



If These Walls Could Talk: Seeing a Culture Through Human Features

Author Mimi Norton
Grade Level 2 and 6
Duration 2-3 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

4. The physical and human characteristics of places
6. How culture and experience influence people's perceptions of places and regions

AZ Standards

ELA

Reading

Key Ideas and Details

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Writing

Text Types and Purposes

2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.
6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.
2.G1.2 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.
6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

2.G4.1 Identify different physical and cultural regions in the world.

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.

2.H1.2 Using primary and secondary sources, compare civilizations and/or

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c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

cultures around the world and how they have changed over time in a place or region studied.

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.

6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.

SLOP Elements

Preparation	Scaffolding	Grouping Option
Adapting content Linking to background Linking to past learning Strategies used	Modeling Guided practice Independent practice Comprehensible input	Whole class Small groups Partners Independent
Integrating Processes	Application	Assessment
Reading Writing Speaking Listening	Hands on Meaningful Linked to objectives Promotes engagement	Individual Group Written Oral

Arizona ELP Standards

Grade 2

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: ask and answer questions by using evidence from a text.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-2: compose written narratives using appropriate conventions that include details to develop a topic.

Grade 6

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-2: recount specific details and information in a variety of texts.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-2: compose written narratives using appropriate conventions that include details to develop a topic.

If These Walls Could Talk: Seeing a Culture Through Human Features

Overview

There are many ways to introduce young students to culture. Some are obvious; some are not. Looking at human features within a culture gives students an opportunity to see the factors that shaped this culture. Walls that stand for years can be a reflection of cultures--their histories, values, and meaning to a group of people.

Purpose

In this lesson, students will identify events that shape a culture and identify human features in their own community. This lesson contains adaptations for diverse learners.

Materials

- *Talking Walls* by Margy Burns Knight
- Talking Walls Notetaking sheet and Answer Key
- Clipboards (or other hard writing surface)
- Continents of the World map (continents labeled)
http://geoalliance.asu.edu/sites/default/files/maps/World_Continents.pdf
- World map
<http://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf>
- Colored dots or stars (Second Grade)
- Devices with internet
- Projection device
- Map Work: Locations of Walls Answer Key

Objectives

The student will be able to:

- Locate the country or continent where each wall in the story is located.
- Discuss the events that surround the history of each wall.
- Make a list of possible events that could have happened in view of a wall in the community.
- Write a narrative paragraph.

Procedures

SESSION ONE

1. Introduce the book, *Talking Walls*, by asking the following questions:
 - *Can walls really talk?*

- *What do you think the title means?*
 - *What is on the wall on the cover of the book?*
 - *How do you think the pictures got there?*
 - *What art materials do you think the artists used?*
 - *Do you think the wall on the cover was created recently or a long time ago?*
 - *What do you think the children are talking about?*
2. Read *Talking Walls*. (Note: Due to the book's length, teacher may choose to read portions of the book instead of the whole book in one sitting.) **(Grouping: Whole class)**.
 3. Distribute the Talking Walls Notetaking sheet. Discuss the name of the wall, its location and its importance of each wall to its culture. Students may need this modeled and help with spelling. Allow time for students to fill in the notetaking sheet. **(Scaffolding: Modeling, Integrated Processes: Listening, Speaking)**
 4. Distribute a copy of a world map to each student.
 5. Second Grade: Project the same map as given to the students. Locate each wall on the projected map and model placing a sticky dot or star on each country (or continent) mentioned in the book. Instruct students to find the wall location on their map and draw a star or dot. **(Scaffolding: Guided practice, Application: Promotes engagement, Linked to objectives)**
Sixth Grade: Allow time for students to use devices connected to the internet to find wall locations and plot them on the world map. **(Application: Promotes engagement, Linked to objectives)**

SESSION TWO

1. Review the book, *Talking Walls*, and discuss the importance of the walls to the cultures. **(Preparation: Linking to past learning)**
2. Ask students if they think there are any important walls in their city or neighborhood. **(Preparation: Linking to past learning)**
3. Take students on a walk to look at the walls around the school. **(Application: Promotes engagement, Meaningful)**
 - In an urban setting, take a short walk around the block, pointing out walls around shopping malls, parks, restaurants, garbage containers, and backyard fences. (Check on if you need parent permission to do this off campus activity.)

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- If there are no commercial buildings near the school, use the various enclosures, fences, or walls at the school.
4. Stop at each wall and discuss what things the students have seen happen around the walls.

(Preparation: Linking to Background)

5. Ask students to pretend they are that wall and describe what they have experienced. Encourage students to use all of their senses.
6. Upon returning to the classroom, ask students to choose one wall that they saw on their walk.
7. Explain the following assignment. Pretend that you are a wall and make a list of everything that you see, hear, feel, taste, or smell. Be sure to use words that describe the senses so that your writing comes alive to anyone who reads it. After you have a list, you are going to draw a picture and write a paragraph about something that your wall experienced. Your paragraph must have an introductory sentence, two or three sentences describing what your wall experienced, and a concluding statement."

(Application: Linked to objectives, Integration of Processes: Writing, Assessment: Individual, Written)

Assessment

Social Sciences

The map work can be graded. Mastery will be considered 80% (11 or more correctly identified) or higher.

The Talking Walls Notetaking sheet can be graded for accuracy and completeness. Mastery will be considered a score of 80% or higher.

ELA

The paragraph can be graded. Mastery will be determined by:

- Outstanding – Students write an introductory statement, three descriptive sentences, and a concluding statement.
- Satisfactory – Students write an introductory statement, one or two descriptive sentences, and a concluding statement.
- Needs Improvement – Students are missing an introductory statement, write one or no descriptive sentences, or are missing a concluding statement.

Extensions

Students could create their own walls and write a story about what happened in view of the wall. Give each student or team of students the same craft materials to create the wall.

Ask students to choose a wall from the book and research the country in which it is located.

Sources

Knight, M. B. (1992) *Talking Walls*. Gardiner, ME: Tilbury House Publishers. ISBN 0-88448-154-9