

# Culture Overview

Content Area: **Social Studies**  
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**  
Time Period: **Week**  
Length: **2 weeks**  
Status: **Published**

## Unit Overview

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Students will be able to analyze and demonstrate an understanding of the importance of culture throughout history and the 21st century world.

## Transfer

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Students will be able to independently use their learning to identify the importance of culture and its connection to present-day traditions, customs, beliefs, languages, and practices.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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### Understandings

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Students will understand that...

-the beliefs, languages, 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

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**Essential Questions**

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Students will keep considering...

What is a culture?

How culture changes over time?

**Application of Knowledge and Skill**

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**Students will know...**

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Students will know...

- identify the elements that make up culture
- examine the relationship between culture and geography
- draw conclusions about connections among religion, ethics, and culture
- identify locations where major religions are practiced
- determine how and why cultures influence other cultures\
- examine the effects of modern technology on cultural awareness
- analyze the effects of advances in technology on culture
- describe technological advances that improve the standard of living

## **Students will be skilled at...**

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Students will be skilled at...

- complete "Word Wise" in their student journal
- read "What is Culture?"
- identify evidence of cultural traits and cultural landscapes in the activity "Culture Spotting"
- read Religion
- investigate a country's religious profile in the activity "Religion Research"
- read Cultural Diffusion and Change
- trace cultural diffusion in the activity "Track That Trait"
- read "Science and Technology"
- examine the effects of losing a modern technology in the activity "Disappearing Technology."

## **Academic Vocabulary**

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- cultural diffusion
- cultural hearth
- cultural landscape
- culture
- culture region
- culture region
- culture traits
- diversity
- ethics
- irrigate
- norm
- religion

- science
- standard of living

## Learning Goal 1

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- 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.

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.6-8.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
SOC.5-8.6.2.8	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.
SOC.5-8.6.2.8.3	Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
SOC.5-8.6.2.8.D	History, Culture, and Perspectives
SOC.5-8.6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.

## Target 1 (Overview Sec. 3.1)

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- Determine the elements that make up a culture and examine the relationship between culture and geography.

SOC.5-8.6.1.8.B Geography, People, and the Environment

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SOC.5-8.6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
SOC.5-8.6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
SOC.5-8.6.2.8.B.3.b	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.
SOC.5-8.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
SOC.5-8.6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.

## **Target 2 (Overview Sec. 3.2)**

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- Determine conclusions about connections among religion, ethics, and culture and identify locations where major religions are practiced.

SOC.5-8.6.2.8	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.
SOC.5-8.6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.

## **Target 3 (Overview Sec. 3.3)**

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- Determine how and why cultures influence other cultures and examine the effects of modern technology on cultural awareness.

SOC.5-8.6.1.8	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.
SOC.5-8.6.2.8	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.

## **Target 4 (Overview Sec. 3.4)**

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- Determine the effects of advances in technology on culture and describe technological advances that improve the standard of living.

SOC.5-8.6.1.8 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.

SOC.5-8.6.1.8.C Economics, Innovation, and Technology

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SOC.5-8.6.2.8.C.3.c Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

## Advanced Learning Goals

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- 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.

## Advanced Targets

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### Target 1 (Overview 3.1)

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Activity

- Culture Spotting: Create a Google Slide show identifying four culture traits and two examples of cultural landscapes

- Differentiate between cultural traits and cultural landscapes

SOC.6.1.8 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.

### Target 2 (Overview 3.2)

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Activity:

- Have students research religions in one of the following countries: China, Greece, Japan, India, or Italy. Have students compare their findings with the information provided in Religion Research.

- Compare and contrast major world religions

SOC.6.1.8

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.

### **Target 3 (Overview 3.3)**

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Activity:

- Pick a food, language, or clothing item and show its path across countries to show cultural diffusion by creating a map.

- Trace the path of cultural diffusion and change across several countries

SOC.6.1.8

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.

### **Target 4 (Overview 3.4)**

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Activity

- Design a technology that would do a task they dislike for them. The technology must result in an outcome that is the same as or better than when they do the task.

- Invent a new technology that solves a problem affecting most sixth-grade students.

SOC.6.1.8

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.

### **Summative Assessment**

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All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternate assessments may include problem based learning, projects or presentations, or a common paper/pencil assessment or combination of any of these.

Common summative assessments will be devised by the 6th grade social studies teachers during common planning time.

### **Interdisciplinary Connections**

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CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
PFL.9.1.8.A.4	Relate earning power to quality of life across cultures.
PFL.9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.8.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.8.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.8.B.CS2	The effects of technology on the environment.
TECH.8.2.8.B.CS4	The influence of technology on history.

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## **Formative Assessment and Performance Opportunities**



- Classroom centers
- Do-Nows
- Atlas Activities
- Cooperative learning opportunities
- Guided Practice
- Teacher observation

## **Differentiation/Enrichment**

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- Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>
- guided notes
- independent reading vs. group reading (Reg/Spec)
- modified assessments
- modified notes (Spec/Adv)
- modified writing assignments (Spec)
- project choice (Reg/Spec)
- small group instruction (Spec/ICS)
- Social Studies Enrichment/Modifications Resources for ELL Students-  
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students' Background Knowledge to Content in the ELL Classroom"
- Social Studies Enrichment/Modifications Resources for ELL Students-  
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social studies Instruction to ELLs"
- task-based assessments
- test corrections
- text to speech option in online text and for other informational text - online tools are available:  
(<https://www.naturalreaders.com/>)
- tiered questions based on reading (Reg/Spec)

## **Advanced Class Modifications**

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- independent research
- essays
- more complex text
- oral presentations
- project choice (Reg/Spec)
- tiered questions based on reading

## Unit Resources

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- supplemental textbooks/teacher resources
- The Big History Project -<https://school.bighistoryproject.com/bhplive>
- World Map and Information <https://www.nj.gov/education/holocaust/resources/WorldMap.pdf>
- Activity Cards
- black line masters
- Essential Question posters
- Google Expedition
- guest speakers
- <https://www.brainpop.com/socialstudies/culture/religion/>
- Interactive whiteboard activities
- Internet
- myWorld History wall maps
- myWorldHistory.com
- New Jersey Commission on Holocaust Education Resources - <https://www.nj.gov/education/holocaust/curriculum/>
- Newscurrents (For current issues including important matters such as LGBTQ, African-American, Jewish, Climate Change, etc)
- Primary Source Documents: The Mini-DBQ Project Binders
- ProGuide
- Social Studies Notebook
- Student Journal
- videos