Picture Yourself There

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Grade Level: Sixth Grade

Purpose/Overview: Culture may very well be the most important aspect of what it means to be human and by understanding and respecting the culture of other people we will come closer to being humane.

National Geography Standard 6: How culture and experience influence people's perceptions of places and regions

1. People's different perceptions of places and regions are influenced by their life experiences

2. Perceptions of places and regions change by incorporating multiple direct and indirect experiences

Oklahoma Academic Standards for the Social Studies:

OAS 2012	OAS 2019
Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.	**Read Critically and Interpret Informational Sources:** Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.
6.1.C.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	**4.A.6-8.2** Integrate the use of visual information (e.g. maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources.
Content Standard 4: The student will analyze the human systems of the Western Hemisphere in the context of the world's peoples and cultures.	**6.3** The student will identify the characteristics, distribution, and demographic patterns of human populations and systems of the Western Hemisphere.
4.1 Identify and describe ***cultural traits*** of language, ethnic heritage, social systems, religion, and traditions including ***how cultural diffusion impacts societies.***	**6.3.2** Identify and describe cultural traits of language, ethnic heritage, religion, and traditions practiced among peoples. **6.5.2** Explain how cultural diffusion, both voluntary and forced, impacts societies of a region.

Geographic Themes: Places, Regions, Human Environment Interaction

Objectives:

1. Students will demonstrate knowledge of a culture by presenting a visual representation of a cultural trait.
2. Students will understand what makes up the culture of a place or region

Materials: Time Frame: 1 class period

Procedures:

Opening the lesson:

Briefly discuss the cultural traits of language, ethnic heritage, social systems, religion, traditions, and environment. Terms could be used as Bell Ringers.

Developing the Lesson:

Students will be researching and presenting pictures that represent different cultural traits. There should be no text other than the title of the trait but they can use a pie chart with percentages or choropleth maps.

1. Divide the students into pairs or quads.
2. Randomly assign the different traits to a group, assigning social systems to more than one group(break it down into the several parts and assign that way)
3. Give them the following instructions:

   You are going to present a picture poster that represents the cultural trait you have been assigned. There will be NO text except the title, but charts or maps with percentages are acceptable. The other students should be able to determine by observation what the trait is like in this country.

4. Give the students about 10-15 minutes(MOL) to discuss which part of the assignment he or she wants to research.
5. Begin researching and printing desirable pictures.
6. Students then compose their poster to see what they have and still need.
7. When the poster is complete put it on the wall of the classroom or in the hallway.

Concluding the lesson:

When all the posters are up, conduct a Gallery Stroll.

1. Give each student a front and back copy of the P.A.L. handout.
2. By rows or groups have students fill out their handouts by strolling through the photographic material.
3. Q and A: Have each group stand and answer any questions the class has about their trait.
4. Discuss what they have learned.

Assessment: Rubric (see file) Post rubric in the classroom for reference or give a copy to each student to turn in with the poster.

Resources:

http://education.byu.edu/diversity/activities/gallery_stroll idea for gallery stroll

"Tools for Visual Learning: *P.A.L.*" http://stepshandbook.weebly.com/visual-learning.html

Ibid., *Putting Myself in the Picture*

Ibid., *Crop It*

Ibid., *Sneak Peek*

Ibid., *What Do I See?*

Hammock2.wikispaces.com/file/view/PosterBoardRubric.doc rubric idea

Website that can be used by the whole classroom to get the information needed for the assignment.

http://www.everyculture.com/Bo-Co/Brazil.html

http://iberoamerican-universities.universia.net/en/brazil/live/culture.html

http://www.learn-portuguese-now.com/facts-of-brazil.html

Pictures:

http://whatthafact.com/interesting-facts-about-brazil/ boy's face painted with flag

http://adayinbrazil.com/brazialian-portuguese-is-the-best-language/ poster of I am from Brazil

https://en.wikipedia.org/wiki/Roman_Catholicism_in_Brazil map of Catholicism

https://en.wikipedia.org/wiki/Race_and_ethnicity_in_Brazil race pie chart

http://www.sbs.com.au/news/article/2015/02/15/carnival-parades-underway-brazil Carnival

http://www.amazon.com/Brazil-2010-Capitano-Soccer-Ball/dp/B002NJMYKU soccer ball

http://www.beyondintractability.org/casestudy/deeply-divided-brazil wall dividing rich from poor

http://eatrio.net/2012/10/what-you-need-to-know-about-the-brazilian-family.html suburban family

http://www.survivalinternational.org/tribes/brazilian tribal family and communal village

http://www.economist.com/node/17679798 classroom

http://www.telegraph.co.uk/news/worldnews/europe/france/11996791/Paris-attacks-Cartoonists-pick-up-their-pens-to-express-solidarity-with-France.html political cartoon by Carlos Latuff

https://www.travelblog.org/South-America/Brazil/Pernambuco/Olinda/blog-251443.html street art

http://xpatnation.co/interesting-facts-about-latin-america-that-you-might-not-know/#.A47i59F2G tribal games and handicrafts

http://blog.gessato.com/2012/06/25/massive-recycled-plastic-bottle-fish-sculptures/ fish sculpture

http://www.achetudoeregiao.com.br/animais/biomas.htm map and information on biomes

Extensions/Simplification: This lesson may be used for every culture by varying the activities listed in the resources.

Connections: Art (photography, graphic arts), Literature,