



Culture Show and Tell

Celebrating Culture and Diversity Using Video Platforms

Activity:

Students will highlight an aspect of their culture and present it to their peers using an online video platform.

They can highlight something personal (as in something unique to their family that is currently practiced), ancestral (passed down generation to generation), or cultural (something celebrated by people of their ethnicity, religions, race, etc.).

Through this, they will celebrate what is unique to their own culture as well as celebrate and learn about the cultures of their peers.

Lesson Objective:

After completing this lesson, students will be able to

1. Research and compile information to inform themselves and their peers about their culture
2. Create a visual presentation for their peers to highlight their research findings using a digital video platform
3. Understand the importance of using images, music, videos, as well as primary and secondary sourced information to support their findings
4. Learn how to create a [Citation Page using MLA format](#)

Lesson Standards:

Text Types and Purposes

- [CCSS.ELA-LITERACY.W.6.1.B](#)
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- [CCSS.ELA-LITERACY.W.6.2](#)
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- [CCSS.ELA-LITERACY.W.6.2.A](#)
Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.



- [CCSS.ELA-LITERACY.W.6.2.B](#)

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Production and Distribution of Writing:

- [CCSS.ELA-LITERACY.W.6.6](#)

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge:

- [CCSS.ELA-LITERACY.W.6.7](#)

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

- [CCSS.ELA-LITERACY.W.6.8](#)

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Skills Needed:

- Beginner experience with the movie/video platform of your choosing - iMovie (OTIS courses available in resources), WeVideo, or Soapbox (to name a few)
- Experience moderating numerous participants using Google Meet, Microsoft Teams, Skype, Zoom, or any virtual distance learning platform if the project is being run remotely. (Although, this can be done on any of these virtual platforms, we recommend using your school/district's preferred platform).

Additional Skills Needed for Lesson Modifications (Modification idea can found under Vocabulary List):

- *Experience using the SMART Learning Suite, ClassLab Response 2*

Materials Needed:

- Internet access
- Class/student access to movie/video creation platform (iMovie, WeVideo, Soapbox)
- Class access to virtual distance learning platform (Google Meet, Microsoft Teams, Skype, Zoom)

Additional Materials Needed for Lesson Modifications (Modification idea can found under Vocabulary List):

- *Access to the SMART Learning Suite*



Essential Questions:

These questions have been taken directly from this free resource linked here: https://study.sagepub.com/sites/default/files/0001%20-%20Reading_Our_World.pdf (Please note, there was no need to modify the copy as it was essentially perfect for this project.)

- What is culture?
 - How do various individuals, communities, and groups describe the characteristics of “culture”?
 - What are characteristics of culture?
 - How do these characteristics influence and contribute to culture?
 - When are cultural characteristics seen as positive, and when are they seen as negative?
- What is cultural identity?
 - How does my culture influence identity?
 - What is my own cultural identity in relation to my family and community?
- How is American culture described through various forms of media, in my school, and in my community?
 - How do these visions and elements of culture influence my life?
- What are the artifacts of my culture (imagery, music, food, clothing, ceremonies, pop culture icons, etc.)?
 - How do I imagine these artifacts and characteristics of culture will continue to influence my life in the future?

By answering these questions, we will

- Identify and explain characteristics (e.g., freedom, individualism, the common good) that shape culture in families, in communities, and in the United States
- Select and analyze various cultural artifacts (e.g., food, music, clothing) that represent these characteristics of culture
- Recognize and elaborate upon various perspectives related to culture, broadly, and related to individual cultural identity specifically

Vocabulary (suggestion):

Below are the [Merriam-Webster](#) Dictionary definitions. Prior to providing these definitions, have students define these words via the conversation guided by the essential questions above.

- **Culture:** noun - the customary beliefs, social forms, and material traits of a racial, religious, or social group also: the characteristic features of everyday existence (such as diversions or a way of life) shared by people in a place or time
- **Ancestor:** noun - one from whom a person is descended and who is usually more remote in the line of descent than a grandparent



- **Artifact:** noun - a usually simple object (such as a tool or ornament) showing human workmanship or modification as distinguished from a natural object especially: an object remaining from a particular period
- **Tradition:** noun - an inherited, established, or customary pattern of thought, action, or behavior (such as a religious practice or a social custom)

Lesson Modification:

Have students submit their own definitions of the vocabulary words using the SMART Learning Suite's [ClassLab Response 2 activity](#). After receiving their answers, import their definitions to the Word Cloud creator of your choice (such as [Wordclouds.com](#)) to create a Word Cloud of their answers.

Activity Steps and Resources to Share with Students

Step 1: Introduce the Topic

Begin by having students discuss the essential questions above. Specifically,

- What is culture?
- What is cultural identity?
- Why is it important to learn about your culture?
- Why is it important to learn about the cultures of others?

Through this discussion, provide your students with the vocabulary words listed above. If you would like, you can turn into an activity (via the lesson modification suggestion listed above).

From there, discuss how by learning to love our own cultures, and celebrate the culture of others, we can begin to break down prejudices and/or innate bias's we may have.

Step 2: Have students select an aspect of their culture they would like to research and present to their peers

Students will use a video platform, such as iMovie, to present their findings. If there is another video platform you prefer to work with, you may use that as well.

Culture topics can include, but are not limited to:

- Clothing
- Customs/Traditions



- Family Heirlooms
- Food
- Immigration Story/Coming to America
- Holidays
- Legends/Myths
- Symbols

Students will determine which part of their culture/story they would like to share. They should also receive approval from parents and teacher prior to presenting the topic.

Step 3: Students will research their selected topic

In their research, students should include a minimum of 10 resources total. This should be a mix of primary and secondary resources:

- [Share this link with your students to remind them of the different types of resources available.](#)
- To show the resources they have used, have students create a [works cited page, using MLA-format](#), which they will submit along with their video.

Step 4: Students will prepare a 5-minute video where they will use the resources they have compiled to support their presentation

Teachers should prepare a rubric for the students in order to assess the work. This will offer guidance for the students and ensure they meet all your requirements.

Step 5: Students will present their work to their peers

The students' ability to present their work will depend on the teacher's preference and ability to receive video files from students. Possible ideas could include:

- Having students send videos to the teacher ahead of time. From there, the teacher could schedule a Google Meet/Zoom/Microsoft Teams meeting with the class where the teacher would air each video individually (using the "share your screen" option). Following the airing of the video, students could answer questions from their peers about their findings.
- Students could post videos on a shared class page. From there, the teacher could assign the students to watch the videos of their peers and leave comments about what they learned from each of the videos.

It is important to emphasize with your students that, because this is a sharing of cultures, this assignment requires the students to make themselves vulnerable to their peers. Students are sharing



something that is unique and important to them. For that reason, students must maintain a level of respect in their responses to their peers' work.

Step 6: Student reflection

Have students submit a reflective piece of writing where they can express what they learned about their own culture and about the cultures of their peers. The length of this writing can be determined by the teacher.

Add on Activity:

If you would like to incorporate robotics into this activity, you can do so using either of these suggestions:

- **Sphero Flag Parade - (Inspired by Sphero's [Flags of the World Activity](#))**
 - If you have a class set of Sphero Bolts available, have students create their own art/symbol/flag that represents their culture using the LED Matrix (available in the Sphero EDU app) and have the students program a flag parade. Visit Sphero's activity page [here](#) to view how to program the Sphero Bolts to achieve this.
- **Ozobot Immigration story (Inspired by [Ozobot's Immigration! Activity](#))**
 - Have students create a map that shows their family's journey to where they live today. This can be their family's immigration story, or even their story of where they have lived within the United States. Have students use different Ozobot actions to stop at checkpoints that will provide details of their history.

For More Information

To learn more about the tools listed in the above lesson, check out our courses on OTIS for educators, Teq's professional development platform. Videos to check out include:

- [Teq DTC: Apple Session 8 – iMovie](#)
- [Digital Storytelling with iMovie OS X](#)
- [Using Google Meet for Remote Learning](#)
- [Using Microsoft Teams for Remote Learning](#)
- [Using Zoom for Remote Instruction](#)