Introduction:
The lesson can be used for both English native speakers or for CLDE students who have limited English speaking and writing skills. Through the lesson students will have the opportunity to share with classmates a cultural object used and/or valued within the family. The activity will encourage students to learn from one another’s cultures and traditions in a non-threatening manner for the student. This activity is an excellent way to celebrate cultural diversity and instill pride and respect for all participants. Students will learn presenting skills, peer collaboration, and writing skills.

Behavioral Objectives:
The lesson’s main objective is for students to write a descriptive paragraph in which they will include responses to a series of questions about their cultural object. With the presentations students will have the opportunity to learn more about each other’s cultures and individuality.

Students will:
1. Share three facts about cultural objects with 100% accuracy.
2. Learn 5 facts about different cultures.
3. Write a descriptive paragraph about a cultural object with fewer than three errors.
4. Students will orally present a descriptive paragraph to an audience with 80% fluency.

Standards:
Students will demonstrate the following skills:
1. Play the role of an audience and listen to all peer presentations.
2. Plan, present, and modify a descriptive report about their cultural object with a partner.
3. Students will use their best writing ability to complete the assignment.
4. Deliver final project to an audience.

Standards:
Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing tasks.
Standard 3: Listening and Speaking
Use effective vocabulary and logical organization to relate or summarize ideas, events and other information.

Anticipatory Set:
Students will be seated at their desks and the teacher will be ready to deliver the lesson in the front of the classroom. I will begin the lesson by saying “Today I would like to share a part of my cultural background with all of you.” I will continue to speak about my family, how many siblings I have, how we came to the United States, what our traditions are and how we celebrate important dates, etc. As I speak to students I will often ask them if they take part in similar activities within their own culture. I will also point out that despite our cultural differences we do have many similarities across cultures. By starting my lesson with personal background
information about myself students can get an idea of what the lesson is about. After I have given them the information, I will show them the cultural object I brought. The cultural object I will show my students is an Aztec warrior figurine. I feel it is representative of my cultural roots. I use it as a decorative item in my living room. I will give students a little historical background in the Aztec culture and more facts about the figurine. In my presentation I will model what I expect students to include in their own presentations. At the end, students can ask questions about my cultural background and/or object. At this time I will explain the assignment once again using my own presentation, as a reference to make sure everyone understands the assignment well.

Teacher Input:
I will inform students of my expectations for the activity. One day prior to doing the activity, I will ask them to bring a cultural object. Then, I will do a presentation with my own cultural object for my students. In my presentation I will include all of the aspects I am asking the students to include in the writing portion of their assignment. After my presentation I will ask students if they have any questions. The set of questions will include questions like:
1. What is the name of the cultural object?
2. What makes this object representative of your culture?
3. What use(s) do you or your family give the object?
4. How did the cultural object become part of your family/home? In other words, did you purchase it, make it, or was it given to you as a gift?
5. What do you like or dislike about the object?
6. Do you have a special/rare anecdote about the object you can share? If yes, please share with your audience.

After students are given enough time to work on their writing assignments, they will find a partner to share their work with. In a collaborative manner both partners will present to each other and will check for mechanical errors in their writing. They will be given time to correct their errors. Throughout the beginning of the assignment, I will walk around the room helping with and supervising the activity, making sure all students are working on task. Having had practice in presenting, students will present in front of their peers.

Assessments:
Students will be evaluated on their presentation. I will evaluate students’ writing skills such as the use of complete sentences and correct use of mechanics in their final written assignment. Their oral presentation skills will also be considered for their final assignment. Their oral presentation skills will also be considered for their final grade.

Materials:
Cultural object: Each student will have their own.
Writing paper and pencil

To make the Step Book as an extension of this lesson you will need:
Copy paper: as many as needed
Pencil, crayons, or markers to illustrate book
Extension: Students can make a Step Book in which they’ll illustrate their answers to unfinished phrases. This is a great activity that ELL students can engage in without the need of struggling to write their ideas. Instead they will illustrate them.

**Modifications for Students with Disabilities:**
Modifications for student with disabilities such as physical handicaps a tape recorder will be utilized. The lesson is presented in such a simple manner to meet the needs of different learning styles that all students can achieve and complete the assignment successfully. For students with disabilities such as emotional, learning, or mental retardation they will receive individual help and/or a simpler version of the assignment will be presented.

**Technology Integration:**
Students may wish to take the rough drafts of their writing assignment and type them up using computers.

**Assignment:**

Name of Student: ________________________

Answer the following questions about your cultural object. Your responses need to be included within your written part of this assignment. Answer the questions as descriptively as possible. This worksheet will help you gather information about your cultural object, which you will use in your writing.

1. What is the name of the cultural object?
2. What makes this object representative of your culture?
3. What use(s) do you or your family give the object?
4. How did the cultural object become part of your family/home? In other words, did you purchase it, make it, or was it given to you as a gift?
5. What do you like or dislike about the object?
6. Do you have a special/rare anecdote about the object you can share? If yes, please share with your audience.