**Kathy Powers Curriculum Unit: Clues to a Culture**

**China Tour June 19-28, 2012 EF Tour # 1230582**

**Lesson #1 Pre-China Tour**

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| Author Name | Kathy Powers |
| Lesson Name | **Clues to American Culture** |
| Content Area | Literacy |
| Grade Level | 5th-6th Grades |
| Duration | Three 90 minute class periods (one period for discussion and concept development, one period for student research and project creation, one period for group presentations) |
| Lesson Theme, Topic, and Essential Question | **Essential Question for lesson: “What are clues to American culture?”**Background Research:***What Is a Culture?*** *Nancy Jervis, Ph.D., China Institute**“When comparing world cultures, one can see great differences. People around the globe share startling similarities: we eat food, we communicate with each other, and we sleep and sometimes dream. Yet we speak different languages, eat different foods, and dream different dreams. These are what we call cultural differences.* *But both language and gender categories are elements of culture and, as such, are transmitted from generation to generation. As children, we are taught language, gender roles, how to behave, what to believe (religion), what foods taste good, and so on. If, as an infant, you or I had been transported to another culture to be raised in that culture, that culture would be ours today, rather than the American one we share.****CULTURAL TRANSMISSION*** *What exactly does culture mean? Is it something material you can touch? Or is it something immaterial, such as values and beliefs? Or is it our customs and traditions, our festivals and celebrations? While anthropologists have vacillated between material and nonmaterial definitions of* [*culture*](http://emsc32.nysed.gov/ciai/socst/grade3/glossary.html#c)*, today most would agree with a more inclusive definition of culture: the thoughts, behaviors, languages, customs, the things we produce and the methods we use to produce them. It is this, the human ability to create and transmit culture is what differentiates us as humans from the rest of the animal world.” (* Retrieved 7/7/12 from [*http://emsc32.nysed.gov/ciai/socst/grade3/whatisa.html*](http://emsc32.nysed.gov/ciai/socst/grade3/whatisa.html) *)* *“The integrated pattern of human behavior that includes thought, speech, action, and artifacts and its survival depends on man’s capacity for learning and transmitting knowledge to succeeding-generations”* ***Deal and Kennedy, 1982 (****Retrieved 7/7/12 from* [*www.****hofstede.com***](http://www.hofstede.com)[*http://blog.dinolingo.com/2011/05/05/definition-of-culture/*](http://blog.dinolingo.com/2011/05/05/definition-of-culture/)*)**“Culture is the collective programming of the human mind that distinguishes the members of one human group from those of another. Culture in this sense is a system of collectively held values.”****Geert Hofstede, 1984 (****Retrieved 7/7/12 from* [*www.****hofstede.com***](http://www.hofstede.com)[*http://blog.dinolingo.com/2011/05/05/definition-of-culture/*](http://blog.dinolingo.com/2011/05/05/definition-of-culture/)*)* *“the totality of socially transmitted behavioral patterns, arts, beliefs, values, customs, life-ways, and all other products of human work and thought characteristics of a population of people that guide their world view and decision making.”* ***Purnell and Paulanka, 2003 (****Retrieved 7/7/12 from* [*www.****hofstede.com***](http://www.hofstede.com)[*http://blog.dinolingo.com/2011/05/05/definition-of-culture/*](http://blog.dinolingo.com/2011/05/05/definition-of-culture/)*)**“The word “culture” stems from a Latin root that means the tilling of the soil, like in agriculture. In many modern languages the word is used in a figurative sense. It refers to the way people think, feel, and act.* ***(****Retrieved 7/7/12 from* [*www.****hofstede.com***](http://www.hofstede.com)[*http://blog.dinolingo.com/2011/05/05/definition-of-culture/*](http://blog.dinolingo.com/2011/05/05/definition-of-culture/)*)**Geert has defined it as “the collective programming of the mind distinguishing the members of one group or category of people from another”. The “category” can refer to nations, regions within or across nations, ethnicities, religions, occupations, organizations, or the genders. A simpler definition is ‘the unwritten rules of the social game.” Retrieved 7/7/12 from* [*www.****hofstede.com***](http://www.hofstede.com)[*http://blog.dinolingo.com/2011/05/05/definition-of-culture/*](http://blog.dinolingo.com/2011/05/05/definition-of-culture/) |
| Instructional Objectives | Students will define “culture,” participate in group discussions, and create a multimedia presentation on American culture. |
| Specific Global Competencies | **Investigate the World:** Students will investigate the world beyond their immediate environment. **Communicate Ideas:** Students will communicate their ideas effectively with diverse audiences. |
| Alignment to District or State Content Standards and Testing and Assessment | Common Core Focus StandardsRI 5.7c: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. SL5.4x: Report on a topic, sequencing ideas logically and using appropriate details to support themes; speak clearly at an understandable pace. |
| Instructional Strategies and Activities | 1. The teacher will start a discussion with the question, “What do you think is the definition of the word culture?” The teacher will continue to guide the discussion with open-ended questions such as, “Where have you heard the word used before?” “Is there a different culture in elementary school vs. middle school?” “Is there a difference between southern culture and northern culture in this country? If so, what is it?”
2. The teacher will continue the discussion by sharing that adults have a hard time defining culture, and then sharing several different definitions of the word such as:

Culture (khttp://l.yimg.com/a/i/edu/ref/ahd/s/ubreve.giflhttp://l.yimg.com/a/i/edu/ref/ahd/s/prime.gifchhttp://l.yimg.com/a/i/edu/ref/ahd/s/schwa.gifr) **NOUN:*** 1. The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought.
	2. These patterns, traits, and products considered as the expression of a particular period, class, community, or population: *Edwardian culture; Japanese culture; the culture of poverty.* <http://kids.yahoo.com/reference/dictionary/english/entry/culture>

“When comparing world cultures, one can see great differences. People around the globe share startling similarities: we eat food, we communicate with each other, and we sleep and sometimes dream. Yet we speak different languages, eat different foods, and dream different dreams. These are what we call cultural differences.  But both language and gender categories are elements of culture and, as such, are transmitted from generation to generation. As children, we are taught language, gender roles, how to behave, what to believe (religion), what foods taste good, and so on. If, as an infant, you or I had been transported to another culture to be raised in that culture, that culture would be ours today, rather than the American one we share.” <http://emsc32.nysed.gov/ciai/socst/grade3/whatisa.html> 1. The students will break down and discuss the definition, especially the “patterns, traits, and products considered as the expression of a community or population; how to behave, what to believe, what foods taste good, etc.”
2. The teacher will then say, “sometimes it is easier to define culture when you experience a new culture. I am going to show you some pictures from my trip to China, and I want you to point out all the ways that we are alike in these pictures (show pictures of transportation, food, movie posters, books, families, schools, etc.) Now, what did you notice that looked different?” I will explain the different ways Chinese people count on fingers, to point, no diapers on babies, and no fights in schools as examples of small cultural differences.
3. The teacher will also explain the difference between culture and the word “stereotype.” (Maybe a second lesson or a minilesson?)
4. Ask the question for partner discussion, “What are some clues to American culture?” After a few minutes, have partners share examples AND explain why they think this is evidence of American culture. Teacher will make a class list.
5. Teacher asks, “What are some pictures, food,art, song lyrics, poetry, customs, festivals/holidays, or other evidence we could show to represent American culture? Brainstorm, list, and discuss examples such as:

https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcR-jROS3_H_TalD7kqDrEDFajk5m_Y37GtQqurJCiIs8-jvEZAZ_Ahttps://encrypted-tbn2.google.com/images?q=tbn:ANd9GcToMg_7XPl4U2b1X6zhELerRuj4IjTTSr4Y-QrutMTivSUPC4RB2w https://encrypted-tbn0.google.com/images?q=tbn:ANd9GcSU0uy2prdcUASa9tJYFU-YBrGSkfWuPCGSO1FSq3kX6hG5TvCAbw http://t0.gstatic.com/images?q=tbn:ANd9GcQdTLFDPOUDRcr_WZ2sgPeGkdLipM284Zo6i3HFR9bwScq6BZg9 http://3.bp.blogspot.com/-ZxW8gKd1g04/Tpj4vnzinzI/AAAAAAAALew/ykDAmdwmEbM/s1600/culture.jpghttps://encrypted-tbn0.google.com/images?q=tbn:ANd9GcTjSD-CpKHQvUgzHGEDiLc2pQ-qY15jNb_KNKZXYWiv7OE6pVZJ1. **Assign student teams of four to research the internet, online art museums, music lyrics, books, take photos, etc. to find graphic representations of clues to American culture and to answer this question, “What are clues to American culture?”**
2. Each team of students will create a Glogster poster which includes:
* A definition of the word culture
* At least four graphic/nonlinguistic representations of American culture (at least one from each team member) with source cited
* A caption below each graphic explaining how it represents American culture.
1. Teams will present their Glogs to the class.
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| Formative Assessment | 1. Student Glogs will be graded on a checklist to assess if all elements were included:
* A definition of the word culture
* At least four graphic/nonlinguistic representations or examples of American culture
* A caption, sentence, or paragraph explaining each example
* Sources of graphics cited
* Names of team members included
1. Student participation in the group discussions will be scored with the following rubric:

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| **Discussion Rubric Criteria** | **4** | **3** | **2** | **1** |
| **Collaborative Discussions SL 5.1** | Discuss effectively with diverse partners on topics, building on others' ideas and expressing their own ideas clearly. | Discuss with diverse partners on topics, occasionally building on others' ideas and expressing their own ideas clearly. | Discuss with partners on topics, sometimes building on others' ideas and expressing their own ideas weakly. | Discuss ineffectively with partners on topics, rarely building on others' ideas nor expressing their own ideas. |
| **Prepared for discussion SL 5.1a** | Student has effectively read or studied required text | Student has read or studied required text | Student has partially read or studied required text | Student has not read nor studied required text |
| **Follows rules of discussion SL 5.1b**  | Student has effectively followed the posted discussion rules and carried out assigned role | Student has followed the posted discussion rules and carried out assigned role | Student has sometimes followed the posted discussion rules and carried out assigned role | Student has not followed the posted discussion rules nor carried out assigned role |
| **Contribution to discussion SL 5.1c** | Student has effectively asked questions and responded to the discussion  | Student has asked some questions and responded to the discussion  | Student has scarcely asked questions or partially responded to the discussion  | Student has not asked questions nor responded to the discussion  |
| **Summarize SL5.1d** | Student is able to effectively summarize and draw conclusions about the key ideas of the discussion  | Student is able to summarize and draw conclusions about the key ideas of the discussion  | Student is able to partially summarize and draw some conclusions about the ideas of the discussion  | Student is not able to summarize nor draw conclusions about the key ideas of the discussion  |

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| Differentiation | All student IEP and 504 modifications will be followed. Students will work in small groups. Students with modifications will have the option to choose from the icons we shared in class. Students without access to home internet will be given time on the classroom computer. |
| Resources and Materials | Google Images (search American cultural icons), glogster.edu, teacher photos from China trip, [**American Art Museum** - **Smithsonian** Institution](http://americanart.si.edu/) **americanart**.si.edu/ , **Crystal Bridges** Museum of American Art **crystalbridges**.org/ |
| Reflections | This lesson will be taught pre-China tour and will be one of three lessons centered around developing an understanding of the concept of “culture.” |

**Lesson #2 On China Tour**

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| Author Name | Kathy Powers |
| Lesson Name | **Clues to Chinese Culture** |
| Content Area | Literacy |
| Grade Level | 5th-6th Grades |
| Duration | Thirty minute lesson while in China, daily time to collect and discuss evidence while on tour, one class period to compile information, and one class period to present project.  |
| Lesson Theme, Topic, and Essential Question | **Essential Question for lesson: “What are clues to Chinese culture?”**Background Research (review from lesson #1) |
| Instructional Objectives | Students will observe Chinese culture while participating in group tour of China, and record their observations in a daily journal, on an ipad, a flip camera, a still camera, or other device. After returning to the states, students will create a multimedia presentation on their view of Chinese culture. |
| Specific Global Competencies | **Investigate the World:** Students will investigate the world beyond their immediate environment. **Recognize Perspectives**: Students will recognize their own and others’ perspectives. **Communicate Ideas**: Students will communicate their ideas effectively with diverse audiences. |
| Alignment to District or State Content Standards and Testing and Assessment | Common Core Focus StandardsRI 5.6m: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. SL5.4x: Report on a topic, sequencing ideas logically and using appropriate details to support themes; speak clearly at an understandable pace. |
| Instructional Strategies and Activities | 1. The teacher will start a review with the question, “What do you remember about the definition of the word culture from our American culture projects?”
2. The students will discuss the definition, especially the “patterns, traits, and products considered as the expression of a community or population; how to behave, what to believe, what foods taste good, etc.”
3. The teacher will then say, “sometimes it is easier to define culture when you experience a new culture. I am going to show you some pictures from my trip to China, and I want you to point out all the ways that we are alike in these pictures (show pictures of transportation, food, movie posters, books, families, schools, etc.) Now, what did you notice that looked different?” I will explain the different ways Chinese people count on fingers, to point, no diapers on babies, and no fights in schools as examples of small cultural differences.
4. The teacher will also explain the difference between culture and the word “stereotype.” (Maybe a second lesson or a minilesson?)
5. Ask the question for partner discussion, “What are some possible clues we can look for to represent Chinese culture while we are there?” After a few minutes, have partners share examples AND explain why they think this is evidence of Chinese culture. Teacher will make a class list for students to throughout the trip.
6. Assign student partners to help each other look for examples of Chinese culture and try to collect examples to answer the question, “What are clues to Chinese culture?”
7. Each team of students will create a multimedia presentation of their choice (Glog, Prezi, etc.) which includes:
* A definition of the word culture
* At least ten photos, videos, music clips, and/or written examples of Chinese culture (partners may combine their photos into one presentation.)
* A caption below each graphic explaining how it represents Chinese culture.
1. Teams will present their presentations to the class *and* to parents.
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| Formative Assessment | Student presentations will be graded on a checklist to assess if all elements were included:* A definition of the word culture
* At least ten photos, videos, music clips, and/or written examples of Chinese culture
* A caption or paragraph explaining how each example represents Chinese culture
* Names of team members included

Student participation in the group discussions will be scored with the following rubric:

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| **Discussion Rubric Criteria** | **4** | **3** | **2** | **1** |
| **Collaborative Discussions SL 5.1** | Discuss effectively with diverse partners on topics, building on others' ideas and expressing their own ideas clearly. | Discuss with diverse partners on topics, occasionally building on others' ideas and expressing their own ideas clearly. | Discuss with partners on topics, sometimes building on others' ideas and expressing their own ideas weakly. | Discuss ineffectively with partners on topics, rarely building on others' ideas nor expressing their own ideas. |
| **Prepared for discussion SL 5.1a** | Student has effectively read or studied required text | Student has read or studied required text | Student has partially read or studied required text | Student has not read nor studied required text |
| **Follows rules of discussion SL 5.1b**  | Student has effectively followed the posted discussion rules and carried out assigned role | Student has followed the posted discussion rules and carried out assigned role | Student has sometimes followed the posted discussion rules and carried out assigned role | Student has not followed the posted discussion rules nor carried out assigned role |
| **Contribution to discussion SL 5.1c** | Student has effectively asked questions and responded to the discussion  | Student has asked some questions and responded to the discussion  | Student has scarcely asked questions or partially responded to the discussion  | Student has not asked questions nor responded to the discussion  |
| **Summarize SL5.1d** | Student is able to effectively summarize and draw conclusions about the key ideas of the discussion  | Student is able to summarize and draw conclusions about the key ideas of the discussion  | Student is able to partially summarize and draw some conclusions about the ideas of the discussion  | Student is not able to summarize nor draw conclusions about the key ideas of the discussion  |

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| Differentiation | All student IEP and 504 modifications will be followed. Students will work with partners. Students without access to a tech device for recording will be either partnered with someone with a device or given the classroom camera to work with and will be given time on the classroom computer when we return to the states. |
| Resources and Materials  | Prezi, PowerPoint, glogster.edu, (or other presentation source), student photos, music, video, etc. from China trip |
| Reflections | This lesson will be taught while on the China tour and will be one of three lessons centered around developing an understanding of the concept of “culture.” |

**Lesson #3 Post-China Tour**

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| Author Name | Kathy Powers |
| Lesson Name | **Awareness of Cultural Diversity** |
| Content Area | Literacy |
| Grade Level | 5th-6th Grades |
| Duration | Five, 90 minute class periods (one for discussion, one for student research and project creation, one for group presentations, and two for drafting and publishing their findings in a written paper.) |
| Lesson Theme, Topic, and Essential Question | **Essential Question for lesson: “How are the American and Chinese cultures alike and different?”**Background Research (review from lessons 1 & 2) |
| Instructional Objectives | Students will compare and contrast American and Chinese culture, participate in group discussions, create a project of their findings, email those projects to a Chinese class, and write a paper of their findings. |
| Specific Global Competencies | **Investigate the World:** Students will investigate the world beyond their immediate environment. **Recognize Perspectives**: Students will recognize their own and others’ perspectives. **Communicate Ideas**: Students will communicate their ideas effectively with diverse audiences.**Take Action:** Students will translate their ideas and findings into appropriate actions to improve conditions.  |
| Alignment to District or State Content Standards and Testing and Assessment | Common Core Focus StandardsRI 5.6m: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. SL5.4x: Report on a topic, sequencing ideas logically and using appropriate details to support themes; speak clearly at an understandable pace. |
| Instructional Strategies and Activities | 1. The teacher will start a review with the question, “After exploring American and Chinese culture, now what do you think is the definition of the word culture?”
2. The students will discuss the definition, especially the “patterns, traits, and products considered as the expression of a community or population; how to behave, what to believe, what foods taste good, etc.”
3. The teacher will also explain the difference between culture and the word “stereotype.” (Maybe a separate lesson or a minilesson?)
4. The teacher will ask, “Did you find that it was easier to recognize culture when you experienced a new culture like that of China? What are some examples of cultural ways we are alike and different? Share in small groups.
5. After discussion, each group needs to have a reporter share the groups findings on a class Venn Diagram.
6. Allow students to work alone or in groups of up to four students to create a multimedia presentation comparing and contrasting American and Chinese culture. Each team of students will create a multimedia presentation of their choice (Glog, Prezi, etc.) which includes:
* A Venn Diagram, T-chart, or other graphic organizer with at least 4 examples comparing and 4 examples contrasting American and Chinese culture.
* Include at least 6 photos, videos, music clips, and/or written examples comparing and contrasting the two cultures (partners may combine their photos into one presentation.)
* A caption below each graphic explaining it.
1. Teams will present their presentations to the class and then send their presentations to a Chinese class via the internet or email with the subject, “We celebrate our cultural diversity! What do you think?” and an invitation to visit/and or create a similar project from their perspective.
2. Each individual student will write a one page, five paragraph paper comparing and contrasting Chinese and American culture.
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| Formative Assessment | 1. Student papers will be graded for content, mechanics, sentence structure, usage, and style.
2. Student project presentations will be graded on a checklist to assess if all elements were included:
* A Venn Diagram, T-chart, or other graphic organizer with at least 4 examples comparing and 4 examples contrasting American and Chinese culture.
* Include at least 6 photos, videos, music clips, and/or written examples comparing and contrasting the two cultures (partners may combine their photos into one presentation.)
* A caption below each graphic explaining it.
1. Student participation in the group discussions will be scored with the following rubric:

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| **Discussion Rubric Criteria** | **4** | **3** | **2** | **1** |
| **Collaborative Discussions SL 5.1** | Discuss effectively with diverse partners on topics, building on others' ideas and expressing their own ideas clearly. | Discuss with diverse partners on topics, occasionally building on others' ideas and expressing their own ideas clearly. | Discuss with partners on topics, sometimes building on others' ideas and expressing their own ideas weakly. | Discuss ineffectively with partners on topics, rarely building on others' ideas nor expressing their own ideas. |
| **Prepared for discussion SL 5.1a** | Student has effectively read or studied required text | Student has read or studied required text | Student has partially read or studied required text | Student has not read nor studied required text |
| **Follows rules of discussion SL 5.1b**  | Student has effectively followed the posted discussion rules and carried out assigned role | Student has followed the posted discussion rules and carried out assigned role | Student has sometimes followed the posted discussion rules and carried out assigned role | Student has not followed the posted discussion rules nor carried out assigned role |
| **Contribution to discussion SL 5.1c** | Student has effectively asked questions and responded to the discussion  | Student has asked some questions and responded to the discussion  | Student has scarcely asked questions or partially responded to the discussion  | Student has not asked questions nor responded to the discussion  |
| **Summarize SL5.1d** | Student is able to effectively summarize and draw conclusions about the key ideas of the discussion  | Student is able to summarize and draw conclusions about the key ideas of the discussion  | Student is able to partially summarize and draw some conclusions about the ideas of the discussion  | Student is not able to summarize nor draw conclusions about the key ideas of the discussion  |

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| Differentiation | All student IEP and 504 modifications will be followed, and those students will work with partners or groups. Students without access to a tech device for creating a presentation will be either partnered with someone with a device or given time on the classroom computer. Students with modifications will only be required to write a half-page paper and/or will get tutoring from the teacher.  |
| Resources and Materials | Prezi, PowerPoint, glogster.edu, (or other presentation source) & student photos, music, video, etc. from China trip and American culture projects.Google Images (search American cultural icons), teacher photos from China trip, [**American Art Museum** - **Smithsonian** Institution](http://americanart.si.edu/) **americanart**.si.edu/ , **Crystal Bridges** Museum of American Art **crystalbridges**.org/ |
| Reflections | This lesson will be taught post- China tour and will be the cumulating project centered around developing an understanding and awareness of the concept of “culture” and the beauty of cultural diversity.  |