

National Endowment for the Humanities: Acculturation and Me

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Date: 7/16/13

Title of Lesson: Acculturation and Me

Subject Area(s)/Grade Level: 7th Grade Social Studies

Content Standards: (Will be dependent upon state of origin) Our recommendation is to find one around the following content area: “Discuss acculturation in antiquity in addition to personal relevance”.

Goals: What understandings are desired?

1. Students are able to define culture.
2. *Higher level:* Students are able to understand agnatology and be able to apply it to content.
3. Students are able to understand the process of acculturation.
4. Students can formulate their own analysis based upon primary and secondary sources.

Prior Knowledge: What knowledge and skills do students need before this lesson?

1. Contextual relevance of what is occurring around the world (Example: Timeline of events from around the world, 1750-1850)
2. Students need to be able to identify primary and secondary resources.
3. Specific awareness of Spain’s motivation for colonization.

Objectives: What knowledge and skills will students acquire?

1. Ability to analyze while becoming critical thinkers.
2. Make personal connections to historical events.
3. Ability to identify acculturation and culture.

Materials:

1. Primary and secondary sources (Chumash Prayer Board Document).
2. Technology (Audio and Visual: Computer, projector and speakers)

3. Writing elements (Example: paper/pencil or iPad)

(Optional: English/Spanish Dictionary)

Anticipatory Set:

1. Rhythmic music slideshow (RMS): Looped slideshow of primary source images of California Missions and indigenous culture displayed (visual of Chumash Prayer Board Document included) while loud rhythmic music is played. (3-5 minutes)
2. Students are given the opportunity to define culture and with teacher guidance create a working classroom definition which must include language (8-10 min).
3. Guided classroom discussion of acculturation in the California Missions (8-10 min.).

Instruction/Activities:

1. Students will be placed into structured groups and be presented with an interactive activity involving a primary resource (3-5 min.)
2. Primary resource of Chumash language mixed with Spanish language (Prayer Board Visual) will be introduced to students (handout, Elmo, overhead, etc., etc.) and they will be asked to identify three words which are Spanish and three which are Chumash. The students will need to put the words into a graphic organizer and give explanation as to how they reached their conclusion (3-5 min.)

Assessment:

1. Students will be asked the following questions and will need to formulate a response for each question (8-10 min.):
 - a. How and why are two languages mixed into one?
 - b. How has language developed or morphed in your life?
 - c. Brainstorm reasons why language develops or morphs?
 - d. What was the motivation behind the friars acculturating through language?

Closure:

1. Randomly select groups to respond to each of the four questions posed (Each group will respond to at least one question). The students will present their response in a one-two presentation. (5-8 min.)