

Course/Grade: World Cultures/7thGrade Social Studies **Date:** 2nd Quarter **Block:** 70 mins

Unit Title: Africa

Content Standards: SS 8.3.1, 8.3.2.a, 8.3.4.a, 8.3.4.c, 8.3.5, 8.3.5.a, 8.3.6.a, 8.3.6.b, 8.4.1.c, 8.4.4, 8.4.4.c

Indicators: Students develop a deeper understanding of a diverse society living in one location.

Concept Based (Enduring Understandings/Generalizations): Culture can be used to maintain identity and hope during times of struggle.

Materials & Resources: Notebook paper, pen/pencil, teacher-created handout, graphic organizer/Cornell notes, New American Voices PowerPoint, Making Invisible Histories Visible New American Voices documentary, Scratch paper

Literacy Strategies: Think Aloud, Note-Making and Graphic Organizers, Oral Discussions.

Procedures/Routine: Hand Raising: consistently reinforced throughout class, Attention-Getting and Non-Verbal Techniques: “Ladies and gentlemen, I need your eyes and ears on me in 5-4-3-2-1.”, Giving Directions Explicitly and Visually: verbal directions, visual directions written on white board/SmartBoard, students repeat back directions, Transitions every 20 minutes, Bellwork, Active Supervision.

Modifications/Adaptations for students with IEP or 504 plans:

Pre-teaching content/vocabulary, Preferential seating, Graphic organizer/cloze notes, Chunking of content, Clarification, Visual cues/aides, Frequent checks for understanding, Think time.

ANTICIPATORY SET (10 minutes):

On a blank piece of notebook paper, answer the following questions independently: What are some songs (or types of songs) that you like to listen to when you are upset? How do these songs help you cope? What do these songs say about you and your culture?

After five minutes, teacher asks students to share, with whole-group discussion taking place throughout sharing. Teacher ties Bellwork into lesson: Today we will be learning about specific people or groups of people who use music to maintain their hope and identity during times of struggle.

LEARNING GOALS:

I can explain one way music impacts my culture.

I can define Refugee.

I can describe the refugee population in OPS.

I can identify three countries in Africa.

I can compare my life to the life of a refugee.

PROCEDURES: GRADUAL RELEASE OF INSTRUCTION

Modeled

Learning goals are discussed followed by demonstration and direct Instruction.

Shared

Checking for understanding occurs via engagement activities. Re-teaching may be needed prior to guided practice.

Guided

Leveled performance groups or rotating stations or cooperative learning/group work occur with descriptive feedback.

Independent

Students working independently applying what they have learned in the lesson.

Modeled (10 minutes): The whole-class share reads a handout. (Note: The first part of the lesson involves creating an informational handout for students. This handout could be tied to multiple topics found in this unit, allowing for individual teacher choice. Topics for the handout could include the struggles of East Africa, the genocide in Darfur, the Lost Boys of Sudan, etc. Important academic vocabulary to consider: Famine, Drought, Developing Country, Standard of Living (see World Cultures 7th Grade Social Studies A+ Curriculum Guide for definitions). Ultimately, the handout needs to tie into the topic of refugees. Questions to consider: What is a refugee? What areas of Africa do refugees come from? Why did they become refugees? What are some struggles of refugees? What are some successes of refugees?)

Shared (10-15 minutes): After the class has read the handout, students answer teacher-developed questions over the handout. Students could answer these as a whole-group, with a partner, or independently. Limit questions to five, one being to define the academic vocabulary word: Refugee. A half-page graphic organizer/Cornell notes could be developed for this activity.

Shared (5 minutes): Brain Break: "Everybody stand up! Take your left arm, shake it in the air! Take your right arm, shake it in the air! Take your left leg, shake it in the air! Take your right leg, shake it in the air!" Teacher could repeat, but this time take each body part and shake it two times instead of one time.

Modeled (5 minutes): Teacher makes the connection between African refugees and refugees in Omaha. Teacher shows the PowerPoint that highlights the refugee population in OPS.

Modeled (15 minutes): Teacher announces that we are now going to watch a short documentary about the refugee populations in our city. Teacher should mention that the documentary was created by a small group of OPS students over the summer of 2018. Students then view the MIHV New American Voices documentary on the MIHV website: <https://tinyurl.com/y7xt2ebc>. While watching the documentary, students answer the following questions (or other teacher-generated questions):

1. How are some of the refugee's stories similar even though they come from widely different cultures?
2. How can religion impact some refugee's music?
3. What is something interesting you learned from the documentary?
4. What is one question you'd like to ask one of the refugees we met?

Shared (10 minutes): Whole-class discussion over the documentary and the questions presented to the students.

SUMMARY (5 minutes):

On a scratch piece of paper, answer the following question: What is one way refugees can influence our city or school? You must answer this question and show it to the teacher before you may leave class.