

360 Degrees of Culture: Creating Culture Wheels

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Grade Level 7
Duration 2-3 class periods

National Standards

GEOGRAPHY

Element 2: Places and Regions

6. How culture and experience influence people's perceptions of places and regions.

Element 4: Human Systems

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

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

18. How to apply geography to interpret the present and plan for the future

Arizona Geography Strand

MATHEMATICS

Geometry

7.G.A.2. Draw geometric shapes with given conditions using a variety of methods. 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.4. Model with mathematics.

7.MP.5. Use appropriate tools strategically.

ELA

Writing

Production and Distribution of Writing

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

7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Other Arizona Standards

GEOGRAPHY

Human-environment interactions are essential aspects of human life in all societies.

7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.

7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.

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.

Overview

Learning about other cultures is a way to satisfy our 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 resources to research and 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
- Resource material/Internet
- Maps
- Research Guide for Culture Wheel
- Math Assessment and 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.

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3. Research a culture and create a graphic summary.

Procedures

Prior to this session: Decide if students can research any world cultures in any time period or if a list needs to be derived with choices that matches course content focus.

*Prior Knowledge: To build more background knowledge on what is culture and its elements, look at the lesson, *Observing the Characteristics of Culture*, found at <https://geoalliance.asu.edu/Culture> and decide which pieces of this lesson would be good for your students.*

SESSION ONE

1. Introduce the term culture as a way of life that is learned.
2. Instruct the students to identify elements of culture (language, foods, etc.,) first alone, then with a partner, then share with class.
3. Distribute the Research Guide for Culture Wheel handout. Explain the elements listed.
4. Have students brainstorm possible resources of information from the classroom, library and internet.
5. Begin research if time.

SESSION TWO and THREE

1. Have students continue to research their culture.
2. When students have most of the research completed; distribute blank paper, compass, ruler, and art supplies to each student.
3. Model how to use a ruler to determine the center of an 8 1/2" x 11" unlined paper. Put a dot in the center. Then 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. Students will now illustrate with words and drawings each segment of the culture wheel. They

should use color to make it bright and appealing. Labeling should be clear.

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

Mathematics

Questions on the Math Assessment can be graded for correct answers. Mastery is considered a score of 80% or higher.

Geography and ELA

The culture wheel 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 a score of 80% or higher.

The Research Guide for the Culture Wheel can be graded for completeness. Mastery will be considered a score of 90% or higher.

Extensions

Have students share their culture wheels with other students or their parents.

Have students do a culture wheel based on their ancestry.

Sources

A great beginning internet resources is the CIA World Factbook.

<https://www.cia.gov/library/publications/the-world-factbook/>

National Geography Standards, *Geography for Life*

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

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