because of the density of the text, teacher and students will read the first 2-3 paragraphs together with close reading modeling/guidance and the following questions are asked post reading:

What is your impression of the Nacirema culture based on the first 2-3 paragraphs?

The last sentence in paragraph 2 reads: “...its ceremonial aspects and associated philosophy are unique.” What do you think that phrase suggests?

Student read the article on their own using the close reading procedure. Prior to reading students will be advised to summarize each paragraph in 1 sentence, circle unknown vocabulary, underline parts they consider important, and write open ended questions related to their reading in the margins. Teacher explains that open-ended questions are the backbone of a Socratic Seminar and will lead to a good discussion.

Teacher shares an example of an open-ended question to explore:

Which rituals did you find most horrifying? Unusual? Amusing? WHY did you find them such?

Students are then instructed to work in pairs to create 2-4 open-ended questions. They may use questions from their close reading or create new questions with their partners. After about 8 minutes, students share out a couple of the questions to generate further discussion.

As a class we review the rules for Socratic Seminar which were discussed the day before. Students will then be divided in their Socratic Seminar groups if both inner and outer circles are needed due to size. If not, students will be instructed to form a chair circle.

Teacher provides the opening question: How does culture transform perspective?

Teacher facilitates seminar by listening, giving students room to develop their understanding, and introducing questions only when absolutely necessary to push discussion along.

Possible questions for the seminar:

- What are the Nacirema's beliefs about life and death? How do they differ from your own?
- What connection can you draw between various Nacirema rituals and your own life?
- What is the difference between a "ritual" and a "habit" or "custom"?
- Why are the Nacirema so preoccupied with the body?
- What do you imagine Miner's experience with the Nacirema was like? What was he seeing? What was he thinking?
- What do you imagine the Nacirema would think if they visited us in Durham and observed us for a day? What would they see? What would they think? How would the two cultures compare?

Assuming some of the students will pick up on the connection between Nacirema rituals and American rituals. If they do, guide the discussion to lead them to recognizing that Nacirema = American backward and let them explore the concept from there.

If they do not pick up on the connection, introduce questions that will guide them toward that connection about halfway into the 20 minute seminar. For example:

- What connection can you draw between a chest in a wall holding potions and your own house?
- What connections can you make between "holy mouth men" and your well-being?
- What connection can be made between the Nacirema medicine men temple and the way medicine is practiced in American culture?
- What clue about "Nacirema" is included in the title? How about in "latipso"?

Explain: *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Give students about 20-25 minutes max for discussion, interjecting with guiding questions when necessary.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Teacher divides students into pair and instructs them to go back into the article and figure out all of the rituals described by the author. Once the list is complete students to make a chart in which on one side they list the "Nacirema" ritual and on the other its American version. Share out.

Return to students' "hook" paragraphs about brushing their teeth and ask them to compare & contrast those with those of the Nacirema.

(Background: They will most likely not know that toothbrushes used to be made of hog bristles which creates room to discuss how even within our own culture, we find certain things "weird"*.)

Discuss and share.

(Note: Make my own chart/key to reference before teaching lesson)

Provide background information about Miner (anthropologist, wrote article in the 1950), then ask students:

- Why do you think the author choose to describe American culture as he did?
- What is the connection between ethnocentrism and the article?
- What roles does ethnocentrism play in our perception of other cultures?
- What is the connection between ethnocentrism and perspective?
- How might we see that connection in anthropology?
- What was the point he was trying to make?
- How did you react to finding out that toothbrushes in the 50s were made of hog bristles? Why did you have this reaction?

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Have the students reflect on the Socratic Seminar by asking the following questions:

- What was the most interesting point made during the seminar?
- What ideas did you agree with?
- What ideas did you disagree with?
- What questions were left unanswered?
- What did you contribute to the discussion?
- What do you wish you had said in the discussion?
- Who were the top three contributors to the discussion?

- What is your overall evaluation of the seminar?

Teacher asks final post lesson question:

- How does culture transform perspective?

(Extension: Have students come up with a “ritual” we practice that was not included in the article [ex: plastic surgery, ear piercing, make-up, their choice] and ask them to write up the paragraph in the satirizing style of the article.)

TEACHER NAME		Lesson #
Isana Gitsis		3
MODEL	CONTENT AREA	GRADE LEVEL
Bruner	ELA	7
CONCEPTUAL LENS		LESSON TOPIC
Culture		Superstitions and Traditions
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<u>ELA</u>		
<p><u>CCSS.ELA-LITERACY.RI.7.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><u>CCSS.ELA-LITERACY.W.7.2.D</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>CCSS.ELA-LITERACY.SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-LITERACY.SL.8.1.D</u> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>		
<u>Social Studies</u>		
7.C.1 Understand how cultural values influence relationships between individuals, groups, and political entities in modern societies and regions.		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Culture transforms Perspective		How does culture transform perspective?

CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)	
<ul style="list-style-type: none"> • Anthropologists study culture • Anthropologist can focus on different branches of focus • Cultural anthropologist study the norms and values of a culture • Cultural norms and values can differ greatly among cultures 		<ul style="list-style-type: none"> • Make inferences • Evaluate behaviors • Collaborate • Research • Draw conclusions • Compare and contrast 	
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
<ul style="list-style-type: none"> • What is culture? • What is an anthropologist? • What might an anthropologist research? • Where do anthropologists work? • What characteristics might anthropologists possess? • What tools do anthropologists use? • What might a cultural anthropologist study? • How might perspective fit into ones work as a cultural anthropologist? 	<ul style="list-style-type: none"> • What is a tradition? • What are some examples of cultural traditions? • Why might societies develop traditions? • How does this culture view death? • What are the death rituals and customs this culture follows? • What might be the relationship between these people and their ancestors? • What other questions might you form about this cultural practice? • How are this culture's death traditions similar or different from another culture you've observed? • Why might a culture's death traditions or rituals develop as they do? • How do other cultures' approach death? 	<ul style="list-style-type: none"> • How are this culture's death traditions similar or different from your culture's? • What would the people you are observing think about you? • What did you learn from your work as a cultural anthropologist? • How does culture transform perspective? 	
DIFFERENTIATION <i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment

<p>The readings and materials used in this lesson are above grade/reading level.</p>	<p>Students work collaboratively in open exploration of a topic. Activity encourages higher level thinking.</p>		
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PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

When students come in there will be a slideshow of various images of "anthropologist" playing on the whiteboard. The following questions will be displayed on the whiteboard:

What is an anthropologist?
What might an anthropologist study?
Where does an anthropologist work?
What characteristics do they possess?

(Student should remember from a previous lesson that "anthro" means human and "ology" is the study of something and that the most basic definition of anthropologist is a person who studies humans)
Students will be instructed to spend 3-4 minutes making their list then they will share out their thoughts and a student volunteer will keep a list on the board.

Teacher also asks:

- What tools might anthropologists use?
- What might a *cultural* anthropologist study? (Society norms, values, traditions, and practices. Ex:)

After finishing the list, students will watch the following video to flesh out their understanding of the discipline:

[So your kid wants to be an anthropologist?](#)

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

After watching the video students will be asked to refer back to their initial list and see if there's anything else they can add to the initial list.

Teacher will ask:

- What is a tradition? (A set of actions in a culture that is passed from person to person)
- What are some examples of cultural traditions? (Eating particular foods at certain times; the way we greet one another; baptizing children; the way we approach death; etc.)
- Why might societies/cultures develop traditions? (Give comfort and feeling of belonging; time to reflect; provide structure for families and society; reinforce values; etc.)
- What are the connections between traditions and culture? (Traditions/customs distinguish cultures from each other and reflect the beliefs and values of the culture)

(Note: There are myriad superstitions related to death in cultures across the globe. [Some examples.](#))

Teacher will tell students that today they will become cultural anthropologist and their task will be to study the death traditions of 4 cultures from different parts of the globe. Students will then be divided into groups of 4. Teacher will explain that as cultural anthropologists they will focus on cultural norms and practices of 4 different cultures. They will have 25 minutes at each station and will rotate to the next station every 25 minutes until they have collected information on all 4 cultures. Each station will include a "Research Artifacts" folder with color photos, a couple articles on the culture, and laptops with a window to one "artifact" open as well as for additional research. Students will be given a "field work observation" research sheet on which to record their observations about the culture and, specifically, the way the culture approaches death. Students may process the information in groups or jigsaw the materials and come together to synthesize after watching/reading/researching at each station. Teacher will also tell students that they might not have enough time go through all of the information from the "artifacts" folder in their research and may pick and choose what they engage with if they feel pressed for time.

Station 1: Tana Toraja of Indonesia - [Ted Talk on Tana Toraja](#), [this Nat Geo video](#) photos printed from [this article](#) (saved on my computer), [this article](#), and [this blog post with background information](#)

Station 2: Jazz Funeral of New Orleans - [video](#), pictures (saved on my computer), [article](#), [thoughts on jazz funerals by an anthropology undergrad](#), [article from Southern Cultures journal](#)

Station 3: Malagasy of Madagascar - [NYT article](#), [video](#), pictures, [article](#), [scholarly article](#), [one more](#)

Station 4: Yanomami Tribe (northern Brazil and southern Venezuela) – pictures (saved on my computer), [this long dense study with some information highlighted for students to look through](#), [blog post](#), Eat Ashes To Save Soul (in email)

All folders can include [cross cultural data visualization including death](#).

As groups work through each station, they complete their field observation worksheets.

Field Observations will have spaces for:

- How does this culture view death?
- What are the death rituals and customs this culture follows?
- What might be the relationship between these people and their ancestors?
- Why might a culture's death traditions or rituals develop as they do?
- What other questions might you form about this cultural practice?
- How are this culture's death traditions similar or different from another culture you've observed?
- How are this culture's death traditions similar or different from your culture's?
- What would the people you are observing think about you?

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

When rotations are complete, each group takes time to report their findings from each station and the other groups are given an opportunity to ask questions and/or make comments.

Students are now asked the following questions:

- How are this culture's death traditions similar or different from your culture's?
- What would the people you are observing think about you?
- What did you learn from your work as a cultural anthropologist?

Whole class discussion.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students are asked to imagine that they are from a different planet and have never been on Earth. After some travel they have arrived on our planet and the first place they find themselves in at the table of an American family having enjoying scrambled eggs, pancakes, and bacon for breakfast. The only food tradition on their planet is to eat 1 tube of EFIL a day for all their food/water needs. What might they think? What questions will they want to ask the American family?

Students take 3 minutes to pair up and write 5-10 questions. Each pair gets to ask another pair a question while Pair 1 is aliens and Pair 2 is Americans.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Teacher instructs students to take their sharpie and on their desk answer the following question in a paragraph - How does culture transform perspective?

TEACHER NAME		Lesson #
Isana Gitsis		4
MODEL	CONTENT AREA	GRADE LEVEL
CPS	ELA	7
CONCEPTUAL LENS		LESSON TOPIC
Culture		Superstitions and Traditions
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-LITERACY.SL.7.1.B</u> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><u>CCSS.ELA-LITERACY.SL.7.1.C</u> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><u>CCSS.ELA-LITERACY.SL.7.1.D</u> Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p><u>CCSS.ELA-LITERACY.SL.7.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><u>CCSS.ELA-LITERACY.SL.7.5</u> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Culture transforms perspective		How does culture transform perspective?

CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)	PROCESS SKILLS (What will students be able to do as a result of this lesson?)	
Students will know that: <ul style="list-style-type: none"> • Nat Geo is a magazine that focuses on articles about science geography, history, and world cultures • CPS is a process for solving a problem creatively • Problem solving can use creativity • When you think divergently, you brainstorm and come up with a lot of solutions to a problem • When you think convergently, you come up with one solution to a problem 	<ul style="list-style-type: none"> • Synthesize • Research • Analyze • Problem solve • Work collaboratively • Create 	
GUIDING QUESTIONS <i>What questions will be asked to support in the instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<ul style="list-style-type: none"> • What is National Geographic magazine? • What kind of information do you find in Nat Geo? • What needs to happen before an issue of a magazine is published and printed? • What is an anthropologist? • What does a cultural anthropologist do? • What kind of a contribution might a cultural anthropologist make to Nat Geo? 	<ul style="list-style-type: none"> • How is problem related to culture? • How is the problem related to perspective? • How can you think creatively about culture? • What does divergent mean? • What does convergent mean? • What would be divergent thinking? • What would convergent thinking? • What data will you need? • After analysis of the data, how many problems can you identify that are suggested by the data? • What kind of culture related information will you look for when doing research (data finding)? • What will you use to know to narrow the problem statements down to one? • Which problem statement relates most to culture and perspective? • What criteria might you use to determine the most bizarre tradition of superstition in your selected culture? • What aspects of culture will you include in the criteria for your matrix? • What are some perspectives to consider as you work on a solution to your problem? • How does your action plan take into consideration the parameters set by Nat Geo? 	<ul style="list-style-type: none"> • What did you learn about different cultures? • What did you find most surprising in your exploration of different cultures? • How do superstitions and traditions tie into people's culture? • How did your thoughts about superstitions and traditions of different cultures evolve over the past 4 days? • How does perspective tie into culture? • How has your perspective changed over the past 4 days? • How does culture transform perspective?
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DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
Reading materials will be above their grade level.	Students use CPS to arrive at a solution for a real world problem. CPS requires higher level thinking.	Students will express their learning in varied ways	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Day 1 – Monday/Mess Finding – Tease Out The Mess

Teacher will ask:

- What is National Geographic magazine?
- What kind of information do you find in Nat Geo?
- What needs to happen before an issue of a magazine is published and printed?
- Why might Nat Geo be interested in the bizarre superstitions and traditions of various cultures?
How would Nat Geo consider perspectives surrounding these bizarre superstitions and traditions?

Discussion ensues and teacher shows a behind the scenes at Nat Geo video:

<https://youtu.be/11-yDzyyxw>

Teacher will then explain that as we go through camp, students will “working” as cultural anthropologists. Teacher projects the Performance Task on the board and hands out copies to each student. Teacher will go over the performance task with students and explain that they will have about 30 minutes to work on their PT on Tuesday and Wednesday and they will have about 90 minutes to complete their task and about an hour to present them. The last 30 minutes of Thursday’s class will be for feedback and reflection. Teacher will also hand out CPS packets and explain to students that they will go through the packet step by step in order to get to their final product. Teacher will give students the opportunity to choose their groups and ask students if they have any questions pertaining to the performance task.

Teacher will use this presentation for order and time keeping throughout the days the students are working on the task.

<https://docs.google.com/presentation/d/1VSPbOh6GKq2Ix7KFZsmx-GB9eWpe-kdmy4u2RkXCtHE/edit?usp=sharing>

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Day 2 – Tuesday/Data Finding and Problem Finding

Teacher transitions the students into the workshop portion of the class. Teacher ask:

- What does divergent mean?
- What does convergent mean?
- What would be divergent thinking? (lots of solutions to a problem)
- What would convergent thinking? (single solution to a problem)
- What data will you need?
- After analysis of the data, how many problems can you identify that are suggested by the data?
- What kind of culture related information will you look for when doing research (data finding)?
- What will you use to know to narrow the problem statements down to one?
- Which problem statement relates most to culture and perspective?

Students are told that they will have about 15 minutes to do the data gathering portion of their packet. They **will gather data related** to their problem and answer who, what, why, when, and where. They will then decide on what data is the most important for their problem.

- What kind of culture related information will you look for when doing research (data finding)?

Teacher then tells students to go to the next step and complete the **problem finding** portion of the packet. Students will have about 10 minutes to work on this step.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Day 3 – Wednesday/Idea Finding

Teacher transitions students into the workshop portion of the class. Students are told that they will have about 15 minutes to complete the **idea finding** portion of their packet – the part where they come up with ideas and they should be as wild, crazy, and creative as possible.

Teacher tells students that they now have about 15 minutes to complete the solution finding portion of their packet. Teacher explain that this is when they will look through their ideas, decide what criteria to judge them by, and use a scale of 1-3 (1 being low and 3 being high) to measure whether their idea meets the criteria well. They will then rewrite the final idea that they want to implement.

While monitoring, teacher asks:

- What aspects of culture will you include in the criteria for your matrix?

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Day 4 – Thursday/Acceptance Finding and Action Plan

After completing the **acceptance finding** portion of their packet by coming up with ideas for implementing their plan then **refine their plan**, students will have 60-90 minutes to work on creating their presentations. Teacher will reminder class that each group will have between 5-10 minutes to present their final product.

Teacher asks (individual groups while walking around):

- How does your action plan take into consideration the parameters set by Nat Geo?

Teacher now projects 60 minute timer and walks around the room facilitating as necessary. Students take a 15 minute break after an hour then continue working for the remaining time. Teacher will also give a verbal reminder when there's 10 minutes left.

When time runs out, teacher tells students that it's now time for their presentation to the Nat Geo editor's board. After each presentation students will take 3- minutes to discuss it with their group in terms of how it expands their understanding of the essential question: How does culture transform perspective?

Teacher projects a 10 minute timer and each group presents.

Discussion:

- What did you learn about different cultures?
- What did you find most surprising in your exploration of different cultures?
- How do superstitions and traditions tie into people's culture?
- How did your thoughts about superstitions and traditions of different cultures evolve over the past 4 days?
- How does perspective tie into culture?
- How has your perspective changed over the past 4 days?

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Teacher asks: Based on your exploration of superstitions and traditions over the last 4 days, how does culture transform perspective?

UNIT RESOURCES

The following resources may be used to supplement the unit as needed:

Barnes & Noble. (n.d.). Peoples & Cultures - Teen Fiction, Teen Fiction, Books. Retrieved from https://www.barnesandnoble.com/b/books/teen-fiction/peoples-cultures-teen-fiction/_/N-29Z8q8Z1a4s

Culturally diverse and relevant list of fiction books for tweens and teens. Some of these texts could be tied into the unit as an exploration of how culture transforms perception.

Bohannon, L. (n.d.). *Shakespeare in the Bush* [PDF]. Natural History Magazine.

Probably the second most well known and often used anthropology article ever published (the first being "Body Rituals Among the Nacirema" used for a lesson in this unit). Bohannon thought an understanding and appreciation of "Hamlet" would be universal until she shared it with the Tiv of West Africa.

Books, W. (n.d.). *Summary and Analysis of Stiff: The Curious Lives of Human Cadavers: Based on the Book by Mary Roach.*

A nonfiction book on the use of human cadavers in Western culture that could be contrasted with another culture's way of treating their dead.

Chadha, G. (Producer), & Chadha, G. (Director). (2004). *Bride and Prejudice* [Motion Picture]. United States: Miramax.

A somewhat silly but useful tie into the unit. Hollywood meets Bollywood style romcom explores cross cultural romance.

Doughty, C. and Blair, L. (2004). *From here to eternity.*

A cross cultural exploration of death practices and funerary customs.

HarvardX. (2017, April 19). Walt Whitman's "Song of Myself" helps explain perception.

Retrieved from <https://www.youtube.com/watch?v=Q6GJ0aKe3ko>

Whitman's poem helps explain perception. Set to visuals.

Hosseini, K. (2018). *And the mountains echoed.* London: Bloomsbury Publishing.

A fiction book that explores Afghani culture and is told from various perspectives.

Léonard Tsuguharu Foujita. (n.d.). Retrieved from <http://www.artnet.com/artists/léonard-tsuguharu-foujita/>

Tsuguhari Foujita combined traditional Japanese painting with Western style art. This could be a great Visual Thinking Strategies tie in.

Rasmussen, L., RasmussenDr, L., Rasmussen, L., & Joanna. (2018, March 05). Cross-Cultural

Perspective Taking. Retrieved from <https://www.globalcognition.org/cross-cultural-perspective-taking/>

A cognitive psychologist explores the question of whether we could every put ourselves in the shoes of someone from a very different culture.

TED. (2012, May 04). Rory Sutherland: Perspective is everything. Retrieved from <https://www.youtube.com/watch?v=iueVZJVEmEs>

This video explores the concept of perspective/perception and it's role in our experience of the world.

TED-Ed. (2019). *Lessons Worth Sharing*. [online] Available at:

<https://ed.ted.com/search?utf8=√&q=culture> [Accessed 25 Jul. 2019].

A compilation of various TedEd talks and videos on the concept of culture. Covers everything from tattoos to the history of cannibalism.

TED-Ed. (2019). *Lessons Worth Sharing*. [online] Available at:

<https://ed.ted.com/search?utf8=√&q=perspective> [Accessed 25 Jul. 2019]

A compilation of various TedEd talks and videos on the concept of perspective. Covers everything from the mathematics of sidewalk illusions to why we love.

Vignoles, V. L., Owe, E., Becker, M., Smith, P. B., Easterbrook, M. J., Brown, R.,...Bond, M. H. (2016). Beyond the 'east-west' dichotomy: Global variation in cultural models of selfhood. *Journal of Experimental Psychology: General*, 145(8), 966–1000.

A psychological exploration of self-perception based on culture.

Zimmermann, K. A. (2017, July 12). What Is Culture? Retrieved from

<https://www.livescience.com/21478-what-is-culture-definition-of-culture.html>

A basic breakdown of what constitutes culture.

