

Title: Cultural Comparison

Subject: Social Science

Grade Level: 5th-7th

Time: 2 30-minute periods

Objective: Students will learn about a foreign culture by making connections to their set of cultural values, traditions, and personal experience.

Illinois State Goals and Standards

17.A.2a Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, natural hazards.

17.A.2b Use maps and other geographic representations and instruments to gather information about people, places, and environments.

17.C.2a Describe how natural events in the physical environment affect human activities.

17.C.2b Describe the relationships among location of resources, population distribution and economic activities.

17.D.2a Describe how physical characteristics of places influence people's perceptions and their roles in the world over time.

18.A.2 Explain ways in which language, stories, folk tales, music, media and artistic creations serves as expressions of culture.

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

Method:

Choose one of the People of Peru that highlights a particular person. Have students read the entry and answer the first four questions on the Cultural Comparison worksheet.

As a class define culture as a set of patterns, values, traditions, and customs. Ask students what they feel would be important to tell Peruvians about their cultural traditions. These could be sporting events, holidays, foods, etc.

Have students answer questions 5-9 on the Cultural Comparison worksheet.

Discuss some of the factors that shape culture (religion, language, history, economic systems, etc.) Have students try to infer which factor directly leads to the formation of each cultural tradition discussed.

Have students write an expository narrative that describes a cultural tradition unique to their particular family.

Cultural Comparisons

Read a People of Peru entry that talks about a particular person, or group of people. From the entry, what did you learn about this person's culture? What similarities and differences can be found between this new culture and your own? What makes your culture interesting?

1. What language does this person speak? _____

2. What is this person's occupation? _____

3. Where does this person live? Be as specific as possible.

4. Name two aspects of this person's life that are different than your own.

5. What are two cultural traditions that are most important to you?

6. How did you learn these cultural traditions?

7. Who else practices these cultural traditions?

8. What is your favorite food?

9. Describe a tradition that is unique to your own family.

Title: Peruvian Travel Brochure

Subject: Geography/ Language Arts

Grade Level: 5th-7th

Time: 2 90-minute periods

Objective: Students will better understand the Peruvian culture and geography by creating a travel brochure for a particular region of Peru.

Illinois State Goals and Standards:

- 17.B.3b** Explain how changes in components of an ecosystem affect the system overall.
- 3.A.2** Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization, and punctuation.
- 3.B.2b** Establish central ideas, organization, elaboration, and unity in relation to purpose and audience.
- 3.B.3a** Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration, and coherence.
- 3.B.3b** Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.
- 3.C.2b** Produce and format compositions for specified audiences using available technology.
- 3.C.3b** Using available technology, produce compositions and multimedia works for specified audiences.
- 17.C.2b** Describe the relationships among location of resources, population distribution and economic activities.
- 17.C.2c** Explain how human activity affects the environment.
- 17.C.3a** Explain how human activity is affected by geographic factors.
- 17.C.3b** Explain how patterns of resources are used throughout the world.
- 17.D.3b** Explain how interactions of geographic factors have shaped present conditions.

Method:

Each student will be responsible for researching a particular tourist attraction in Peru and developing a hotel, restaurant, or informational travel brochure. Each student's brochure must include photos, at least one chart, five persuasive reasons to visit the region, and use persuasion to attract tourists.

Use the worksheet Peruvian Travel Brochure to help students organize their data and locate research tools on the Internet.

Peruvian Travel Brochure

Your task is to highlight a particular region of Peru and create an attractive and informative travel brochure. Make sure that you use persuasive techniques to influence potential tourists to come to your region, hotel, or restaurant. In each case you must display knowledge of cultural traditions (for example if you are creating brochure for a restaurant, learn what foods Peruvians eat, if you are creating a hotel brochure, make sure you provide information about the types of accommodations available to Peruvians).

Answer the questions below to help you provide proper information for your brochure.

1. What region are you researching? _____

2. Name three reasons people should travel to your region. What makes it unique?

3. What can tourists expect when they arrive to your region?

4. Use six adjectives to describe your region, restaurant, or hotel.

5. How will tourists get to your region, restaurant, or hotel? Give specific directions from Lima.

6. What species of animals might tourists see while visiting the region?

7. What activities does the region provide for tourists?

8. How much money does the tourist need to budget? Display both of these figures in dollars and soles.

9. Why should tourists chose this destination over anywhere else in Peru?

Remember that the more details you add to your brochure, the more appealing it will be. Also, include photos, charts, graphs, and other persuasive writing techniques that will make your brochure more appealing and attractive.

Title: People of Peru: The Newspaper Article

Subject: Language Arts

Grades: 3rd-6th

Objective: Students will formulate questions for an interview of a local Peruvian and write answers based on information presented in the People of Peru.

Illinois State Standards and Goals:

1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.

1.C.2a Use information to form and refine questions and predictions

1.C.2b Make and support inferences and form interpretations about main themes and topics.

1.C.2d Summarize and make generalizations from content and relate to purpose of material.

1.C.3a Interpret and analyze entire narrative text using story elements, point of view and theme.

2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experiences, prior knowledge, and other texts.

3.B.2b Establish central ideas, organization, elaboration, and unity in relation to purpose and audience.

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

3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.

3.C.2b Produce and format compositions for specified audiences using available technology.

Method:

Have students read one of the People of Peru. Begin a discussion about cultural differences, having students understand what factors impact cultural traditions and daily life. Have students pretend they are newspaper reporter assigned to interview one of the people highlighted in the People of Peru.

Have students develop appropriate questions that they can then answer from the point of view of the Peruvian. If necessary, have students use outside resources, like guidebooks and web resources, to help answer the questions they would ask.

Have students present their article in a multimedia format, complete with pictures.

Title: My Own Cultural Traditions

Subject: Language Arts

Grade: 3rd-6th

Time: 45 minutes

Objective: Students will understand what a cultural tradition is, how one is formed, and what cultural events shape their personal lives. Students will understand the importance of differences between different cultural traditions by taking pride in their own family's traditions.

Illinois Standards and Goals:

17.A.2a Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, natural hazards.

17.A.2b Use maps and other geographic representations and instruments to gather information about people, places, and environments.

17.C.2a Describe how natural events in the physical environment affect human activities.

17.C.2b Describe the relationships among location of resources, population distribution and economic activities.

17.D.2a Describe how physical characteristics of places influence people's perceptions and their roles in the world over time.

18.A.2 Explain ways in which language, stories, folk tales, music, media and artistic creations serves as expressions of culture.

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

Method:

Innitiate a discussion of what a cultural tradition is, how they take form in society, and their importance to the members of a certain culture. Talk about how some traditions are combinations of others, and that most come from a particular culture. Make sure to establish the differentiation between cultural traits and familial traditions.

Have students think about their personal traditions by answering the My Cultural Traditions worksheet.

Have students gather in groups or pairs and present their findings to the other members of group.

Lesson Extensions:

Have students present a cultural food or cultural tradition to the class by bringing in visual aides or members of their family to help explain where the tradition comes from, its role in the culture or family, and how it has changed over time.

My Cultural Traditions

Each family has a unique set of cultural traditions. Since the United States is made up of a number of cultures, many traditions are practiced throughout the US. Even though, you may think that everyone's family celebrates in a similar way or eats the same foods, you probably don't. Difference is what makes all the cultures unique and special. Share some of the events and practices that make your family unique.

1. What are four holidays your family gathers to celebrate?

2. What is the best meal your mom or dad makes? Is it made for any particular or special reason?

3. What is the best meal one of your grandparents makes? Is it made for any particular or special reason?

4. What household chores do you have to perform each week?

5. Where did you go on your most recent family vacation?

6. What was your favorite vacation you've ever been on?

7. Think about the last time you were sick. What did you do to make yourself feel better?

Title: Make a Rain Stick

Subject: Art/ Social Studies

Grade Level: 3rd – 5th Grade

Time: 35 minutes

Objective: Students will create a rain stick to mimic the sounds of the rainforest.

State Standards and Goals:

16.E.2c Identify individuals and their inventions which influenced world environmental history.

17.D.2a Describe how physical characteristics of places influence people's perceptions and their roles in the world over time.

17.C.3b Explain how patterns of resources are used throughout the world.

17.A.2b Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, and tundra.

Materials:

Cardboard paper towel rolls (one per student)

1" nails or 1" toothpicks (about 30 per paper towel roll)

Dry rice or beans (about ¼ Cup per student)

Masking Tape

2 sheets of paper per student

Markers for decorating the rain stick

Method:

Throughout the South American rainforest, rain sticks are used as cultural tools to mimic the sound of the rainforest. They are usually made of dried cactus with the needles pushed through toward the inside.

Paper towel rolls have a seam that coils down the length of the roll. Have students mark dots about ½ inch apart. Poke the nails or toothpicks through the paper towel roll along the seam. You'll need about 30 of them to do this.

Cover one end with half the sheet of paper and masking tape.

Pour the rice or beans into the open end.

Cover the second end and your rain stick is ready to be decorated.

Title: Write Your Own People of Peru

Subject: Language Arts

Grade: 3rd-6th

Time: 45 minutes

Objective: Students will compose an expository narrative to teach others about their lives. Student will then submit their essays to the Wilderness Classroom for publication.

Illinois State Standards and Goals

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization, and punctuation.

3.B.2b Establish central ideas, organization, elaboration, and unity in relation to purpose and audience.

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

3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative, expository, and persuasive writings.

3.C.2b Produce and format compositions for specified audiences using available technology.

3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.

Method:

Have students read a People of Peru about a specific person. Have students identify components that make up People of Peru and other cultural information. Students must then create a replica of a People of Peru entry, but using information about themselves instead.

Next have students trade their papers with other students and revise them for publication. Send these cultural drafts to The Wilderness Classroom for publication, and to help other students learn more about the different cultures.

Lesson Extensions:

Set up a gallery around the classroom to showcase student's work. Add digital pictures using a digital camera or scanner (Note: please do not send pictures of individual students to The Wilderness Classroom)

Title: Change of Perspective

Subject: Language Arts

Grade Level: 4th-7th

Time: 45 minutes

Objective: Students will compose a narrative essay from a distant point of view by using a secondary source to make inferences.

Illinois State Standards and Goals

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization, and punctuation.

3.B.2b Establish central ideas, organization, elaboration, and unity in relation to purpose and audience.

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

3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative, expository, and persuasive writings.

3.C.2b Produce and format compositions for specified audiences using available technology.

3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.

Method:

Read an example of a People of Peru about a particular Person. Have students think about what this person's daily chores would include, what they might see on a daily basis. Ask students how they would feel about doing certain tasks or how they would respond to their daily lives.

Discuss perspective, and how perspective influences narrative styles. What point of view would work best to write a narrative? What type of words would you use to add emphasis and dramatic effect?

Have students re-write the People of Peru for the day from the subject's perspective. Make sure students focus on a particular event, but also add enough details to contextualize the narrative.