ACTIVITY SHEET

TEAM MEMBER: Carter Elias

INTERDISCIPLINARY UNIT: Cultural Diversity

GRADE LEVEL: 7th

SUBJECT: Social Studies

NAME AND DESCRIPTION OF ACTIVITY:

Life in the Pacific after WWII

Students will be grouped according to their ethnicity to create a skid to showcase the island life of the country they come from. In the skid students must act out the island lifestyle; customs, traditions, beliefs, clothing, and type of government that their people aimed for after WWII. Students will showcase their skid by presenting it in front of the whole class while the other groups observe and take notes of the unique lifestyles. After the presentation of the skids, each group will be instructed to compile a list of similarities and differences of the different lifestyles and present it in a PowerPoint presentation.

**Technology Integration:**
The students will do a PowerPoint Presentation on the similarities and differences on each of the country's lifestyles.

 STUDENT LEARNING OUTCOMES (SLOs):

1. The students will be able to create a skid to showcase the island lifestyle of their respective countries after WWII.
2. The students will be able to act out their skid depicting the lifestyles of the country they're from showcasing their customs, traditions, beliefs, clothing and type of government their country aimed for after the War following a rubric.
3. The students will be able to observe and take notes on each of the presentations to present to the whole class the similarities and differences of each country's lifestyles using a PowerPoint Presentation.
4. The students will be able to list and describe the similarities and differences of the island lifestyles of a typical Pacific islander after WWII.

COMMON CORE STANDARDS:

[CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)
Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-LITERACY.RH.6-8.3](http://www.corestandards.org/ELA-Literacy/RH/6-8/3/)
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

[CCSS.ELA-LITERACY.RH.6-8.5](http://www.corestandards.org/ELA-Literacy/RH/6-8/5/)
Describe how a text presents information (e.g., sequentially, comparatively, causally).

**Source:**
**http://www.corestandards.org/wp-content/uploads/Math\_Standards.pdf**

SUPPLEMENTARY READING MATERIALS AND INTERNET SOURCES TO EXTEND STUDENTS’ UNDERSTANDING OF THE CONTENT:

**Pacific Neighbors**by Betty Dunford and Reilly Ridgell
http://writingcenter.unc.edu/handouts/drama/ http://www.to-hawaii.com/history.php
http://www.everyculture.com/No-Sa/Palau.html

RUBRIC TO EVALUATE THE LEARNING OUTCOMES:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceptional16-20 | Admirable11-15 | Acceptable5-10 | In Progress0-4 |
| Content | An abundance of history related to topic; points are clearly made and all evidence supports topic | Sufficient information that relates to topic; many good points made to support topic | There is a great deal of information that is not clearly connected to the topic | Topic not clear; information included does not support topic in any way |
| Coherence and Organization | Topic is clearly developed and acted out; specific examples are appropriate and clear; conclusion is clear; flows together well; good use of transitions; well organized | Most information is presented in a logical sequence; generally very well organized; a better use of transitions from idea to idea could have been used | Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy | Presentation is choppy and disjointed; does not flow well; development of topic is vague; no apparent logical order of presentation |
| Creativity | Very original presentation of lifestyles; uses the unexpected to full advantage; captures audience’s attention | Some originality apparent; good variety of and blending of Lifestyle history | Little or no variation; Lifestyle history presented with little originality or interpretation | Repetitive with little or no variety; insufficient use of dialogues  |
| Material | Balanced use of materials; properly used to develop topic | Use of materials not as varied and not as well connected to the topic | Choppy use of materials; lacks smooth transition from one material to the next; materials not clearly connected to the topic | Little or no materials used; imbalance use of materials – too much of one thing, not enough of another |
|  Points:  |  |  |  |  |
|  | Total Point 20/20 |  |

Rubric adopted from: http://hrsbstaff.ednet.ns.ca/smileymi/Canadian%20History%2011%20Revised/Craft%20of%20History/evaluation\_rubric\_for\_bulletin\_b.htm