

W.1: LESSON PLAN

Title

Writing an Argument: What is Culture?

Subject

Writing

Grade

K-5

Time

2-4 days, 15-30 minute sessions

Purpose

Students will write an argument to support an analysis of “what is culture?” suggested by the fresco, using valid reasoning and relevant and sufficient evidence.

Key Questions

1. What is culture?
2. How are people, places, events, and objects elements of culture?
3. According to the fresco, what is Hispanic culture?
4. How could you convince someone that your definition of Hispanic culture is accurate and/or reasonable?
5. How could you convince someone that your definition of Hispanic culture is meaningful or important? What is a good “argument”?
6. How could you respond to a different point of view in a compassionate way?

Values

Respect for our own culture and the cultures of others; confidence in one's own ability to argue effectively with facts, evidence, and reasons.

Materials & Resources

[Virtual tour of the fresco](#); [fresco image guide](#); index cards, colored pencils, stickers with images of people, places, events, and objects.

Activities

1. Ask students, “what is culture?” and write down their “popcorn” responses on a white board. After most or all students have contributed, ask student to group responses that seem to be related.
-
-

-
-
2. Lead students through a virtual tour of the fresco. See the virtual tour guide for language that connects the fresco to the idea of culture. Ask students which of their responses to #1 they see in the fresco.
 3. While looking, introduce the idea that the fresco is a visual “definition” of Hispanic culture. What additional elements contribute to culture, according to the fresco? As students identify images, choose some and link to the visual image guide to learn more about people, places, events and objects.
 4. Pass out 3-5 index cards per student, colored pencils, and stickers with people, place, event and object icons (one per student). Ask students to choose 3-5 of the most important elements that have created Hispanic culture and write these and/or attach a sticker on their cards.
 5. Ask students to put the cards in order of importance—which is the most important element of culture, 2nd, and 3rd. This will become an outline for the body of each student’s essay.
 6. Use timed writing to allow each student to list and/or free write about one of their index cards with the prompts like, “Looking at the fresco, find two _____ (people or places or events or objects) that are important to Hispanic culture. Why are these people important to the definition of Hispanic culture?”
 7. Use a similar activity to generate writing about additional index card subjects.
 8. Work with students to develop free writing into paragraphs or sections of an essay with facts and reasoning. Teach the students what an “argument” essay is and how to construct a good argument essay.
 9. When the body of their essays are drafted, teach students how to write an introduction, conclusion and title.
 10. Ask students to share their essays with each other and give each other constructive feedback. Guide them through the process of listening to differing points of view, taking notes, and responding compassionately to feedback.
 11. Ask students to revise their essays.
 12. Option: ask students to create a Power Point presentation of their essays, with images from the fresco, and present their argument in class.

Evaluation/Assessment

[Feedback: Take this survey to share your feedback on this lesson plan](#); formative and summative assessment (e.g. [Edutopia](#); [CRLT](#)); state assessment tools.