

Somali Ethnic Studies, Lesson Plan 5, Unit 2

Day 1: Introduction to Somali Family and Kinship

Grade Level: 9-12

Subject: Geography / Ethnic Studies

Duration: 2 class periods, with each period approximately 50 mins.´

Essential Question:

How does family life shape community life in Somalia and in Somali-American communities in the U.S.?

Learning Objectives:

- Students will understand the importance of family and kinship in Somali culture.
 - Students will identify the structure and dynamics of Somali families.
 - Students will analyze how cultural values influence family responsibilities and relationships.
-

Standards:

- **Geography**

Culture: Investigate how a sense of place is impacted by different cultural perspectives.

Benchmark: Investigate one’s multiple identities based on location, place, culture, and in relation to others. **(9.3.17.1)**

- **Ethnic Studies**

Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.

Benchmark: Analyze how the definitions, identifications, and understandings of racial and ethnic groups have changed over time as a result of politics. **(9.5.23.1)**

Materials:

- Google slides to accompany lesson.
- Venn Diagram hand-out for each student.

Lesson Outline:

Note: “DOK” throughout refers to Dept of Knowledge questions (Level 1: recall; Level 2: skills and concepts; Level 3: strategic thinking; Level 4: extended thinking)

Estimated Time	Content	Materials
10 mins. DOK 2 DOK 3	<p>Turn and Talk: (“Ignite”)</p> <p>Ask students to turn to a partner and ask/answer the following questions:</p> <ul style="list-style-type: none"> ■ What roles – for example translator, childcare provider, financial responsibilities, etc., do family members play in your lives? ■ How do families support each other in your culture? 	Slide #1
5 mins.	<p>Essential Question and Learning Objectives:</p> <p>Have a student read aloud the essential question: How does family life shape community life in Somalia and in Somali-American communities in the U.S.?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> ● I can explain the importance of family life and kinship in Somalia. ● I can describe how families are structured in Somalia. ● I can explain how Somali cultural values affect family relationships and responsibilities. ● I can describe differences between Somali and Somali-American family life. 	Slide #2
15 mins.	<p>Somali Family Life and Kinship (“Chunk”)</p> <p>Share the slides about Somali family and kinship.</p> <ul style="list-style-type: none"> ○ Importance of family and kinship networks. ○ Clan and ancestry relations. ○ Family dynamics and communal responsibilities. ○ Respect for elders and care for family members. 	Slide #3 Slide #4 & #5 (with embedded video on

DOK 4	<ul style="list-style-type: none"> ○ Family finances <p>Ask: What can you imagine might be the benefits and the disadvantages of this approach to organizing families and the larger society?</p>	tribes/clans) Slide #6 Slide #7
20 mins. DOK 1	<p>Venn Diagram Activity: (“Chew”)</p> <ul style="list-style-type: none"> ○ Divide students into small groups. ○ As a group, have the students recount what they learned about typical Somali families. Have them list those traits in the left circle. ○ Then have them work individually on how they would describe their own families. List these traits in the right circle. ○ Have them come back together to find the areas of overlap. These traits go into the middle of the Venn Diagram. ○ Ask for volunteers to share their findings with the class. 	Slide #10
5 mins. DOK 4	<p>Exit Ticket: (“Review”)</p> <p>Have students write one question they have about Somali family and kinship that they would like to explore further with the guest speaker the following day.</p> <p>If students need support, consider using a <u>Question Matrix</u> – for teaching inquiry skills.</p> <p><i>(Note: Have students write their names on the exit tickets so that you can review them for appropriate content, and return them to the students the following day.)</i></p>	

Day 2: Guest Speaker and Writing Reflection

Grade Level: 9-12

Subject: Geography / Ethnic Studies

Duration: 1 class period (Total: 50 minutes)

Essential Question:

How does family life shape community life in Somalia and in Somali-American communities in the U.S.?

Learning Objectives:

- Students will engage with a guest speaker to gain firsthand insights into Somali family life.
- Students will reflect on their understanding of family dynamics through writing.

Standards:

- **Geography**

Culture: Investigate how sense of place is impacted by different cultural perspectives.

Benchmark: Investigate one's multiple identities based on location, place, culture, and in relation to others. **(9.3.17.1)**

- **Ethnic Studies**

Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.

Benchmark: Analyze how the definitions, identifications, and understanding of racial and ethnic groups have changed over time as a result of politics. **(9.5.23.1)**

Materials Needed:

- Exit tickets from previous class time.
- T-chart graphic organizers for note-taking.
- Comfortable chair and water bottle for guest.
- "Cheat sheet" for community member interview.

Lesson Outline:

Note: “DOK” throughout refers to Dept of Knowledge questions (Level 1: recall; Level 2: skills and concepts; Level 3: strategic thinking; Level 4: extended thinking)

Estimated Time	Content	Materials
5 mins.	<p>Exit Ticket Return/Plan for Interview (“Ignite”)</p> <ul style="list-style-type: none"> ● Return the questions written as exit tickets the day before. ● Ensure that duplicative questions have been augmented/rewritten. ● Remind students that they should have their note-taking graphic organizers handy. 	<p>Comfortable chair for guest. Bottled water.</p> <p>Graphic organizers for note-taking.</p>
<p>10 mins.</p> <p>DOK 2</p> <p>DOK 3</p>	<p>Role Play for Interview</p> <ul style="list-style-type: none"> ● Ask students what behaviors work in effective interviews? (For example, listening actively, ensuring that questions are respectful and follow logically, not leaving a follow-up question “hanging” in the air...) ● Offer to serve as the interview subject and have students ask questions of you. ● After 3-4 questions, discuss what worked, and what could help. ● Share “cheat sheet” of tips for effective interviews. 	<p>Cheat sheet of tips for an interview.</p>
5 mins.	<p>Introduce Guest Speaker (“Chunk”)</p> <ul style="list-style-type: none"> ● Note that this community member is willing to be profiled in a collection of community interviews on Somali-Americans and that everyone will have the chance to ask a question. ● The student’s job is to listen for where their question best fits the flow of the conversation. ● Introduce the guest speaker (a Somali parent or community member) and provide a brief background about them. 	
5 mins.	<p>Guest Speaker’s Sharing on Family/Culture</p>	
	<ul style="list-style-type: none"> ○ Ask the guest speaker to share their experiences and insights on family dynamics in Somali culture. 	
15 mins.	<p>Student Questions (“Chew”)</p>	<p>Differentiation of</p>

	<ul style="list-style-type: none"> • Coordinate the flow of questions, ensuring that duplication/repetition is avoided. • Encourage further questions on specific cultural practices, family roles, and experiences, including: <ul style="list-style-type: none"> • Family structure and responsibilities • Differences they have noted between Somalia and their current location. • The significance of kinship and community support. 	questions posed based on student abilities and strengths.
20 mins. DOK 1 DOK 3 DOK 4	<p>Writing Reflection (“Review”)</p> <p>Prompt students to write a reflection based on the following questions:</p> <ul style="list-style-type: none"> ■ What is one new thing you learned about Somali families from the guest speaker? ■ How does this information change or reinforce your understanding of family in your own culture? ■ What questions do you still have about Somali family dynamics? <p>If time permits, ask a few students to share their reflections with the class.</p>	

Assessment:

- Participation in group discussions and presentations, using [“Do Your Part”](#) rubric.
- Engagement and quality of questions asked during the guest speaker session and Thoughtfulness and depth of reflections in writing assignments. ([Assessment for Interview/Writing Rubric](#))

Differentiation/Extension:

- Research and write a 1-2 page reflection comparing family structures and values in Somali culture with their own family experiences. Have students consider how cultural values may shape family dynamics.
- Offer options to draft a poem or spoken word piece on family.
- They may also want to make a visual representation of their family, using photos or drawing to illustrate what they understand to be their family’s values.