



GeoCivics Lesson: *Exploring my cultural identity*
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Teacher(s): Carrie Regan	Unit Title: Taking pride in and celebrating our cultural identities Lesson Title: Exploring my cultural identity	Grade Level: 5th
Notes: This is an introductory lesson to explore one’s cultural identity, compare and contrast it with a peer, and to their research of Puerto Rico’s culture. It is recommended that this lesson be taught over 4 sessions lasting 45-60 minutes each. This lesson explores the cultural identity of students in the classroom. It then connects that knowledge of themselves in the world to the study of Puerto Rico’s rich cultural history.		
Pre-existing Knowledge: In order to access this lesson, students will need an understanding of what culture means.		
Overview of Content: “Culture is the shared characteristics of a group of people, which encompasses place of birth, religion, language, cuisine, social behaviors, art, literature, and music. Some cultures are widespread, and have a large number of people who associate themselves with those particular values, beliefs, and origins. Others are relatively small, with only a small number of people who associate themselves with that culture. However, the value of culture cannot be defined by its size. No matter if a culture is widespread or kept within a small region, is young or old, or has changed over time, every culture can teach us about ourselves, others, and the global community.” -Britannica Kids editors. “Puerto Rico.” kids.britannica.com. https://kids.britannica.com/students/article/Puerto-Rico/276577 Accessed 30 August 2023. “Puerto Rico is a large Caribbean island of roughly 3,500 square miles located in the West Indies. It’s the easternmost island of the Greater Antilles chain, which also includes Cuba, Jamaica and Hispaniola (divided into Haiti and the Dominican Republic). After centuries of Spanish rule, Puerto Rico became a territory of the United States in 1898 and has been largely self-governing since the mid-20th century. It has a population of some 3.4 million people and a vibrant culture shaped by a mix of Spanish, United		

States and Afro-Caribbean influences.” -History.com editors. “Puerto Rico.” *History.com*, <https://www.history.com/topics/us-states/puerto-rico-history>. Accessed 30 August 2023.

Surface culture vs. deep culture - “Surface Culture is made of observable and concrete elements of culture such as food, dress, music, and holidays.” (Hammond, 2015). “We must begin at the surface engaging our five senses to then progress downward into the profound, in-depth intricacies of deep culture (the unspoken rules & invisible elements of culture).” -Campesi, Melissa. “Surface Culture: The Visible Gateway to Deep Culture.” *schoolrubric.org*. <https://www.schoolrubric.org/surface-culture-the-visible-gateway-to-deep-culture/>. Accessed 30 August 2023.

Purpose: *What will students learn?*

Students will learn about their own cultural identities. They will compare and contrast their own cultural identity to that of a peer. Then, they will learn about the US territory of Puerto Rico and its cultural identity and how it is similar to and different from their own.

National & State Social Studies Standard(s):

National:

- NCSS: Culture: Human beings create, learn, share, and adapt to culture.
- NCSS: Culture: Cultures are dynamic and change over time.

Illinois:

- SS.G.1.5. Investigate how the cultural and environmental characteristics of places within the United States change over time.

National & State Geography Standard(s):

National:

Geography Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics

- Characteristics of Culture.
 1. A culture has distinctive characteristics, therefore the student is able to:
 - A. Identify and describe the characteristics of a culture, as exemplified by being able to Identify and describe distinctive characteristics of their own cultural heritage (e.g., cuisine or agricultural products, traditional festivals or celebrations, vocabulary terms that locals would know and understand but outsiders might find confusing).
- Cultural Diffusion and Change.
 3. Cultures change and diffuse in multiple ways, therefore the student is able to:
 - B. Describe examples of the spread of a culture, as exemplified by being able to: Describe how different cultural groups bring their cultural traditions (e.g., food, holidays, clothing, religion) with them when they move to new locations.

Illinois:

- SS.G.1.5. Investigate how the cultural and environmental characteristics of places within the United States change over time.

ELA Common Core Standards:

- RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- W.5.2.D: Use precise language and domain-specific vocabulary to inform or explain the topic.

ISTE Teacher and/or Student Standard:

Student:

- 1.3.A: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Language Functions:

- Inquiry/Seeking Information: Students use language to observe and explore the environment, acquire information, inquire.
- Summarizing and Informing: Students use language to identify, report or describe information.
- Comparing and Contrasting: Students use language to describe similarities and differences in objects or ideas.

Culturally Responsive Lesson Strategies:

- **Voice:** This lesson allows places for students to work together cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs with the instructor and each other.
- **Differentiation:** This lesson provides opportunities for individual learners to express their learning in various ways, accounting for multiple learning styles.
- **Connection:** This lesson incorporates real-life connections and representations from various cultures and life experiences.

Objective(s):

- Students will be able to identify and describe specific characteristics of their own culture.
- Students will be able to compare and contrast their cultural identity with a peer.
- Students will be able to research the cultural identities of Puerto Ricans.
- Students will be able to compare and contrast their cultural identity to that of Puerto Rico.

SIOP

SIOP Elements

Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands-On Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Evidence of Mastery:

Formative - Students will use the Compare and Contrast Chart (in Lesson Materials Document) to show similarities and differences between their cultural identity and their peer's cultural identity.

Summative - Students will create a presentation of their choice (a slideshow presentation, a poster, write a poem, an art project, or another teacher approved idea) to synthesize their learning of their culture, a peer's culture, and Puerto Rico's culture. Their presentation will include an explanation of why it is important to know about one's cultural identity and how they are shaped, and include the following:

- Identify and explain elements of their cultural identity.
- Compare and contrast their cultural identity with a peer.
- Compare and contrast their cultural identity with those of Puerto Rico.
- Explain various factors that influence one's cultural identity.
- Use examples of surface culture in their writing.
- Identify examples of deep culture in their writing.

The teacher will use the Project Rubric (in Lesson Materials Document) to assess students' presentations with a score of 18 or higher showing mastery of the content.

Key vocabulary:

- **surface culture:** Surface culture refers to those pieces of culture that exist on the surface and can be observed.
- **deep culture:** Deep culture refers to the ideas, beliefs, feelings, and attitudes associated with a particular country or culture. It is intangible and exists below the surface.
- **territory:** A piece of land belonging to the United States. It is not a state, and it is not a country.
- **cultural beliefs:** Beliefs that are learned and shared across groups of people

Materials:

- Student journals for note taking
- The book [In My Family En Mi Familia](#) by Carmen Lomas Garza (See reference in Sources below)
- Chart paper poster titled “Cultural Identity”
- Sticky notes
- Video: *What is Culture?* (2.03 min.) (Link in Sources below)
- Computer and projection device for showing videos
- Lesson #1 PowerPoint Slides for Days 1, 2 and 3 (Separate lesson attachment)
- Iceberg Concept of Culture Template (in Day 1 PowerPoint-Slide #1 and in Lesson Materials Document))
- Copies of *Features of Culture Worksheet* (in Lesson Materials Document)
- Video: *Learning to Navigate your Cultural Identity* (2.49 min.) (Link in Sources below)
- Video: “Diana’s Story Our Stories: In Vivid Color. (3.33 min.) (Link in Sources below)
- 2 Poems titled “Two Worlds”: (Link in Sources below)
- Copies of the Compare and Contrast Chart-two per each student (in Lesson Materials Document)
- Compare - Contrast Summary Frames - (framework for Formative Assessment) (Found in Day Two PowerPoint and also in Lesson Materials Document)
- Rubric for Formative Assessment (in Lesson Materials Document)
- U.S. Territories podcast: (Link in Sources below)
- Online Article: “Puerto Rico”: (Link in Sources below)
- Copies of the Podcast/Article Graphic Organizer handout (in Lesson Materials Document)
- Resources/Links for Student Puerto Rico Research Options: (in Lesson Materials Document and in Sources below)
- Copies of the Project Rubric - one per student (in Lesson Materials Document)

Sources:

- Lomas Garza, Carmen. *In My Family En Mi Familia*. San Francisco, California, Children's Book Press/Libros Para Niños, c1996
- Video: Participate Learning. "What is Culture?" *YouTube*, uploaded by Participate Learning.
 - ([What is Culture?](#))
- Video: ReachOutAustralia. "Learning to Navigate your cultural identity." *YouTube*, uploaded by Participate Learning. [Learning to navigate your cultural identity](#)
- BreakThrough US. "Diana's Story Our Stories: In Vivid Color." *YouTube*, uploaded by BreakThrough US. [Diana's Story | Our Stories: In Vivid Color](#)
- 2 Poems titled *Two Worlds*: "[Two Worlds](#)" (Mora, Pat. "My Own True Name." New and Selected Poems for Young Adults. Piñata Books, Arte Público Press, 2000, pg. 39.)
- U.S. Territories podcast: [podcast from Civics 101](#)
- Online Article: "Puerto Rico": [article from National Geographic](#)

Resources/Links for Student Puerto Rico Research Options:

WEBSITES:

- History.com editors. "Puerto Rico." *History.com*, <https://www.history.com/topics/us-states/puerto-rico-history>. Accessed 30 August 2023.
- Britannica Kids editors. "Puerto Rico." *kids.britannica.com*. <https://kids.britannica.com/students/article/Puerto-Rico/276577> Accessed 30 August 2023.
- Van Dopp de Jesus, Jessica. "Puerto Rico." *kids.nationalgeographic.com*. <https://kids.nationalgeographic.com/geography/states/article/puerto-rico> Accessed 30 August 2023.
- Worldcultureusa.com editors. "Puerto Rican Culture USA." *Worldcultureusa.org*. https://www.worldcultureusa.org/puerto-rican?gclid=CjwKCAjwrranBhAEEiwAzbhNtdtK-FZJlwXWMXsV0A2yTa97dbxeil9QnwefDi7_t5eiyv6DPSk8phoCWdkQAvD_BwE Accessed 30 August 2023.

BOOKS:

- https://www.amazon.com/stores/Jack-L-Roberts/author/B001K8M8N8?ref=ap_rdr&isDramIntegrated=true&shoppingPortalEnabled=true
- https://www.amazon.com/stores/Susie-Jaramillo/author/B01BTMFS36?ref=ap_rdr&isDramIntegrated=true&shoppingPortalEnabled=true
- https://www.abebooks.com/servlet/SearchResults?kn=culture%20of%20Puerto%20Rico&sts=t&cm_sp=SearchF--topnav--Results

Teacher Resources:

- Campesi, Melissa. "Surface Culture: The Visible Gateway to Deep Culture." *schoolrubric.org*. <https://www.schoolrubric.org/surface-culture-the-visible-gateway-to-deep-culture/>. Accessed 30 August 2023.
- Iceberg Concept of Culture: <https://docs.google.com/presentation/d/1rufDotpXLhRnKluHCrkWP5Lb9UR0ZsYXngPqkMEWHM/edit?usp=sharing>

Engage

Teacher Will

(NOTE): Day 1 PowerPoint Slides ([in Lesson #1 PowerPoint Slides for Days 1, 2 and 3](#)) The teacher will strategically group ELLs/SPED and Gifted students to provide language and/or learning support as needed.

1. The teacher will group students to discuss and respond to questions asked and then share out with the whole class. Ask the students “What are some foods your family eats?” and “What are some celebrations you and your family participate in?” Also, “How did those celebrations or traditions come to be?” Then, “Are the things we do the same as everyone else? Why or why not?” After that, the teacher will introduce the idea that many of us have things we do that are based on our culture.
2. The teacher will ask the students, “What are some examples of your cultural identity?” and “How is your cultural identity shaped?” and “Does your cultural identity change or stay the same?” The teacher will have students write down their response to each question in their journals.
3. Read the book, [In My Family En Mi Familia](#) by Carmen Lomas Garza to the class and have students listen and add to their list of cultural examples in their journals.
4. The teacher will introduce a [chart paper poster](#) with the title, “[Cultural Identity](#)” on it and ask students to work with a partner to choose 1 example from their list they have in common with their partner or 2 different examples if they cannot find any commonalities and write them on sticky notes and add to the chart paper poster.
5. The teacher will ask the students to make a “dinner party for 4” (partner pairs find another pair to make a group of 4) and

Student Will: DAY ONE of lesson

1. The students will think of examples of their family traditions and discuss these with their small group and then with the whole group. They will answer the questions asked by the teacher.

(Grouping: Small groups/Whole class) (Integrating Processes: Listening/Speaking) (Preparation: Linking to background)

2. The students will think of examples of their cultural identity and write them down in their journals. (Scaffold: Students with limited English or limited literacy skills may draw examples of their cultural foods and celebrations in their notebooks.)

(Grouping: Whole class/Small groups) (Preparation: Linking to background) (Application: Meaningful/Promotes engagement) (Integrating Processes: Listening/Writing)

3. Students will listen to the book and add to their list of cultural examples.

(Grouping: Small groups/Whole class) (Integrating Processes: Listening/Speaking/Writing)

4. Students will work with a partner to find a common example from their lists to share on a sticky note to add to the chart paper poster.

(Grouping; Partners) (Integrating Processes: Listening/Speaking/Reading/Writing) (Application: Hands-on/Meaningful/Promotes engagement)

again look for any common cultural examples they may have and add to the chart once more.

6. The teacher will then show the video: [What is Culture?](#) about surface culture and deep culture, and then discuss with the class what they have learned about surface and deep culture from the video, and have the students add examples of each to their cultural identity list in their journals.
7. Then, the teacher will introduce and project the Iceberg Concepts of Culture slide (in Lesson PowerPoint- slide #1) and lead a discussion of surface culture and deep culture examples. The teacher will ask, "What is an example of surface culture in our school?" and "What is an example of deep culture in our school?" and will engage the students in sharing out their responses to the class.
8. The teacher will pass out copies and have pairs of students work on the Features of Culture worksheet: (in Lesson Materials Document).

5. Pairs of students will find another pair to make a group of 4 and try to find another commonality from their lists to add to the poster.

(Grouping: Small groups) (Application: Hands-on/Meaningful/Promotes engagement)

6. Students will participate in the class discussion about surface culture and deep culture after watching the video and seeing the visual provided. They will add to their cultural identity list in their journals, providing examples of surface culture and deep culture.

(Grouping: Independent/Whole class) (Integrating Processes: Listening/Speaking/Reading/Writing)

7. Students engage in a class discussion of surface culture and deep culture and think about examples of these in their school and respond to the teacher's questions.

(Grouping: Whole class) (Preparation: Linking to background) (Application: Meaningful/Promotes engagement)

8. Student pairs will work on identifying cultural examples of surface and deep culture using the Features of Culture form.

(Grouping: Partners) (Preparation: Linking to past learning) (Integrating Processes: Listening/Speaking/Reading/Writing)

Explore

Teacher Will:

IQ 1#: *What factors can make our cultural identities come into conflict?*

(NOTE): Day 2 PowerPoint Slides (in Lesson #1 PowerPoint Slides for Days 1, 2 and 3)

The teacher will group ELLs/SPED students with partners to provide language and/or learning support as needed)

1. Begin the lesson with a review of surface culture and deep culture. The teacher will give students 5 minutes to fill in examples of

Student Will:

1. The students will have 5 minutes to think of examples to write down on their blank

each type of culture in their journals. They can draw a blank iceberg in their journals to use as a template.

2. The teacher will then ask students, “*What types of issues or events could cause conflict with our cultural identities?*” and “*Have they experienced this personally?*” and “*How does a cultural group bring their traditions with them when they move to a new place?*” The teacher will record answers on chart paper or google slides.
3. The teacher will ask students to watch the [video: “Learning to Navigate your Cultural Identity”](#) about 3 different people’s experiences navigating various cultural influences. The teacher will pose the following questions to students and have them discuss these in their small groups and then share out with the whole class.
 - What can make people feel insecure about their cultural identity?*
 - How did the people in the video find solutions to their feelings of insecurity?*
4. The teacher will introduce and show the [video: “Diana’s Story: Our Stories in Vivid Color”](#), and the teacher will pose these questions to students:
 - What caused Diana to have an identity crisis?*
 - What solutions did she find to help her through that difficult time?*
5. The teacher will introduce the [2 poems titled “Two Worlds”](#) by passing out copies and reading them aloud to students. The following questions will be posted for the students to think about as they listen to the poems:
 - What common theme do these poems share?*
 - What is a time when you have experienced confusion with your cultural identity?*

iceberg in their journals to connect to the previous day’s learning. (ELL strategy:

(Preparation: Linking to past learning/ Linking to background) (Grouping: Independent and/or Partners)

2. The students will consider the questions asked by the teacher (What types of issues or events could cause conflict with our cultural identities? Have you experienced this personally? How does a cultural group bring their traditions with them when they move to a new place?) Students will participate in the group discussion.

(Grouping: Whole class/Independent or Partners)

(Preparation: Linking to background/past learning)

(Application: Meaningful/Promotes engagement)

3. The students will watch the video and discuss the questions in small groups afterward and then share out their responses with the whole class.

(Grouping: Small groups/Whole class)

(Preparation: Linking to background) Integrating Processes: Listening/Speaking)

4. The students will watch the video and discuss the questions with their group members and then share out with the class using the interactive strategy Stand Up, Hand Up, Pair Up.

(Grouping: Small groups/Whole class) (Integrating Processes: Listening/Speaking)

5. The students will listen to the poems read aloud. As they listen, they will write down answers to the questions posted.

(Grouping: Whole class/Independent) (Integrating Processes: Listening/Writing) (Preparation: Linking to background)

Explain

<p>Teacher Will:</p> <p>(NOTE) Continue with Day 2 PowerPoint slides.</p> <ol style="list-style-type: none"> 1. The teacher will pass out copies of the <u>Compare and Contrast Chart to each student</u> and will partner students (providing language and learning support as needed for ELLs/SPED and Gifted students) and ask students to compare and contrast their cultural identity with their partner using the chart to record their response. 2. When done, the teacher will explain that the students will complete a formative assessment by writing a paragraph using the <u>Compare -Contrast Summary Frames</u> as a framework to describe how their cultural identity compares and contrasts with their partner's. 3. The teacher will use the <u>Rubric for Formative Assessment</u> (in Lesson Materials Document) to assess students' writing. 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. The students will meet with and talk with their partner to identify how their cultural identities compare and contrast and will write down their responses on their <u>Compare and Contrast Charts</u>. <p>(Grouping: Partners) (Application: Hands-on/ Meaningful/Promotes engagement/ Linked to Objectives)</p> <ol style="list-style-type: none"> 2. The students will use the Summary Frames to write a paragraph comparing and contrasting their culture to a peer's culture and will turn in their paragraph for the teacher to use as a formative assessment of student learning. <p>(Assessment: Individual/Written)</p>
<p>Elaborate</p>	

<p>Teacher Will:</p> <p><i>IQ #2: What is a territory of the United States and how does being a territory affect one's cultural identity?</i></p> <p>(NOTE) Day 3 PowerPoint Slides (in <u>Lesson #1 PowerPoint Slides for Days 1, 2 and 3</u>)</p> <ol style="list-style-type: none"> 1. The teacher will introduce the history of how Puerto Rico became a US territory and the definition of a territory using the <u>U.S. Territories podcast: podcast from Civics 101</u> and the Online <u>article: Puerto Rico: article from National Geographic</u>. The teacher will post the following questions for students to answer: <i>-How is a territory different from a state?</i> <i>-How might being a territory affect its cultural identity? The teacher will provide</i> 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. The students will listen to the podcast and read the article in order to answer the questions. They will use their copies of the Podcast/Article Organizer to record their thinking. <p>(Grouping: Whole class/ Independent and/or Partners) (Integrating Processes: Hands-on-Meaningful/Promotes engagement)</p>
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<p><i>the students with copies of the <u>Podcast/Article Graphic Organizer</u> <u>handout</u> to write their response to the questions. The teacher will also group students as needed to provide language/learning support.</i></p> <p>2. The teacher will then explain that one’s cultural identity is shaped by one’s history and that students will be exploring the culture of Puerto Rico and comparing and contrasting it with their own cultural identity. They will be using books from the school library and websites (Resource/Links provided in Lesson Materials Document and in Sources) to do their research and will record their information using a second copy of the <u>Compare/Contrast Chart</u> provided by the teacher. The teacher will assist students as they read about Puerto Rico’s customs and traditions, providing support as needed.</p> <p>(Scaffolding: Guided Practice)</p>	<p>2. Students will use the books and websites provided by the teacher to research aspects of Puerto Rican culture and compare and contrast it to their own culture, and they will use a second copy of the <u>Compare/Contrast Chart</u> to record their research findings.</p> <p>(Grouping: Independent and/or partners) (Integrating Processes: Listening/Reading/Writing)(Application:Hands-on/Meaningful/Promotes engagement/Linked to Objectives)</p>
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Evaluate

<p>Teacher Will:</p> <p>(NOTE): DAY Four of lesson</p> <p>1. The teacher will give the students choices of how they can present their research of comparing their cultural identity with that of a peer’s and with that of Puerto Rico. Students could: create a slideshow presentation, create a poster, write a poem, create an art project, or another teacher approved idea they may have. The teacher will tell students that the focus of their presentation is to show their learning of how their own culture compares and contrasts to a peer’s culture, and how it compares and contrasts to their cultural research of Puerto Rico. Their presentation is also expected to show their</p>	<p>Student Will:</p> <p>1. The students will reflect on their learning about cultural identity and decide on how they want to present their learning. They will use the Project Rubric to reflect on and assess their learning and to guide them in creating their presentation.</p> <p>(Preparation: Lining to past learning) (Grouping: Independent/Whole class) (Application: Hands-on/Meaningful/Promotes Engagement/ Linked to Objectives)</p>
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learning about how one's culture can be affected as well. The teacher will provide students with copies of the Project Rubric (in Lesson Materials Document) and will review it with students so they know what to include in their final project presentation. *Their presentation must include the following:*

- 1) An explanation of why it is important to know about one's cultural identity and how they are shaped.
 - 2) Identify and explain elements of their cultural identity.
 - 3) Compare and contrast their cultural identity with a peer.
 - 4) Compare and contrast their cultural identity with those of Puerto Rico.
 - 5) Explain various factors that influence one's cultural identity.
 - 6) Use examples of surface culture in their writing.
 - 7) Identify examples of deep culture in their writing.
2. The teacher will provide time for the students to work on and complete their project and will ask students to choose an audience to present their projects to when they finish (options: a younger grade level, a peer, the whole class, a small group, etc.) and give students time to complete their project. The teacher can provide support for ELLs/SPED students as needed by providing sentence stems, a partner to work with, and/or allowing them to present their findings by using visual images if needed. The teacher will also provide feedback and support to ensure they address all of the required components as they put their presentations together.
 3. When finished the teacher will use the Project Rubric to assess students' learning. A score of 18 or higher will indicate mastery.

2. Be given time to work on their presentations where they will synthesize their learning of their own cultural identity and what influences it and how it compares and contrasts to a peer's and those of Puerto Rico. When done, students will present their project to an audience of their choice. and will use the Project Rubric to reflect and assess their learning.

(Assessment: Individual/Written/Oral)

Extensions:

- The students can interview a family member about their cultural identity and compare/contrast that to their own.
- The students can explore their cultural history in terms of indigenous influences and how those have influenced their cultural identities.