

Social Studies Lesson One:

The Role of Water in Culture

Objective: Students will use social science approaches to gathering data about water and its role in various cultures and present a text set (a collection of fiction and non-fiction books to represent a multi-faceted topic) to classmates as a representation of their learning of the targeted culture's regard of water.

NEVADA HISTORY STANDARDS 2:8.2, 2:12.2

NEVADA GEOGRAPHY STANDARDS 2:7.2, 2:8.2, 2:12.2

NEVADA READING STANDARDS 1, 2

Time: One one-hour class to introduce the lesson. Various numbers of class sessions to work on the project. One one-hour class to present text sets.

Materials: learning logs, access to library, access to research sources, butcher paper

Procedures:

A. Use this think/pair/share strategy:

1. Put the following words on the board and ask students to individually think/write about how the terms are related: water, religion, mythology, purification, absolution, rebirth.
2. Have students compare in pairs their writings about the seven target words. Allow 5 minutes for each person.
3. As a class, share responses. Ask students what their discussion partners thought of that they did not. Ask students which items are related to culture. If necessary, make a vocabulary card for the term "culture." (See Language Arts Lesson Three for instructions on concept cards.)

B. Using butcher paper, start a class graphic organizer on water symbolism and uses for cultural purposes.

C. Students will choose one topic about water use in culture. Beginning with reference and encyclopedic materials, they will maintain a learning log about the topic. Use the K-W-L-W format for recording information. Create a log sheet with four columns. Use the **K** column for what students already **K**now about the topic. Use the **W** column for what they **W**ant to know. Use the **L** column for what they **L**earned, or for taking notes. Use the **W** box at the bottom for recording **W**here they found the information.

D. Students will create a text set for their topic. To do this, students will collect and read both fiction and non-fiction books that relate to their topic. The text set as a

whole should represent the topic from several angles and dimensions. Each text set must have at least four books, with a caption for each book explaining its relevance to the topic. Use post-it notes to mark relevant passages. Text sets should include both fiction and non-fiction selections.

- E. Students will share what they learned from their text sets with the rest of the class. Text sets will be displayed for student and teacher use.