In my lesson, I started by reading the story, A Triangle for Adaora.It was a book about a child in Africa that was looking for a triangle in her African community.  The story shows a lot of different shapes on materials and textiles that would be found in that area of the world.  I then showed them a movie illustrating shapes that I had found in my community. The students were then asked to find shapes using their attributes.   
  
[CCSS.Math.Content.3.G.A.1](http://www.corestandards.org/Math/Content/3/G/A/1)Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.  
  
They were assigned the task of taking pictures of shapes in their community and emailing the pictures, drawing the pictures and labeling them, or they could have brought them in to present to the class.  They then had to share with their peers the type of shape and the attributes of the shape that let them know what type of shape it was. This task required them to apply concepts of shapes to analyze their shapes to decide what type of shape it was.  
  
The next task required them to compare their shapes and where they were found with Adaora’s shapes and where they were found.  They discussed with a partner during pair/share time the differences in where Adaora’s shapes were found and where their shapes were found.  They inferred that many of the shapes in Africa were found out in nature where as many of our shapes were found in our homes.  Many of ours were also made by machines whereas Adaora’s were made in nature or by hand.  After comparing and summarizing their thoughts with their partner, they were asked to record their findings about the differences.  
  
I assessed the task by using a rubric based on them finding the shapes and presenting their findings. I collected their writing to see if they were able to transfer their thinking to their writing.  I also was able to assess as they shared their thoughts orally with their partners.    
  
This task was authentic in that the students made connections to a community in another part of the world.  It was interdisciplinary in that it hit our math standards in geometry and it also included social studies geography and science where we discussed natural and man-made items. It was collaborative when students had to work with their partners to compare and contrast the different cultures and form conclusions about the culture.  Students also presented their own findings by sharing shapes they had found and cited evidence in how they reached the conclusions about their shapes. They were able to master the common core standard of recognizing the different shapes and using their attributes.  
  
During this lesson students loved hearing about Adaora. They enjoyed finding shapes in their own homes and presenting their findings to their classmates.  The best engagement came though when they were discussing the similarities and differences of our world as compared to Africa. They were great at discussing the differences, but it took a whole group discussion to get them to where they were able to see the economic differences in the two countries.  
  
One thing that I might modify in the future is that although this is culminating and could be shared with others, I only had them share their findings with their peers.  I think that this activity might even be more beneficial if we were to share our findings with others more globally.