

**Technology Integration Workshop  
2016**

**Unit Title:** Cultural Bazaar

**Grade Level:** 5th

**Subject Area:** Social Studies

**Duration/Length/Number of class periods:** 8-10 class periods with time in between for research

**Description:** Students will select an indigenous group from North America, research the history of the group, create “artifacts” representative of the group and participate in the cultural bazaar buying and trading their goods.

**Established Goals MN Social Studies Standards:**

- Explain how geographic factors affected land use for your cultural group. **(MN 5.3.4.10.1)**
- Describe complex urban societies that existed in Mesoamerica and North America before 1500 (Before European Contact). **(MN 5.4.4.15.1)**
- Describe early interactions between indigenous peoples and Europeans, identify the consequences of those interactions on these groups. **(MN 5.4.16.2)**

**What Enduring Understandings are desired?**

- Geography influences needs, culture, opportunities, choices, interests, and skills.
- Culture is a way of life of a group of people who share similar beliefs and customs.
- Interactions with others can change a group’s cultural traits.

**What Essential Questions will be considered?**

- How do geography, climate, and natural resources affect the way people live and work?
- What are some distinguishing traits of your cultural group?
- What effect did interactions with other cultures have on your cultural group?

**Students will know / be able to:**

- Create “artifacts” that reflect the influence of the geography, climate and natural resources on their cultural group.
- Identify the similar beliefs and customs that define a culture.
- Recognize the effects of interactions between cultural groups.

<b>Description</b>  <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	<a href="#">Fo rm ati ve</a>	<a href="#">Su m ma tiv e</a>	Intr odu ctor y Acti vity	Lea rnin g Acti vity	Stu dent Tec hno logy Use d	Teac her Tec hno logy Used	<a href="#">ISTE Stan dard s</a>
Students will brainstorm a list of things that they have in common. This list will be used to define the term culture and start conversations about how it relates to the current SS lessons.			<b>X</b>				<b>IIIA</b>
Students will learn about early cultures that developed in different parts of North and South America. These include the Nampeyo, Aztecs, Maya, and Inca.				<b>X</b>			<b>IIIB</b>
Exit Ticket: Students will complete a Venn diagram that compares the Aztec and Mayan cultures.	<b>X</b>						<b>IVC</b>
Students will watch the Video, "A History of Native Americans" located on the district's video streaming site, Safari Montage.				<b>X</b>		<b>X</b>	<b>IIIC</b>
Students will create list of cultural traits on computer during video using the Back Channel link like Todaysmeet.com This list will be used to guide their research.				<b>X</b>	<b>X</b>		<b>IIA</b>
Students will select an indigenous group and research using Chromebooks. Students will document their findings in a Google form. This research will include information about the geography, culture and conflicts associated with the group.				<b>X</b>	<b>X</b>		<b>IIIB</b>
Exit Ticket: Students will look at pictures of whale bone scrimshaw, deer skin dress, and clay pottery and tell about the geographical features and climate associated with each artifact. <a href="#">Link to pictures</a>	<b>X</b>						<b>IIIC</b>
At home, students will create a minimum of 3 "artifacts" and a maximum of 10 spending units representative of your cultural group to use at the bazaar.				<b>X</b>			
Students learn about European Explorers including the Spanish conquistadors who established new colonies in North and South America. These lessons will include the end of the Incan Empire.				<b>X</b>			
Exit ticket: Students will fill out a reflection on positive and negative impacts of the interactions between the Spanish and the Inca.	<b>X</b>						<b>IIB</b>
Students will take part in the Cultural Bazaar wearing dress appropriate for their group. Each student will set up their booth with the artifacts that they have created. Students will use their purchasing units to buy, sell and trade their wares with other cultural groups. Students will be graded using the rubric. <a href="#">Rubric</a>		<b>X</b>				<b>X</b>	

<b>Materials, tools and resources District 5th grade curriculum, iPads, Chromebooks, Grading Rubric</b>
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<b>Additional credit given to</b>

