



6TH GRADE SOCIAL STUDIES AND GEOGRAPHY

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Overview of Lesson



This unit will aim to cover the basics of generations in families and highlight cultural traditions and geographical ties to students' families. During this lesson students will be able to identify different generations within their families. After this students will aim to learn about the culture and history of their family.

STANDARD:

CT Social Studies Standards: Grade 6 & 7 World Regional Studies Dimension 2: Geo 6- 7.9. "World Regional Studies: the West (using the lens of geography to examine past and present features of people and nations in different regions of the world) Middle America and the Caribbean, South America, Western Europe, and Eastern Europe"

CONTEXT OF SCHOOL

Environmental Science Magnet at Hooker School

This lesson will be taught to 20 sixth grades at the Environmental Sciences Magnet at Hooker School. According to the Civil Rights Data Collection Office for Civil Rights At this school in particular the students are made up of these demographics: 62.3% Hispanic or Latino, 15.5% White, 12.2% Black or African American, 6.8% Asian, 2.8% Two or More Races, and <1.0% American Indian or Alaska Native.



OBJECTIVES

Objective 1: Students will be able to identify generations by reaching out to members of their families of different years.

Objective 2: Students will be able to recognize their heritage and where they come from.

Objective 3: Students will be able to compare other cultures and acknowledge the diversity within the classroom.

Objective 4: Students will be able to create their own family trees representing who each individual is and find their true identities.

Objective 5: Students will be able to present about their family's home country and bring in something sentimental.

LEARNING ACTIVITIES

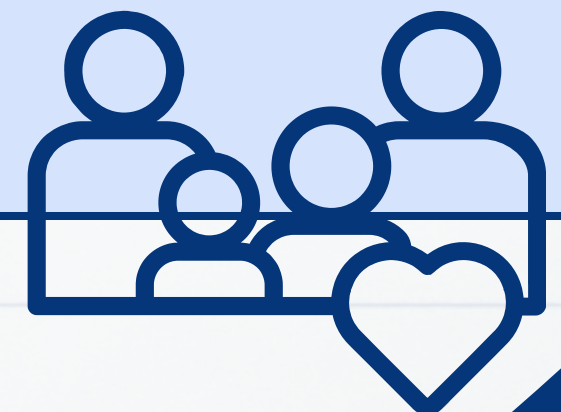
Day 1: Learn about generations and how to reach out to family members and create a family directory.

Day 2: Students will research their family origins and take notes. At the end of the day place a pin on the classroom map where they are from.

Day 3: Students will be in small groups with questions at each table guiding discussions. After learning about one another the students will present about their classmates.

Day 4: Students will create family trees, with facts about each family member.

Day 5: Finally the students will present their findings to the class and talk about the country their family stems from. They will also be encouraged to bring a special item to share.



ASSESSMENTS AND RUBRIC

The final assessment will be for the students to choose a country that best represents the history of their family and present it to the class



An analytical rubric will be used on a 0-5 scale.

- 1.) **Cultural Representation:** how well the student describes basic knowledge on the country
- 2.) **Cultural Identity:** how well the student can relate the country to their families history.
- 3.) **Geographical Knowledge:** how well the students can identify the country on the map and geographical features including like animals, habitats, bodies of water and other major environmental features.

CULTURAL COMPETENCE

The content for the class will be based on learning about diversity and cultural competence



- Curriculum based on multiple cultures
- Students will be more than encouraged to express themselves in the classroom
- Students will not only gain intellectual skills, but also gain social skills
 - Enabling the students to be respectful towards others and more empathetic to one another's diverse lives