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

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.
360 Degrees of Culture: Creating Culture Wheels

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.
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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