



# What Makes A Country?

## Country Research

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**Grade Level** 3rd Grade  
**Subject** Social Studies

**Time Frame** 70 minutes

### Essential Question

What is culture? How do cultural aspects impact community?

### Summary

In this third grade unit, students will explore aspects that make countries different from one another. Students will be introduced to vocabulary and connect the content to Oklahoma. Then, they will work in groups to research the same concept with their own chosen country. This lesson serves as day 2 of the unit.

### Snapshot

#### Engage

Students watch a video of tribal dancing in Oklahoma.

#### Explore

Students read a passage that details similarities in tribal customs related to the video.

#### Explain

Students review the definition of culture.

#### Extend

Students will explore photos of art from different places and generate examples of culture.

#### Evaluate

Students complete the second page of their Country Research Packet.

## Standards

*Oklahoma Academic Standards (Grade 3)*

**3.CHP.1.1** : Compare and contrast works of art from various times, places, and cultures.

**3.CHP.1.2** : Explore ways that people have created artwork using accessible resources.

*Oklahoma Academic Standards (Grade 3)*

**3.3.4**: Identify cultural similarities and differences of the existing sovereign tribal nations in Oklahoma, especially those near the local community.

*Oklahoma Academic Standards for English Language Arts (Grade 3)*

**6.R**: Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

**3.6.R.1**: Students will use their own questions to find information on their topic.

**3.6.R.2**: Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.

**3.6.R.3**: Students will locate information in visual and text reference sources, electronic resources, and/or interviews.

**3.6.R.4**: Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.

## Attachments

- [Scaffolded Country Research Packet .pdf](#)
- [Unit Day 2 Slides.jpg](#)

## Materials

- Lesson Slides (attached)
- Country Research Packet (1 per student; attached)
- Country Research Packet Scaffolded (1 per student; optional; attached)
- Country Research Packet Spanish (1 per student; optional; attached)
- Internet access/devices
- Passage (attached)

# Engage

Display **slide 2**. Play the video. Pass out **I Notice...I Wonder Notes** to each student for use during the video. After the video, have students discuss their notes with an [Elbow Partner](#). Introduce them to the essential questions on **slide 3**. What is culture? How might culture impact life in different places?

## Teacher's Note

Before viewing, consider asking students what questions they have about countries around the world. Discuss possible sentence stems for the video with students. Remind them that using negative language such as "weird" is not welcome in the space. Encourage them to think with curious language, such as "I have never seen this before!" or "I wonder why they chose that."

## Explore

Students will read the passage with a partner. The passage discusses many customs present from the video. It compares and contrasts the tribal customs with those of tribes in similar regions. Students should still be taking notes on their I Notice...I Wonder chart. Consider also using a Venn diagram. Do you find answers to the things you wondered during the video?

## Explain

Display **slide four** and share the definition of culture with your class. Discuss from the notes what questions students have that were or were not answered. Ensure that students understand the importance of the choices made in the video, from the clothing to the instruments to the dance moves.

## Extend

### Optional Video

**Slide 9** links to an optional video.

Display **slide 5**. How do art and clothing styles differ in different places? Using **slides 6-7**, display the art and clothing styles of different areas to generate examples. Display **slide 8**. Ask students what other way that culture may impact life in a place? Have students think-pair-share an example of a cultural aspect they are familiar with (could be personal but does not have to be!) Following the discussion, students should be able to generate a class list of examples of culture. Discuss with students how the different variables may impact life in Oklahoma. Then, discuss how that may be different from person to person or place to place.

### Teacher's Note: Student Examples

- Food
- holiday
- clothing
- Instruments/music
- Mannerisms or greetings
- Dancing
- Language

# Evaluate

## Teacher's Note: Packets

Three versions of the packet are attached to provide scaffolding and translation for students with lower reading levels or alternate primary language

Display **slide 10**. Have students move into their research groups to begin exploring. Walk around and remind students that they are not bound by our examples. Culture can show up in different ways, even in the way we shop or the times that we eat! They should complete the prompts and open notes on page 2 of the packet.

Completion of page 2 of the Country Research Packet serves as an assessment. Packets should be evaluated for thoroughness, cooperation, and understanding.

## Resources

- K20 Center. (n.d.). Elbow partner. Strategies. <https://learn.k20center.ou.edu/strategy/116>
- HiHo Kids (April 28, 2020). Kids Share Their Cultural Tradition. <https://www.youtube.com/watch?v=xerrjAyZs8>