

# ETHNIC ORIGINS: WHO AM I?

Heather Braucher  
Will Rogers Junior High School  
Claremore Public Schools  
geozebra@yahoo.com  
hbraucher@claremore.k12.ok.us

**Grade Level:** 6<sup>th</sup> - 8<sup>th</sup>

## **Purpose/Overview:**

Students will recall or discover their ethnic origins and plot them on a world map.

## **National Geography Standards from *Geography for Life***

### **Geographic Elements & Standards:**

HUMAN SYSTEMS--Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface

## **Oklahoma Academic Standards for the Social Studies:**

### **Grade 7 World Geography: Eastern Hemisphere**

**Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.**

#### **A. Text Types and Purposes**

1. Write arguments focused on discipline-specific content.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

**Content Standard 4: The student will analyze the world's peoples and cultures in the context of the human systems in the Eastern Hemisphere.**

1. Compare and contrast the common cultural traits including language, ethnic heritage, social systems, religions, and traditions and how cultural diffusion impacts societies.

**Geographic Themes:** Movement, Place

## **Objectives:**

1. The students will identify up to four ethnic origins.
2. The students will plot the location of their primary ethnic origin on the world map.
3. The students will discuss as a class what cultural practices have changed over time.
4. Each student will reflect on the influences of his/her own ethnicity.

## **Materials:**

A world map for each student

A marker or stickers

First page of "Ethnic Origins: Who Am I?" handout for each student [second page includes answers]

Writing Rubric for each student

**Time Frame:** 1 60-minute period

**Procedures:**

1. The teacher will print a copy of the world map for each student.
2. Using the World Political MapMaker Kit (see **Resources**), create a world map to post on the classroom wall, if time and space permit. Otherwise, post a large world map available at the Xpeditions site below.
3. Hand out the "Ethnic Origins: Who Am I?" activity sheet, and give students time to research and complete it.
4. The teacher will ask students about the definition of ethnicity, and ethnic heritage.
5. The students will identify up to four ethnic origins.
6. The students will plot the location of the main ethnic origin on the classroom world map.
7. The students will discuss as a class what cultural practices have changed over time.
8. The students will write one paragraph describing the influences of his/her own ethnicity on the activity sheet.

**Assessment Options:**

The student will write one paragraph describing the influences of his/her own ethnicity. The teacher will grade using the provided rubric.

**Extension and Enrichment/Simplification:** To further enrich this lesson, students can research their ethnic origins and analyze the change over time and the cultural diffusion that has taken place over the years. Students can organize the class statistics onto a graph or make a family tree showing relationships.

**Resources:**

World Political MapMaker Kit

[http://education.nationalgeographic.com/education/maps/world-political-mapmaker-kit/?ar\\_a=1](http://education.nationalgeographic.com/education/maps/world-political-mapmaker-kit/?ar_a=1)

National Geographic Xpeditions World Map

<http://www.nationalgeographic.com/expeditions/atlas/world/world-dw.pdf>

Grading Rubric

<http://www.ramapo.edu/fa/files/2013/04/Writing-Rubric-3.pdf>

Ethnic Heritage Council

<http://www.ethnicheritagecouncil.org/default.htm>

Free Online Graph Maker

<http://nces.ed.gov/nceskids/createAgraph/default.aspx>