

<p>Essential Understandings</p>	<p>Human interactions happen both in specific places and across broad regions. These interactions create cultures which include belief systems, languages, social relations, traditions, customs, and the development of resources.</p>
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What is a culture? ▪ How do geographic location and local resources affect culture and economics? ▪ How do people express their culture?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Different geographical locations create cultures which have a variety of languages, products, traditions, practices, beliefs and customs. ▪ Culture consists of knowledge, beliefs and behavior that we learn and pass on to future generations. ▪ Cultures can be defined by the natural resources available in their geographic locations; natural resources are used to provide goods and services to support daily living.
<p>Vocabulary/Content</p>	<p>language, diversity, product, goods, service, tradition, practices, services, beliefs, shelter, celebrations, stories, art, documents, photographs, story-telling, family structure, religion, recreation artifact, geographical location, custom, culture, generation, future</p> <p>Manifestations of culture may include : food, clothing, celebrations, language, stories, art, literature, shelter, family structure, customs, religion, values, government, recreation, artifacts, documents, photographs, or personal experiences</p>
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Identify some customs and beliefs of one’s own culture ▪ Identify some customs and beliefs of a different culture ▪ Articulate the value of and respect for diverse cultures. ▪ Describe how we learn of other cultures ▪ Compare and contrast two different cultures ▪ Identify some products or services specific to a particular culture ▪ Recognize the value of the world’s cultural diversity ▪ Describe several ways that people express their culture.
<p>Related Maine Learning Results</p>	<p>Social Studies</p> <p>A.1. Students identify and investigate research questions related to social studies by locating, organizing, and sharing information.</p> <p>A.1a. Identify questions related to social studies.</p> <p>A.1b. Follow an established procedure for locating sources appropriate to reading level.</p> <p>A.1c. Locate and collect information for a specific purpose from sources including maps, photographs, charts, and graphs.</p> <p>A.1d. Organize findings.</p> <p>A.1e. Share information gathered using oral and visual examples.</p>

	<p>B.3 Students understand civic aspects of classroom traditions and decisions, and the traditions of various cultures, including Maine Native Americans. B.3b. Compare traditions that are similar across the nation and traditions that differ in various cultural groups including Maine Native Americans.</p> <p>C1.Students understand the nature of economics as well as key foundation ideas. C.1a Describe economics as how people make choices about how to use scarce resources to meet their wants and needs. C.1 b. Describe how money is earned and managed in order to buy goods and services and save for the future. C.2. Student understand the influence of economics on individuals and groups in the United States and the world, including Maine Native Americans C.2a Identify examples of how individuals families, and communities, including Maine Native Americans are influenced by economic factors</p> <p>D.2 Students understand the influence of geography on individuals and groups in the United States and the world, including Maine Native Americans. D.2 a Identify the impacts of geographic features on individuals, families, and communities, including Maine Native Americans, in the Unites States and various other nations.</p> <p>E.1 Students understand the nature of history as well as key foundation ideas. E1.d Apply terms such as “ before” and after” in sequencing events E.2 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans E.2a. Explain how individuals, families, and communities share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.</p>
<p>Related Social Studies Practices</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Chronological reasoning and causation <input checked="" type="checkbox"/> Comparison and contextualization <input checked="" type="checkbox"/> Geographic reasoning <input checked="" type="checkbox"/> Gathering, using and interpreting evidence. <input type="checkbox"/> The role of the individual in social and political participation
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Compare and contrast folktales from different cultures. ▪ Compare traditions in different nations. ▪ Taste test products from different countries. ▪ Survey family members to identify knowledge about and

	<p>experiences in other countries.</p> <ul style="list-style-type: none"> ▪ Interview family members to research student’s own cultural background and/or traditions. ▪ Create or explore art or music related to a particular culture/country/continent. ▪ Experience several celebrations from other cultures. ▪ Discover some important elements of seasonal celebrations around the world.
<p>Sample Classroom Assessment Method</p>	<ul style="list-style-type: none"> ▪ Construct a Venn diagram comparing characteristics of two cultures ▪ Construct a poster showing traditions, products, landmarks, etc. of a country/continent
<p>Sample Resources</p>	<ul style="list-style-type: none"> ○ <u>Publications:</u> ○ <i>Bread, Bread, Bread</i> by Ann Morris ○ <i>I’m In Charge of Celebrations</i> by Byrd Baylor ○ <i>A Life Like Mine</i> by UNICEF ○ <i>My Friends Live in Many Places</i> by Dorka Raynor ○ <i>Winter Festivals</i> by Mike Rosen ○ A World of Fairy Tales ○ <i>Our Grandparents: A Global Album</i> by Maya Ajmera - Describes the relationship between grandparents and their grandchildren all over the world, showing that while each culture may differ, the love and support shared in the bond is universal. ○ <i>To Be a Kid</i> by Maya Ajmera - Text and photographs from countries around the world illustrate some of the activities children everywhere have in common. ○ <i>This Is the Way We Go to School: a Book about Children Around the World</i> by Edith Baer - Describes, in text and illustrations, the many different modes of transportation children all over the world use to get to school. ○ <i>A Faith Like Mine: a Celebration of the World’s Religions – Seen Through the Eyes of Children</i> - Presents full-color illustrated photographs examining the traditions of a number of religious faiths including Judaism and Christianity, Hinduism and Buddhism, Sikhism and Islam, and others, and describes ways of worship, holy days, and celebrations. ○ <i>Let’s Eat: What Children Eat Around the World</i> by Beatrice Hollyer - Presents a children’s book on the traditional foods around the world including Thailand, South Africa, Mexico, France, and India and provides a number of recipes. ○ <i>One World, One Day</i> by Barbara Kerley (Photographs and poetic text describe the shared daily activities of people around the world, such as preparing breakfast). ○ <i>Celebrations!</i> by Barnabas Kindersley (A calendar of

	<p>celebrations which describes holidays and festivals of all major religions and cultures from around the world. Includes original photography.)</p> <ul style="list-style-type: none"> ○ <i>Welcoming Babies</i> by Margy Burns Knight (Tells how babies are welcomed in various cultures and traditions around the world.) ○ <i>Birthdays Around the World</i> by Mary D. Lankford (Describes the way birthdays have been celebrated in the past and the customs used to mark these special occasions in such countries as Finland, Malaysia, Mexico, New Zealand and others.) ○ <i>How Much? Visiting Markets Around the World</i> by Ted Lewin – (Describes sights, sounds, items, and people in marketplaces around the world, including Egypt, Peru, Bangkok, and more.) ○ <i>Market!</i> By Ted Lewin (Describes, in simple text and illustrations, the special characteristics of different types of markets throughout the world, from the Fulton Fish Market in New York to Durbar Square in Nepal where temples rise like pagodas behind the flute sellers.) ○ <i>The Story of Religion</i> by Betsy Maestro (Discusses various religions including - Buddhism, Hinduism, Judaism, Islam, Christianity, African and American primal religions - found throughout the world and covers religious personalities, histories, sacred texts, and basic beliefs.) ○ <i>Children Around the World</i> by Donata Montanari (Twelve children from different countries describe how they live.) ○ <i>How to Make an Apple Pie and See the World</i> by Marjorie Priceman (Since the market is closed, the reader is led around the world to gather the ingredients for making an apple pie.) ○ <i>Families Around the World</i> by Margriet Ruurs (Looks at different families from around the world.) ○ <i>My Librarian Is a Camel: How Books Are Brought to Children Around the World</i> by Margriet Ruurs (Contains photos and information about mobile libraries - including boat, camel, elephant- and their patrons in countries around the world.) ○ <i>My School in the Rain Forest: How Children Attend School Around the World</i> by Margriet Ruurs (Photographic essay examines differences in school settings around the world with schools on a river, high in the Himalayas, and in the rainforests of Guatemala.) ○ <i>If the World Were a Village: a Book about the World's People</i> by David J. Smith (Breaks down the population of the world into a collection of one hundred representative people and describes what one would find in this global village, covering languages, ages, religions, food, air and water, schooling, and possessions, accompanied by vivid color illustrations.)
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