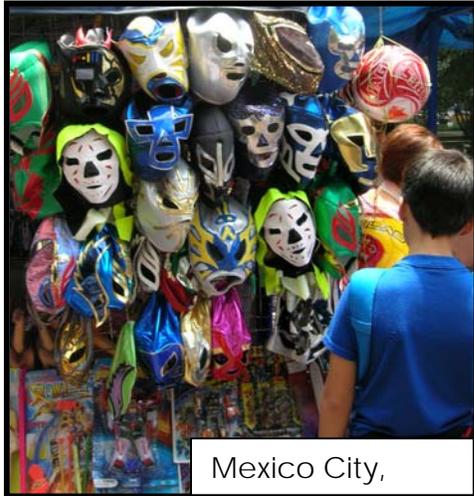


# Exploring Other Cultures as a Means of Strengthening Our Own



Mexico City,



Cusco,

## Mexico and Peru

### A Multicultural Curriculum Unit for Middle School Language Arts/Social Studies

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Fulbright-Hays Seminar in Mexico and Peru, Summer 2008

John F. Kennedy Middle School

Plainfield Community Unit School District #202

Plainfield, Illinois

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## Introduction and Summary

This curriculum unit is the culminating project of travel and study experiences as a participant in the U.S. Department of Education Fulbright-Hays Seminar Abroad in Mexico and Peru, Summer 2008. I explored the cultures and histories of these countries as one of 16 teachers from all over the United States, each with her own perspectives and visions of how to bring new learnings back to our students and communities.

My particular perspective is heavily influenced by the dynamics of my own community, which make cultural explorations especially relevant. In my Midwestern community, the population is rapidly increasing and concurrently becoming increasingly diverse. This growth and change brings great richness, but also intrinsic challenges such as the need for broadening understandings in support of the evolution of a cohesive and harmonious community. As a teacher, I find this an opportunity to develop innovative approaches to standards-based curriculum, thus this unit is both standards-based (national and Illinois) and emphasizes understandings essential to students in a diverse community. Though this is a vital issue in my community, I believe the unit, or variations of it, would be appropriate for all students in light of the globalization of our world.

## Comprehensive Understandings

This curriculum unit encourages students to explore the cultures of Mexico and Peru, to make connections to their own reality and then to increase understandings in their school and community based upon their own new perspectives. The essential objectives of the unit are: 1) Students will develop an understanding of the cultures of Mexico and Peru; 2) Students will explore their own cultural heritage and compare/contrast that with other cultures; and 3) Students will extend that understanding to their school and larger community, dismantling prejudices by celebrating and affirming differences of all kinds.

When students appreciate the differences in other countries, they can then draw similar comparisons to their own lives by contrasting their culture with that of their peers. In the second phase of the unit, students will bring their new cultural understandings into their own lives. They will explore their own cultural heritage, interview family members, collect artifacts and compile a scrapbook, tri-board or multimedia project of their culture that contains recipes, narratives of traditions and family stories, photos, and meaningful memorabilia. It is during this phase that students will exchange their stories with one another by sharing their projects, and participating in topical discussions regarding such areas as religion, language, and customs. Students will plan a school Culture Fair to

display their projects, or other creative representations of their findings, as a way to share their new perspectives with the broader community.

## Philosophical Foundations

The philosophical design of this unit is fundamentally constructivist. Students are expected to construct their own definition and understanding of culture based on their explorations of cultural artifacts and photo montages. It is hoped that teachers will facilitate rather than dictate these learnings. With this type of constructivist learning, it is essential that teachers also understand that there is more than one “right” definition of culture. This is because culture is essentially personal, and therefore unique. So when students create definitions, contribute to discussions, and dialogue amongst groups, teachers should encourage broad based and creative thinking, accepting any reasonable answers when students postulate the elements of culture.

## Timeline and Modifications/Accommodations

This unit was designed to take place over approximately a three-week period, with students spending about 40 minutes per day on the activities. However, the cultural explorations, student projects, and culminating school-wide Culture Fair may certainly be extended depending on the depth of research and quality of final student projects.

Because this unit was born out of a Fulbright-Hays Seminar to Mexico and Peru, the exploratory emphasis in Phase One of the unit is on those countries. However, the essential learnings of this unit could be examined through the exploration of any other cultures and countries. The questions and activities could be modified to accommodate any culture from which artifacts and multidimensional information was available.

In addition, modifications and/or accommodations could be made to support the needs of all types of learners. For example, for more advanced learners, research requirements might be more rigorous, the final project may be more detailed, or require utilizing a new type of technology. For English Language Learners or students requiring more support, there could be more emphasis on group work and collaboration. More specific guidelines, such as defined questions guiding the cultural examinations and pre-determined elements within the student project, may be useful. Other strategies that may be helpful in supporting all learners are to develop small groups purposefully, so as to differentiate instruction. For example, if there are students with strong research skills, a teacher may want to place them in different groups to facilitate the sharing of their strengths.

The assessments included in this unit reflect more of an evaluation of the cultural concepts and a student’s participation in the unit than an assessment of Language Arts and Social Studies skills mastery. This is done purposely to respect

each teacher's own assessment style. Teachers wanting more skill-specific information are encouraged to develop their own assessments based on their students' learning objectives.

## Established Goals

### National Council of Teachers of English—a guiding vision for Language Arts

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meanings and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

- 7.** Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- 8.** Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- 9.** Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- 10.** Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
- 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

National Council of Teachers of English. [www.ncte.org](http://www.ncte.org) (NCTE, 1998–2008.)

## National Council for the Social Studies—a guiding vision for Social Studies

Culture—Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Human beings create, learn, and adapt culture. Culture helps us to understand ourselves as both individuals and members of various groups. Human cultures exhibit both similarities and differences. We all, for example, have systems of beliefs, knowledge, values, and traditions. Each system also is unique. In a democratic and multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. This understanding will allow them to relate to people in our nation and throughout the world.

Cultures are dynamic and ever-changing. The study of culture prepares students to ask and answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals of the culture, influence the other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, and anthropology, as well as multicultural topics across the curriculum.

During the early years of school, the exploration of the concepts of likenesses and differences in school subjects such as language arts, mathematics, science, music, and art makes the study of culture appropriate. Socially, the young learner is beginning to interact with other students, some of whom are like the student, and some different; naturally, he or she wants to know more about others. In the middle grades, students begin to explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

National Council for the Social Studies. [www.socialstudies.org](http://www.socialstudies.org) (NCSS 2008.)

# Illinois Learning Standards

## English Language Arts: Middle/Junior High School

### **STATE GOAL 1: Read with understanding and fluency.**

1.C.3a Use information to form, explain and support questions and predictions.

1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.

1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.

### **STATE GOAL 3: Write to communicate for a variety of purposes.**

3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.

### **STATE GOAL 4: Listen and speak effectively in a variety of situations.**

4.B.3a Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.

4.B.3b Design and produce reports and multi-media compositions that represent group projects.

### **STATE GOAL 5: Use the language arts to acquire, assess and communicate information.**

5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.

5.B.3a Choose and analyze information sources for individual, academic and functional purposes.

5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.

5.C.3b Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.

5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.

Illinois State Board of Education. [www.isbe.state.il.us/ils/ela/standards.htm](http://www.isbe.state.il.us/ils/ela/standards.htm) (ISBE 2008.)

# Illinois Learning Standards

## Social Sciences: Middle/Junior High School

### **STATE GOAL 18: Understand social systems, with an emphasis on the United States.**

18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.

18.B.3b Explain how social institutions contribute to the development and transmission of culture.

Illinois State Board of Education.

[www.isbe.state.il.us/ils/social\\_science/standards.htm](http://www.isbe.state.il.us/ils/social_science/standards.htm) (ISBE 2008.)

## Essential Questions

- What is culture?
- What are the benefits of sharing our cultures?

## Focus Questions

### Phase I—Exploring Other Cultures

- What are the elements of culture?

### Phase II—Examining Personal Culture

- What is my own cultural story?

### Phase III—Extending Understandings

- How can I bring greater understanding to my community?
- How does sharing culture reduce prejudice?

## Materials

- Standard classroom materials including a projector, CD player, DVD or VHS player.
- Cultural realia and resources including artifacts, music samples, traditional and contemporary clothing. For this unit, I created “Culture Boxes” that include a variety of artifacts, clothing, and music. I also developed *digital photo stories* [available as video downloads from this Web site] that summarize my own discoveries in these two countries and include selected photographs. My materials are available for public use, but are copyrighted to me. Similar materials are available to teachers for check out through the Teresa Lozano Long Institute of Latin American Studies at the University of Texas at Austin—see Teacher Resource page.
- Print and Internet resources for researching culture. Binders of “Culture Grams” are available in many middle school media centers. This resource overviews significant historical and contemporary aspects of many cultures of the world. Identify appropriate Web sites in advance so as to focus student research. Consult Teacher Resource page for suggestions.
- Student access to media and technology for researching as well as developing their own multimedia projects.
- Tri-boards, markers, paints, and arts and crafts supplies, or have students supply their own, for making museum-quality display boards or multimedia projects.
- Copies of Student Pages [attached].
- A collection space for student portfolios and artifacts, such as file folders in a cabinet or a specified shelf.

## Assumptions of Prior Knowledge

- Students have a basic understanding of research strategies, can identify main ideas from print and Internet reading, and can properly gather information to cite sources.
- Students are familiar and successful with both group and individual work.
- Students can work relatively independently to create an impressive multimedia or other creative culminating project.



# Phase I—Exploring Other Cultures

Essential Question:

- What is culture?

Focus Question:

- What are the elements of culture?

Assessment:

Students will demonstrate an understanding of the concept of culture. At the close of the week long exploration, students will develop a list of **Cultural Elements** that show they have a clear understanding of the meaning of culture. Each individual student will be held accountable for their list of learnings and a definition of culture. Students will put this piece in their **Culture Portfolio**.

Learning Plan:

Develop small groups of students who will work on phase one of the project together. Groups of students will rotate through stations as they work collaboratively to construct a definition of culture while exploring, comparing, and contrasting the cultures of Mexico and Peru.

Day 1—Introduction of Unit (40 min.)

As students enter the room, the essential questions are displayed and students individually think and write their responses. The teacher then asks students to speculate on the definition and elements of culture with seat partners—brainstorming their thoughts and ideas together. Finally the teacher leads a large group sharing of ideas, encouraging all types of answers but not directing the students' ideas yet. The teacher takes notes on student ideas, using a structure such as a **KWL chart**.

Day 2–4—Cultural Explorations (3 stations of 40 min. each)

The teacher creates **Task Cards** for each station, so students can work relatively independently.

Station #1: Examination of print and Internet information. Use the "Culture Grams," culture books, encyclopedias, and Internet to research the culture of the focus countries. Use the pre-identified Internet sites to make your work easier. Remember you are trying to discover what culture is. When you find helpful information, be sure to write down all the information you will need to properly

cite this source on your resource page. Your *Culture Portfolio* will require a **Resource Page**.

Station #2: Examination of Mexico Culture Box. With your group explore the artifacts and photos in the box. Listen to the music. Take time to peruse the binder. Discuss what you see. Why were these artifacts chosen? What else might have been in the box? What do you notice in the photos? Replace all of the artifacts neatly in the box at the end of the activity.

Station #3: Examination of Peru Culture Box. With your group explore the artifacts and photos in the box. Listen to the music. Take time to peruse the binder. Discuss what you see. Why were these artifacts chosen? What else might have been in the box? What do you notice in the photos? Replace all of the artifacts neatly in the box at the end of the activity.

Day 5—Synthesis—Each group works on this activity simultaneously. (20 min. as group, 10 min. teacher guidance to large group, 10 min. to complete **Cultural Elements** page)

Guided discussions of findings, synthesis of discussion into group notes.

What ethnic groups, languages, and religions are present in these countries?  
What factors have influenced the evolution of culture in these countries?  
Compare and contrast traditions, language, foods, clothing and ethnic issues.  
How are these countries alike? How are they different?

What do you think the word “culture” means? What are the many elements of culture?

Take notes on your discussion so that each individual can complete the **Cultural Elements**.

## Phase II—Exploring Personal Culture

Focus Question:

- What is my own cultural story?

Assessment: Culminating Culture Project

Students will demonstrate skills of identifying cultural artifacts, gathering cultural information and realia. Each student will add several items to their Culture Portfolio, interviewing a special person, and identifying and gathering cultural artifacts to create a culminating culture project.

**\*Teacher note:** It is important that the teacher emphasize that photos can be drawn, can involve the community, friends, or whomever and whatever each individual chooses as important. Defining specific photos (such as parents) may be counterproductive to the inclusive attitudes essential to this unit. If a student chooses, allow the focus to be on a country or related concept, such as the culture of Hip Hop, rather than on themselves as an individual. Assist students in modifying the **Personal Culture** page as necessary.

*Culture Project Rubric* is included with student pages.

Learning Plan:

Day 6—Identify elements for a personal culture project. (30 min. + 20 min. outside of class)

After an all-class brainstorm, students will complete the *Personal Culture* page to make a plan for gathering artifacts that represent who they are or the culture on which they are focusing.

- What pieces of your past and your family's past are significant to who you are?
- What traditions do you have or what holidays do you celebrate? Where did those come from?
- What in your nation's history has influenced how you live?
- What photos show important aspects of who you are? You will need to gather approximately 5 photos (these can be family photos, historical photos, photos of your community...anything that shows who you are now.)

- Are there family recipes that are important to your culture? You will need to gather at least one family or favorite recipe for your *Culture Portfolio*.
- What other artifacts show who you are—important accomplishments, awards, costumes, sports uniforms, video game awards?

Day 7—Interview (20 min. to discuss, 20 min. to make personal plan + 20 min. outside of class)

To get a richer picture of your culture you will interview a special person in your family or someone who is associated with your culture.

Who in your family or past has important information about who you are?

- On the ***Interview Notes*** page, develop at 5–10 questions you will ask this person in an interview about your past. Write out your interview questions.
- Conduct the interview, taking notes on the answers you receive. Put your interview notes in your ***Culture Portfolio***. Later you will develop these notes into a nice paragraph for your culminating project.

**\*Teacher note:** Because there is a significant amount of collecting, it is advisable to give students adequate time to complete this segment of the unit. I estimate 2–4 days.

Days 8–10—Project work time (three 40 min. sessions)

Using the information the students have gathered, they will work in groups or individually to develop a museum-type display featuring their culture or cultural concept. During this project work time the teacher should be on hand to guide the students and to facilitate dialogue as it naturally occurs.

Day 11—Cultural sharing and dialogue within class (20 min. display, 20 min. discussion.)

Students will display their projects in a safe and familiar environment so the class can host a gallery walk. After all projects are viewed, the teacher guides discussion on culture and revisits the essential questions—What is culture? What are the benefits of sharing our cultures?

## Phase III—Expanding Others’ Understandings

Focus Questions:

- How can I bring greater understanding to my community?
- How does sharing culture reduce prejudice?

Assessment:

The self evaluation that is to be turned in with the final project will demonstrate where students are in regards to the essential questions. If teachers and students decide to go beyond Phases I and II and to host a school-community event, then the authenticity of that event, the attendance, the projects, the interest the students have, will demonstrate the internalization of the essential concepts.

Learning Plan:

Day 12—Synthesize and evaluate learnings

As a large group, the teacher should revisit the KWL chart, guiding a discussion about new learnings. Especially focus on broad concepts, such as what culture is, how it affects our lives, and the prejudices and lack of understanding we usually have about culture. Emphasize how this study may have broadened perspectives, helped us to gather new insights, and gave us a chance to dialogue about differences and similarities that we otherwise may not have discussed. Ask, “Why is it important to dialogue about differences?” Ask, “How does sharing culture reduce prejudice?”

After this discussion, assign students to complete the *Self Evaluation* to turn in with their project.

Assess the students’ interest in organizing a school-wide Culture Fair or other event to extend their learnings to the school and community. Brainstorm how this might look. Students could display their projects in larger venue, such as the school lunchroom or public library. Students could elicit entertainment and host a really big event.

Day 13 and beyond—extend the learnings as far as the enthusiasm and interest carry...

# Teacher Resource Pages

## Teacher Resources for Studying Culture

### Outreach World, A Resource for Teaching Kids About the World

<http://www.outreachworld.org/>

This Web site contains a wealth of resources for educators including full curriculum units, audio/visual resources, opportunities for professional development, relevant links, and news of issues in global education. Browse the resource section, select Mexico and the type of resource desired.

### COMEXUS

<http://www.comexus.org.mx/Summer/projectslist>

A Mexican Web site that details events and projects of Fulbright-Hays Seminars for teachers. Included are a plethora of curriculum projects written by teachers for all grade levels and about many aspects of the culture and history of Mexico.

### The Alma Project

<http://almaproject.dpsk12.org/>

The Alma Project is a collection of curriculum units created by teachers. Each unit focuses on the history, contributions and issues of Latinos and Hispanics, particularly in states in the Southwest. Units are downloadable and feature books, videos, music, instruments, and materials that can be checked out.

## Resources for Information on Mexico

### CIA World Fact Book

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

Basic information on geography, people, government, economy, communications, and transportation.

### National Geographic–Mexico

[http://travel.nationalgeographic.com/places/countries/country\\_mexico\\_cntry.html](http://travel.nationalgeographic.com/places/countries/country_mexico_cntry.html)

Mexico facts, videos, maps, music and more.

### World History Archives–Mexico

<http://www.hartford-hwp.com/archives/46/index.html>

A collection of documents to “support the study of world history from a working-class and non-Eurocentric perspective.”

### E-Mexico

<http://www.e-mexico.gob.mx>

A site provided by the government of Mexico to increase understanding and support dissemination of information. There are sections with a vast amount of data on the topics of education, health, government, and economy. Data is compiled nationally and

by state. For state information click on “Know Mexico: Indicators by State.”

## Resources for gathering cultural realia

**Natalie Arsenault, Outreach Director**

**Teresa Lozano Long Institute of Latin American Studies (LLILAS)**

University of Texas at Austin  
1 University Station D0800  
Austin, TX 78712-0331  
Tel: (512) 232-2404  
[n.arsenault@mail.utexas.edu](mailto:n.arsenault@mail.utexas.edu)

<http://www.utexas.edu/cola/insts/lilas/outreach/>

A fabulous resource for locating all sorts of culture artifacts from any Latin American country. Lending Library also includes books, videos, and other materials available for loan nationwide free of charge.

## LANIC and “Hemispheres”

<http://lanic.utexas.edu>

A network of Internet-based information on Latin America, journals, archives, and links to external sites.

<http://www.utexas.edu/cola/orgs/hemispheres/>

Lots of resources including a lending library of cultural realia from many countries and regions.

## Mayan Culture Box from UNC Chapel Hill

<http://www.duke.edu/web/carolinadukeconsortium/K->

[16\\_community/culturebox.htm](http://www.duke.edu/web/carolinadukeconsortium/K-16_community/culturebox.htm)

This box is packed full of artifacts and books and is available for the public to borrow!

<b>K</b>	<b>W</b>	<b>L</b>
What do you know about <u>culture</u> ?	What do you want know about <u>culture</u> ?	What did you learn about <u>culture</u> ?

# Teacher Guidelines for defining and discussing culture

Students often falsely believe that culture refers only to ethnic heritage. Under this assumption, many students feel they lack culture, or function as if culture refers only to certain racial or ethnic groups. If students are not moving to a broad understanding of culture based on their examinations of the cultural artifacts, photo stories and print information, the teacher may need a more explicit approach to broaden students' perspectives; possibly even formally introducing the idea of personal, unique culture through an activity I call "Cultural Introductions."

## Cultural Introductions Activity

*Step #1: Ask the students to define culture. Take all responses and gauge their understanding.*

*Step #2: Present the "Dimensions of Culture," discussing what each aspect means. I usually present this as a PowerPoint slide and lead an open dialogue.*

### **Dimensions of Culture**

*Primary: Gender, Age, Race (what is it anyway?), Ethnicity (shared experiences), Religion, Where you live or have lived*

*Secondary: Ethnicity, Sports/Activities, Family make-up, Family traditions, Socio-economic status, Personal Values, Nationality (country you are a citizen of)*

*Step #3: Have students talk in small groups, introducing themselves culturally. They should identify at least two dimensions of their own culture that they are comfortable sharing with the group. Take turns around the group until the students know each other a bit better. Emphasize **that culture is what makes you who you are.***

## ***Task Cards***

*Copy these directions, cut them out, and glue them onto index cards or table tent cards. Set up each station with the necessary materials. For Activity #4, multiple copies will be needed.*

Station #1: Examination of print and Internet information. Use the "Culture Grams," culture books, encyclopedias, and Internet to research the culture of the focus countries. Use the pre-identified Internet sites to make your work easier. Remember you are trying to discover what culture is. When you find helpful information, be sure to write down all the information you will need to properly cite this source on your resource page. Your *Culture Portfolio* will require a *Resource Page*.

Station #2: Examination of Mexico Culture Box. With your group explore the artifacts and photos in the box. Listen to the music. Take time to peruse the binder. Discuss what you see. Why were these artifacts chosen? What else might have been in the box? What do you notice in the photos? Replace all of the artifacts neatly in the box at the end of the activity.

Station #3: Examination of Peru Culture Box. With your group explore the artifacts and photos in the box. Listen to the music. Take time to peruse the binder. Discuss what you see. Why were these artifacts chosen? What else might have been in the box? What do you notice in the photos? Replace all of the artifacts neatly in the box at the end of the activity.

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Activity #4 Guided discussions of findings, synthesis of discussion into group notes.

What ethnic groups, languages, and religions are present in these countries? What factors have influenced the evolution of culture in these countries? Compare and contrast traditions, language, foods, clothing and ethnic issues. How are these countries alike? How are they different?

What do you think the word "culture" means? What are the many elements of culture?

Take notes on your discussion so that each individual can complete the *Cultural Elements*.

# Student Pages

Points \_\_\_\_\_/50

## Culture Portfolio Rubric

To show that we value all people in our community, we want to celebrate the diversity of culture in our school and community. You will be contributing to a Culture Fair that will provide an opportunity for school and community members to explore culture, and increase their understandings.

For the next few weeks you will collect documents, some will stand alone, others will support your final project which is a cultural display featuring a culture of your choice—your own contribution to our “Cultural Museum.”

### Portfolio Requirements (50 points)

\_\_\_\_\_ Cultural Elements List: This is a brief definition and a list of at least ten elements of culture, due at the end of the first week. This worksheet is worth 10 points, 2 points for definition and 1 point for eight correctly identified elements.

\_\_\_\_\_ Resource Page: As you examine print materials be sure to note any source citation information so you can properly acknowledge from where information has come. This **typed** page will be worth 10 points for at least two properly cited sources that you have accessed during your research. Ideally you will use at least one Internet and one print resource.

\_\_\_\_\_ Personal Culture Planning Page: Complete this page as you plan to gather artifacts that represent your culture. This sheet is worth 10 points, one point per complete item.

\_\_\_\_\_ Interview questions and notes: 10 points, one point each for the five questions, one point for each answer.

\_\_\_\_\_ Cultural Artifacts, photos, and recipe: 10 points, two points per item collected.

10 Points in your portfolio

## Cultural Elements

This activity is to be completed as a group, then this worksheet is to be completed individually. 10 points awarded, two for a definition in your own words, one for each component identified accurately.

**Step 1**—Work through the culture stations with your group. Examine the various pieces of information in the available documents. Explore the photos and artifacts in the “Culture Boxes.”

**Step 2**—Discuss culture. With your group, compare artifacts; discuss traditions, features, and similarities and differences between the two cultures you have explored.

**Step 3**—What is culture? In your own words, write a brief definition of culture. Then identify at least 8 elements of culture.

Definition of culture:

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1. *A person's traditions*

2.

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3.

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4.

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5.

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6.

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7.

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8.

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9.

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10.

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10 Points in your portfolio

## Resource Page

As you assess print and Internet information, document the citation information. Use at least one Internet and one print source. Sample MLA citation formats:

### **Book**

Okuda, Michael, and Denise Okuda. Star Trek Chronology: The History of the Future. New York: Pocket, 1993.

### **Encyclopedia Article**

Sturgeon, Theodore. "Science Fiction." The Encyclopedia Americana. International ed. 1995.

### **Web site**

Lynch, Tim. "DSN Trials and Tribble-ations Review." Psi Phi: Bradley's Science Fiction Club. 1996. Bradley University. 8 Oct. 1997 <<http://www.bradley.edu/campusorg/psiphi/DS9/ep/503r.html>>.

**General Notes:**

- Arrange the items on your reference list alphabetically by author regardless of type.
- Double-space all lines.
- Indent the second and following lines 5 spaces (or one half inch).
- If no author is given, start with the title.

**Web site Notes:**

Include the title of the Web page, the name of the entire Web site, the organization that posted it (this may be the same as the name of the Web site). Also include the full date the page was created or last updated (day, month, year if available) and the date you looked at it.

10 Points in your portfolio

## Personal Culture Planning Page

What events of your past and your family's past are significant to who you are?

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What traditions do you have or what holidays do you celebrate? Where did those come from?

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What in your nation's history has influenced how you live?

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What photos show important aspects of who you are? You will need to gather approximately 5 photos (these can be family photos, historical photos, photos of your community...anything that shows who you are now.) List them here:

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Are there family recipes that are important to your culture? You will need to gather at least one family or favorite recipe and put a copy of it into your ***Culture Portfolio***. What recipe will you find?

What other artifacts show who you are—important accomplishments, awards, costumes, sports uniform, video game awards? List three artifacts for your ***Culture Portfolio***.



10 Points in your portfolio

## Interview Notes

Name of person to be interviewed \_\_\_\_\_

Age \_\_\_\_\_ Birthday \_\_\_\_\_ Place of birth  
\_\_\_\_\_

Languages spoken \_\_\_\_\_ Relationship to interviewer  
\_\_\_\_\_

Why did you pick this person?

Develop at least five questions for your interview. Take notes as you interview. Later you will develop this into a well-written paragraph for your culminating project.

1)

2)

3)

4)

5)

Obtain teacher approval/signature before you interview:

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## Culture Project Rubric

Category	5	10	15	20
<b>Final Product Quality</b>	Final product lacks effort, appears to be done quickly and carelessly. Do you really take pride in this?	Final product is acceptable, but could have been neater and more creative.	Final project is neat and creative, but has a few areas that could be improved.	Final project is exceptionally neat, all writing is typed. A great deal of creativity, time and effort is apparent. You are genius!
<b>Completeness— Cultural Artifacts/Photos</b>	Final product has only 1–3 required elements. Did you really try here?	Final product is missing major elements.	Final product has most of the required elements.	Final product contains at least 5 photos, and 3 additional artifacts, and 1 recipe. Explanations accompany items. You are thorough!
<b>Presentation of Interview</b>	No interview or minimal effort. Come on, please!	Interview is included but is not prepared well to make an important statement in the project.	Interview is typed as notes and is included, or may not be typed but is presented as a paragraph.	Interview notes are written into a paragraph, typed up and included as a main feature of the project. Photo or sketch is included. Way to go above and beyond!
<b>Clarity of Cultural Message</b>	It is unclear what culture is featured in your project. If you have more than one score of 5 on this rubric, you ought to redo your project.	Items are labeled, but no explanations are included. There is a message but it could have been clearer.	There seems to be a message but details could have been better, descriptions are basic.	Project illustrates a complete picture of the culture in focus, lots of defining details and explanations, interesting to view. You grip the audience!
<b>Self Evaluation</b>	Not turned in at all or very little effort, such as notes	Your evaluation doesn't show what you learned and/or	You put good effort into this evaluation. You fairly assessed	You have written and typed two full paragraphs that make it clear you

	on the worksheet.  Please redo evaluation for more points.	doesn't include any real feedback about how your learning has grown. May be too short or just has too many errors.	your work and show new learning. An error or two in your writing.	understand culture, were invested in the project and gained new insight. Well done!!
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20 Points on final project

## Self Evaluation

This evaluation is to be typed and attached to your final project. If you have been part of a group project, you must complete this evaluation as an individual.

After filling in notes based on the following items, use the information to develop two paragraphs about your learning, your project, and your culture.

### My learning—paragraph #1

What is culture?

What are the elements of culture?

Two things I know now about the concept of culture that I didn't know before this unit:

Two things that I know about the specific culture that I studied for this unit:

How I felt my project turned out and why:

### Extending beyond me—paragraph #2

What are the benefits of sharing our cultures?

How does sharing culture reduce prejudice?

Why should I bring my understanding of culture to others?

How can I bring greater understanding to my community?

## **Works Cited**

Illinois State Board of Education (2008). *Illinois State Board of Education*. Retrieved October 4, 2008 from ISBE: [www.isbe.state.il.us/ils/](http://www.isbe.state.il.us/ils/)

National Council of Teachers of English (1998–2008). *NCTE National Council of Teachers of English*. Retrieved October 4, 2008, from NCTE: [www.ncte.org](http://www.ncte.org)

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