

**Unit Name: Core Concepts Part 7: Culture and Geography (Pearson – myWorld Geography)**  
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**UNIT**

<b>Subject:</b>	<b>Social Studies/Geography</b>	<b>Country: USA</b>
<b>Course/Grade:</b>	<b>myWorld Geography/5<sup>th</sup></b>	<b>State/Group: NJ</b>
<b>School:</b>	<b>Dr. Joyanne D. Miller School</b>	

**UNIT SUMMARY**

Students will demonstrate the following enduring understandings:

- The beliefs, language and practices of a people make up their culture, which can extend beyond national boundaries.
- Societies and the social structures that frame them are formed to meet people's shared basic needs.
- Cultures spread and change as the people within them also spread out and change.

**UNIT RESOURCES**

**Pearson myWorld Geography Teacher Edition**

*Section 1: What is Culture, T74-T75*

*Section 2: Families and Societies, T76-T77*

*Section 3: Language, T78-T79*

*Section 4: Religion, T80-81*

*Section 5: The Arts, T82-T83*

*Section 6: Cultural Diffusion and Change, T84-85*

*Section 7: Science and Technology, T86-87*

**Pearson myWorld Geography Student Textbook**

*Read Exploring Culture Through Dance p.84-85*

*Read Core Concepts 7.1 What is Culture?, p.86-87*

*7.2 Families and Societies, p.88-89*

*7.3 Language, p.90-91*

*7.4 Religion, p.92-93*

*7.5 The Arts, p.94-95*

*7.6 Cultural Diffusion and Change, p.96-97*

*7.7 Science and Technology, p.98-99*

*Answer Assessment Questions, p. 100-101 includes Document Based Questions*

**Pearson myWorld Geography Student Journal**

*Core Concepts 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7 Word Wise and Sum It Up, p. 37-44*

**Pearson myWorld Geography Exam View Test Bank CD-Rom**

**Pearson myWorld Geography Assessment Handbook**

**Pearson myWorld Geography Unit ProGuide**

**Pearson myWorld Geography Activity Kit**

**Pearson myWorld Geography Essential Question Posters**

**Pearson my World Geography Wall Maps**

**Internet Resource Links:**

**<http://my.worldgeography.com>**

*Student Center and Teacher Center*

*On Assignment*

*Visual Glossary*  
*Active Atlas*  
*Data Discovery*  
*Time Line*  
*Culture Close-up*  
*Self Test*  
*Success Tracker*  
*21<sup>st</sup> Century Learning Online Tutor*

[myworldgeography.com](http://myworldgeography.com) Student Center or [GIS.com](http://GIS.com)  
<http://ph.infoplease.com/>

## STAGE ONE

### GOALS AND STANDARDS

Standard State: NJ

**6.1 U.S. History: America in the World.** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century.** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### ENDURING UNDERSTANDINGS

1. The beliefs, language and practices of a people make up their culture, which can extend beyond national boundaries.
2. Societies and the social structures that frame them are formed to meet people's shared basic needs.
3. Cultures spread and change as the people within them also spread out and change.

## **ESSENTIAL QUESTIONS**

1. How can an existing culture affect a growing economy?
2. How does your family and culture compare to others in the world?
3. How are language and culture?
4. How does religion impact a culture?
5. How can art define a culture?
6. Can cultures blend, change, or even disappear?
7. Can technology affect the standard of living?

## **KNOWLEDGE AND SKILLS**

**Core Concepts 7.1 What is Culture?** - Students will identify the elements that make up culture.

**Core Concepts 7.1 What is Culture?** – Students will examine the relationship between culture and geography.

**Core Concepts 7.2 Families and Societies** – Students will identify the relationships that form families.

**Core Concepts 7.2 Families and Societies** – Students will compare the networks that create social structure and social class.

**Core Concepts 7.3 Language** – Students will describe the role of language in culture.

**Core Concepts 7.3 Language** – Students will identify major world languages and where they are spoken.

**Core Concepts 7.4 Religion** – Students will draw conclusions about connections among religion, ethics, and culture.

**Core Concepts 7.4 Religion** – Students will identify locations where major religions are practiced.

**Core Concepts 7.5 The Arts** – Students will value the arts and the themes they express within a culture.

**Core Concepts 7.5 The Arts** – Students will identify different genres of art and the messages they can convey.

**Core Concepts 7.6 Cultural Diffusion and Change** – Students will determine how and why cultures influence other cultures.

**Core Concepts 7.6 Cultural Diffusion and Change** – Students will examine the effects of modern technology on cultural awareness.

**Core Concepts 7.7 Science and Technology** – Students will analyze the effects of advance in technology on culture.

**Core Concepts 7.7 Science and Technology** – Students will describe technological advances that improve the standard of living.

## STAGE TWO

### ASSESSMENT DATA/PERFORMANCE TASKS

Students will write their responses to the Assessment questions in their notebooks and complete Word Wise in their Journals for each lesson. Check answers in their notebooks and Student Journal for understanding of the Key Ideas, Key Terms, and objectives.

Core Concepts Part 5 Tools of Geography Test B

Student Journal: Part 5 Activity: Sum It Up – Use information from this section to answer questions about using money.

Core Concepts Part 5 Tools of Geography Success Tracker Online Formative Assessment includes Document Based Questions

### OTHER EVIDENCE

- Student completion of myWorld Activity Support
  - \* Section 1: Culture Spotting – Hidden Clues
  - \* Section 2: Social Comics – Comics Design
  - \* Section 3: One World, One Language – Pro-and-Con List
  - \* Section 4: Religion Research – Research Reflections
  - \* Section 5: Art with Meaning – Artist’s Studio
  - \* Section 6: Track and Trait – Diffusion Diagram
  - \* Section 7: Science and Technology – Movie Marketing
- Student completion of *Word Wise* in their *Student Journals*
  - \* Core Concepts 7.1: Word Wise Vocabulary Sentence Builder
  - \* Core Concepts 7.2: Word Wise Vocabulary Quiz Show
  - \* Core Concepts 7.3: Word Wise Word Map
  - \* Core Concepts 7.4: Word Wise Words In Context.
  - \* Core Concepts 7.5: Word Wise Crossword Puzzle
  - \* Core Concepts 7.6: Word Wise Sentence Builder.
  - \* Core Concepts 7.7: Word Wise Word Bank.

- 21<sup>st</sup> Century Learning-Evaluate Websites: Find three different websites that generate maps. Compare the sites and rank each according to the following criteria:
  - \*clarity and appearance of maps
  - \* option to create directions for drivers or walkers
  - \* ability to locate addresses from incomplete information
- Success Tracker Online Formative Assessment: Administer Part 1 tests and remediate understanding

## STAGE THREE

### LEARNING ACTIVITIES

**Title:** Culture and Geography

Students may explore myworldgeography.com *Visual Glossary* to deepen their understanding of the following Key Terms found in Part 5 of the Core Concepts Handbook. Through the *Visual Glossary* students will read descriptions and view illustrations of Key Terms, listen to audio explanations of Key Terms and watch animations of complex concepts.

- |                      |                      |
|----------------------|----------------------|
| • Architect          | * Nuclear Family     |
| • Architecture       | * Religion           |
| • Cultural Diffusion | * Science            |
| • Cultural Hearth    | * Social Class       |
| • Cultural Landscape | * Social Structure   |
| • Cultural Trait     | * Society            |
| • Culture            | * Standard of Living |
| • Culture Region     | * Universal Theme    |
| • Diversity          | * Visual Arts        |
| • Ethics             |                      |
| • Extended Family    |                      |
| • Family             |                      |
| • Irrigate           |                      |
| • Language           |                      |
| • Literature         |                      |
| • Music              |                      |
| • Norm               |                      |

Students may read and discuss *Exploring Culture Through Dance*

Have students draw a simple illustration of a quilt made of several rows of squares. In each square, they should write one thing in their life that makes them feel comfortable and included, such as their families, spiritual beliefs, talents, or social organizations. Then discuss how someone's culture is made up of their beliefs, practices, and behaviors.

Students may go online to myworldgeography.com Student Center or GIS.com - *Geographic Information System* (GIS) maps to virtually examine every region.

Students may go online to <http://ph.infoplease.com/> to further explore Key Terms and issues introduced through the Core Concepts Handbook

Students may go online to [myworldgeography.com](http://myworldgeography.com) Student Center Self Test to assess their own knowledge of Key Ideas and Key Terms

**Title:** Core Concepts 7.1 What is Culture?

Students will read and discuss *What is Culture?*

myWorld Activity 7.1: Culture Spotting: Tell students that they are going to “hunt” for evidence of cultural traits and cultural landscapes in the passage on *Activity Support: Hidden Clues*. Then they should write their own passage in which they hide the same components. Have students take turns reading their passages aloud. Tell the class to clap when they hear a cultural trait and whistle when they hear part of a cultural landscape.

Students may complete Core Concepts 5.1 Word Wise Sentence Builder

Students may write their answers to Core Concepts Lesson 7.1 Assessment Questions in their notebooks.  
Check notebook answers for understanding

**Title:** Core Concepts 7.2 Families and Societies

Students will read and discuss *Families and Societies*

myWorld Activity 7.2: Social Comics: Review the definitions of and differences between a society, a social structure, and a social class. Then ask students to draw comic strips for two of these concepts. The characters in each strip should explain through actions and words the meaning behind the concepts. Arrange completed strips in topic “galleries” and allow students to browse and compare the ideas they see. Have students use *Activity Support: Comics Design* to complete the activity.

Students may complete Core Concepts 7.2 Word Wise Vocabulary Quiz Show.

Students may write their answers to Core Concepts Lesson 7.2 Assessment Questions in their notebooks.  
Check notebook answers for understanding.

**Title:** Core Concepts 7.3 Language

Students will read and discuss *Language*

myWorld Activity 7.3: One World, One Language – Pro-and Con List. Tell the class that the countries of the world are considering adopting a universal language that all people will be expected to speak within a few generations. Have pairs develop a thorough Pro-and Con List for this scenario. Then have students vote on how they feel about a universal language and develop a poster or 60-second stump speech expressing this view. Have students use *Activity Support: Pro-and-Con List* to complete the activity.

Students may complete Core Concepts 7.3 Word Wise: Word Wise Word Map.

Students may write their answers to Core Concepts Lesson 7.3 Assessment Questions in their notebooks. Check notebook answers for understanding.

**Title:** Core Concepts 7.4 Religion

Students will read and discuss *Religion*

myWorld Activity 7.4: Religion Research. Have pairs compare and contrast the religious backgrounds of people living in Israel and in Egypt. Tell them to use the data on *Activity Support: Research Reflections* to create corresponding circle graphs and answer the reflection questions. Then divide the class three times to illustrate the varying sizes of majority religions: into Israel, Egypt, and the United States.

Students may complete Core Concepts 7.4 *Word Wise*: Words in Context

Students may write their answers to Core Concepts Lesson 7.4 Assessment Questions in their notebooks. Check notebook answers for understanding.

**Title:** Core Concepts 7.5 The Arts

Students will read and discuss *The Arts*

myWorld Activity 7.5: Art with Meaning. Tell students that it is time for them to enter the studio. Ask them to choose a universal theme that is especially important to them and create a piece of art around it. Then have classmates exchange work and write the first paragraph of an art critic's review in which the art-theme connection is explained. Post the creations around the classroom for the students to consider. Have students use *Activity Support: Artist's Studio* to complete the activity.

Students may complete Core Concepts 7.5 *Word Wise*: Crossword Puzzle, complete the sentence using information you have learned in this section

Students may write their answers to Core Concepts Lesson 7.5 Assessment Questions in their notebooks. Check notebook answers for understanding.

**Title:** Core Concepts 7.6 Cultural Diffusion and Change

Students will read and discuss *Cultural Diffusion and Change*

myWorld Activity 7.6: Track That Trait. Tell small groups to think of a new type of music. Then give each group a "Cultural Diffusion Card" on which is written a common diffusion method, such as immigrations. Tell groups to use their trait and the card to perform a game of charades showing how the trait spreads and changes. Other groups should attempt to guess the cultural diffusion and changes. Have students use *Activity Support: Diffusion Diagram* to plan their performance.

Students may complete Core Concepts 7.6 *Word Wise*: Sentence Builder

Students may write their answers to Core Concepts Lesson 7.6 Assessment Questions in their notebooks. Check notebook answers for understanding.

**Title:** Core Concepts 7.7 Science and Technology

Students will read and discuss *Science and Technology*

myWorld Activity 7.7: Disappearing Technology. Assign pairs a major modern technology, such as air travel or a specific medicine. Have partners develop a movie about a world in which their assigned technology suddenly disappears or is no longer possible. Students should come up with a plot summary, a movie poster, and a script for a preview advertisement, all of which should describe the effect of the technology's disappearance. Have students use *Activity Support: Movie Marketing* to complete the activity.

Students may complete Core Concepts 7.7 *Word Wise*: Word Bank

Students may write their answers to Core Concepts Lesson 7.7 Assessment Questions in their notebooks. Check notebook answers for understanding.