

Create A Culture

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Grade Level	6-7
Duration	2-3 class periods

National Standards

GEOGRAPHY

Element 2: Places and Regions

4. The physical and human characteristics of places

Element 4: Human Systems

10. The characteristics, distribution and complexity of Earth's cultural mosaics

11. The patterns and networks of economic interdependence on the Earth's surface

12. The processes, patterns, and functions of human settlement

Element 5: Environment and Society

15. How physical systems affect human systems

AZ Standards

ELA

Reading

Integration of Knowledge and Ideas

6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing

Production and Distribution of Writing

6.W.4 and 7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Arizona Social Science Standards

GEOGRAPHY

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world.

7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.

Overview

Today's students need to realize we live in a culturally diverse global community, composed of a myriad of culture groups. Each group shares a distinctive set of beliefs and values that influence its perceptions of self, other groups, and the world. As culture groups within our global community become increasingly interdependent on one another for shared resources, goods, and ideas; it becomes more important that students possess an enhanced level of awareness of the nature and complexity of Earth's cultural landscapes. Geography is an ideal vehicle for raising this level of multi-cultural awareness.

Purpose

In this lesson students will work cooperatively to learn about the characteristics of culture and how they relate to the ecosystem in which the culture occurs. By creating a hypothetical culture, students will learn how humans modify the environment and adapt to their environment.

Materials

- Internet/computers or handheld devices
- Create a Culture Ecosystem Characteristics Table
- Create a Culture Ecosystem Cards
- Create a Culture Planning Form
- Create a Culture Mini Poster Guide
- Create a Culture Descriptive Essay
- Markers, colored pencils

Objectives

The student will be able to:

1. Identify characteristics of culture and examine how cultural adaptations to various environments result in distinctive landscapes as expressed by their economic systems, clothing, architecture, and ideas of beauty or art.
2. Compose a descriptive essay and design a poster illustrating the one of the following: economic system, clothing, architecture, or ideas of beauty/art for their hypothetical culture that are appropriately matched to the chosen location and assigned ecosystem.

Procedures

Prerequisite Skills: Students should have studied climate regions and have an understanding of "culture." This is a good culminating lesson to see if students can link ecosystems to cultural characteristics.

SESSION ONE

1. Begin the lesson by having students recall a definition for culture and compile a list of characteristics of culture. Record their responses on the whiteboard.
2. Use the Create a Culture Ecosystem Cards and randomly select a card. Have students recall physical characteristics of each of these ecosystems. Record these on the whiteboard as well.
3. Show the Mr. Donn's PowerPoints on Biomes. <http://www.freeclubweb.com/powerpoints/science/biomes.html> Have students speculate on the advantages and disadvantages of living in each of these ecosystems.
4. Divide students into groups of 4. Each group will be given **one** Create a Culture Ecosystem Characteristics Table, Create a Culture Ecosystem Card, and Create a Culture Planning Form
5. Explain expectations for completion of the Planning Form. Allow groups to work cooperatively.

SESSION TWO (computers optional)

6. Distribute a Create a Culture Mini Poster Guide, blank paper, and markers to each student. Explain the requirements. Allow groups to work on completing the Planning Form from SESSION ONE and then individuals should create their Mini Posters. Students can complete unfinished posters as homework.

SESSION THREE (computer lab required)

7. Remind students about how to search for information (by ecosystems and actual locations) using various websites and to cite their sources. Explain the Create a Culture Descriptive Essay requirements. Allow students time to research and write. Students can complete essays as homework.

Assessment

ELA and Geography

Create a Culture Planning Form can be graded for completeness and characteristics that are appropriate for the ecosystem. Mastery will be considered all parts are completed and appropriate.

Create a Culture Mini Poster Guide can be scored using the criteria stated. Mastery will be considered 56 points out of 70 points possible.

Create a Culture Descriptive Essay can be scored with the criteria stated. Mastery will be considered 80 points out the 100 points possible.

Extensions

Students could be asked to pinpoint the location in terms of absolute location (longitude and latitude) or in relative location terms of continents, hemispheres, or political boundaries on the Planning Form.

The cultural characteristics list could be expanded to include food, customs, holidays, language, religion, music, and government, to name a few.

Students could exchange their Create-a-Culture posters and essays with another student. The other student could then evaluate the hypothetical culture for accuracy, appropriateness, and creativity.

Sources

<http://www.freeclubweb.com/powerpoints/science/biomes.html> Mr. DonnTour of the biomes

<http://www.ucmp.berkeley.edu:80/glossary/gloss5/biome/> climates of the earth changing