360 Degrees of Culture: Creating Culture Wheels

Students will look at other cultures by making a circle graph.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Grade Level</td>
<td>7</td>
</tr>
<tr>
<td>Duration</td>
<td>2-3 class periods</td>
</tr>
</tbody>
</table>

**National Geography Standards**

**ELEMENT TWO: PLACES AND REGIONS**
6. How culture and experience influence people’s perceptions of places and regions.

**ELEMENT FOUR: HUMAN SYSTEMS**
10. The characteristics, distribution, and complexity of Earth’s cultural mosaics.

**Arizona Geography Strand**

**CONCEPT 1**
World in Spatial Terms
PO 1 Construct maps, charts and graphs to display geographic information.

**CONCEPT 2 Places and Regions**
PO 1 Describe the human and physical characteristics of places and regions.

**Other Arizona Standards**

**Mathematics Common Core Standards**

**Geometry**
7.G.2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

**Standards for Mathematical Practice**
7.MP.5. Use appropriate tools strategically.

**Possible History Connections**
(Note: this lesson could also include studying the cultures of the countries involved in WWI and WWII and nations subjected to Imperialism.)

**Strand 1 American History**

**Concept 1: Research Skills for History**
PO 1. Construct charts, graphs, and narratives using historical data.

**Concept 7: Emergence of the Modern United States**
PO 10. Analyze the United States’ expanding role in the world during the late 19th and early 20th centuries:
   a. Spanish American War
   b. Panama Canal
   c. Alaska and Hawaii
   d. Open Door Policy
   e. China – Boxer Rebellion

**Strand 2 World History**

**Concept 1: Research Skills for History**
PO 1. Construct charts, graphs, and narratives using historical data.

**Concept 7: Age of Imperialism**
PO 2. Describe how areas in the world (e.g., Africa, India, China) were impacted by the imperialism of European countries.
PO 3. Describe how industrialization in Japan led to its rise as a world power.
PO 4. Describe the impact of American interests in the following areas during the late 19th century
Overview
Learning about other cultures is a way to satisfy children’s curiosity about other peoples, while fostering understanding and acceptance of diversity.

Purpose
In this lesson, students will use math tools to draw a circle and divide it into 12 equal parts of 30 degrees each. Students will use their textbook or other resources to create a culture wheel for a specific culture, either current or historic.

Materials
- 8” x 11” unlined paper
- Ruler or straight edge
- Compass, protractor, pencil, colored pencils or thin markers or crayons
- Textbook or resource material to use for categories
- Maps of specific areas or countries to adhere to the back of the wheel
- Handout #1 Categories for Culture Wheel
- Handout #2 Additional Categories for Culture Wheel
- Math Assessment
- Answer Key

Objectives
The student will be able to:

1. Define the word culture by listing various aspects or categories of culture in general.

2. Use math tools (ruler, protractor, and compass) to construct a circle graph with 12 sections.

3. Label each section with one aspect of culture.

4. Describe and illustrate each part of the culture wheel appropriate to that particular section.

Procedures
SESSION ONE
1. Introduce the term culture as a way of life that is learned.

2. Instruct the students to list ideas of culture, first alone, then with a partner, then share with class.

3. Make a master list of culture topics for possible categories on the board.

4. Have the class determine the twelve areas of culture the class will use for their culture wheels.

5. Direct the students to research answers to the guided questions about the culture (Handouts #1 and #2 may be used).

6. Direct the students to write the information they find during research on Handouts #1 and #2. They will use this to complete the culture wheel.
360 Degrees of Culture: Creating Culture Wheels

1. Use a ruler to determine the center of an 8 1/2” x 11” unlined paper.

2. Put a dot in the center.

3. Make a circle that has a radius of 10.5 cm.

4. Review information about a circle having 360 degrees. Then divide 360 by 12 to determine the degree of each section. (30 degrees each)

5. Use the radius line as the zero line. Locate and mark 30 degrees using the protractor and draw a line to the edge of the circle. The new line is now the zero line.

6. Continue until there are 12 sections to the circle.

7. When research is completed, the students will illustrate with words and drawings each segment of the culture wheel. They should use color to make it bright and appealing.

8. A final step is for the student to attach a map to the back of the wheel and color the area where this culture is found.

Assessment
Math: Students can be assessed on their accuracy of measurement. Questions on the math assessment can also be considered. Mastery is considered 80% or higher.

Geography: Students can be assessed on the quality of their research and final product. Allow 100 points. Color = 10pts, Correct Information = 60 pts (5pts/section), Labeling = 10 pts, Map work =10 pts, and Drawings = 10 pts. Mastery is considered 80% or higher.

Extensions
Once students understand the idea of culture they can create culture wheels for different time periods in history (See Note Above). The number of segments in the wheel may vary according to the culture.

Students could also create culture wheels for subcultures within mainstream cultures, like the Amish, Orthodox Judaism, New York City life or California beach life, etc.

Sources
National Geography Standards 1994,
Geography for Life

Maps are available at Arizona Geographic Alliance website
http://geoalliance.asu.edu/azga/

Special thanks to Patti Gonzales, Apollo Middle School, Tucson, AZ for help with math procedures.
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