



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.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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.
b. Develop the topic with relevant facts, definitions, concrete details,

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

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

quotations, or other information and examples.
 c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 e. Establish and maintain a formal style.
 f. Provide a concluding statement or section that follows from the information or explanation presented.

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.

SIOP Elements

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

Arizona ELP Standards

Stage II

Basic

Reading

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

B-3: answering questions (yes/no, who, what, when, which, where, why) about text with instructional support.

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

B-3: completing a written summary of the key events or ideas of informational text using key words and phrases with instructional support.

Stage IV

Basic

Reading

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

B-4: answering who, what, where, when, why, which and how questions about text.

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

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

B-1: writing a narrative paragraph about real or imagined events, using a sequence of sentences including characters and setting.

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

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

around shopping malls, parks, restaurants, garbage containers, and backyard fences. (Check on if you need parent permission to do this off campus activity.)

- 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