

Lesson Plan Template

- **Title**

Cultural Heritage Project

- **Author**

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- **Proficiency level**

_____ Beginning Intermediate _____ Advanced

- **Grade level**

Grade 6, 7, or 8 (but this can be adapted to any grade level)

- **Skills**

Reading

Related subskills: Identifying relevant information

Writing

Related subskills: Synthesizing information into a brief written description/caption

Speaking

Related subskills: Presenting information/PowerPoint before peers

Listening

Related subskills: Asking questions of presenters

Grammar

Related subskills: Use of grammatical rules/editing conventions

Vocabulary

Related subskills: Use context clues to determine meaning/and or use on-line research tools to determine meaning/application

- **Content area**

Social studies, geography, technology, English for specific purposes, English for academic purposes, mathematics, life skills

- **Objectives**

- The student will explore her/his cultural heritage and present her/his findings in a PowerPoint.
- The student will research her/his cultural heritage by creating an interview guide and using on-line research tools.
- The student will identify new information about her/his cultural heritage and include facts in a creative and compelling manner.

- **Duration**

4.5 hours/6 class sessions

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- **Materials and technology**

Access to Microsoft PowerPoint and the internet.

- **Procedure**

LEARN (Link, Engage, Active Learning, Reflect, Now and Then): An instructional delivery model

This model is used by Fairfax County Public Schools to guide teachers in lesson plan development. All teachers are expected to use this model as a means of communicating short and long-term lesson planning.

Link— Teacher starts the discussion with questions such as

- How many of you know someone from another country?
- How many of you have parents or grandparents that were born in another country?
- How many of you were born in another country?
- How many of you speak a language other than English?
- Everyone in the US originally came from somewhere else.
- Do you know where you are from? W
- Which country(ies)? Have you ever had the chance to visit your country(ies) of origin? “

Engage—Teacher-led discussion as to how to conduct on-line research and generate interview questions. The student will research her/his heritage using a variety of strategies and technology tools and present her/his findings in a PowerPoint.

Active Learning—Teacher-led explanation of how to create an interview guide. Students then create their own interview guide to serve as a template for gathering information from their family. Students work independently researching their cultural heritage using a variety of resources (including on-line search engines). Information from family interviews and on-line research are analyzed and organized into an informative and engaging PowerPoint that is presented to the entire class.

Reflect—The student reflects over her/his experience researching and presenting information about their cultural heritage by writing a letter to the teacher using Microsoft Word.

Now and Then— Teacher concludes the with suggestions such as

- Consider what you learned about your background through this activity.
- Does knowing about your cultural heritage help you better understand yourself and your place in the world?
- Are there benefits to understanding the cultural heritage of your peers?
- Does learning about the cultural heritage of your peers help you better understand them?
- How might you use this new knowledge in your daily life?

Assessment

Any standard rubric that incorporates your specific objectives works fine.

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- **Extension or Follow up**
Having students share their PowerPoint with parents during Back-to-School night or any other opportunity when parents are present.