Exploring Cultural Practices and Products – Grade Five

Ohio Standards Connection:

People in Societies

Benchmark A
Compare practices and products of North American cultural groups.

Indicator 1
Compare the cultural practices and products of diverse groups in North America including:
- a. Artistic expressions;
- b. Religion;
- c. Language;
- d. Food;
- e. Clothing;
- f. Shelter.

Social Studies Skills and Methods

Benchmark A
Obtain information from a variety of primary and secondary sources using the component parts of the source.

Indicator 2
Locate information in a variety of sources using key words, related articles and cross-references.

Lesson Summary:
This lesson teaches students about cultural practices and products of North American cultural groups by comparing and contrasting artifacts of cultural groups found in the United States. Students are guided to obtain information from primary and secondary sources. Students will share their research information with classmates. Through differentiated instruction, this lesson is adaptable to diverse learning styles. However, this lesson may be used when studying cultural groups of a particular North American region such as Canada (e.g., French Canadians or Inuits) or Mexico (e.g., Huichols, Yucatan Maya, Zapotecs).

Estimated Duration: Five to six hours

Commentary:
Review the definitions of “cultural practices” and “cultural products” found in the glossary of Ohio’s Academic Content Standards for Social Studies. Cultural information, primary sources and artifacts can be gathered from a variety of sources such as the Internet, libraries, historical societies, museums and cultural organizations. Primary sources used in this lesson help students develop knowledge and analytic abilities. Students are engaged in asking questions and making intelligent inferences.

Pre-Assessment:
- Write the following on a board, chart paper or an overhead transparency:
  1. What is a cultural group?
  2. Choose a cultural group in North America and describe information about at least three of the practices or products listed below:
     a. Artistic expressions (i.e., music, dance, visual arts such as weaving, pottery, sculpture, painting);
     b. Religion;
     c. Language;
     d. Food;
     e. Clothing;
     f. Shelter.
- Tell students they are to write information in paragraph form, using complete sentences.
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Scoring Guidelines:
Review pre-assessments to determine the students’ level of knowledge of what a cultural group is and of information about a particular cultural group. Use this information to help guide instructional procedures.

Post-Assessment:
The post-assessment consists of two parts: a cultural poster and a comparison grid with reflection. Provide students with the following directions:

- Place the picture you have selected to research in the center of your poster paper.
- Divide the area surrounding your picture into three equal parts. Analyze possible cultural practices/products represented by the person or artifact in your picture as determined from your research, and the information that accompanies the picture.
- Use words and pictures to describe each of the three chosen cultural practices/products in each separate section of your poster.
- Be prepared to present what you have learned to the class. Meet with two other groups to share your work.
- Use Attachment A, Comparison Grid, and compare your group’s findings with the findings of two other groups.
- Write a three sentence reflection of how the cultural practices/products represented by your group’s chosen picture compares with the cultural practices/products of the two other groups.

Scoring Guidelines:
Use Attachment B, Post-Assessment, to score student work. Adapt the rubric and scores according to teacher preferences.

Instructional Procedures:
1. Begin instruction by dividing students into small groups of three to four to brainstorm characteristics that are commonly found in all cultural groups. If students are not sure, ask questions such as:
   - Does clothing differ among cultural groups?
   - Does shelter or do types of homes differ among cultural groups?
Continue with other cultural practices and products listed in the indicator. Define and discuss vocabulary (artistic expression, shelter, etc.).
2. List each cultural practice and product on the chart paper. You may want to display the chart throughout the lesson to serve as a reminder for the students. Tell the students that these are practices and products of all cultural groups. Define “cultural practice” and “cultural product.”
   - “Cultural practice” is a pattern of behavior accepted by a society.
   - “Cultural product” is a tangible (e.g., a painting, a cathedral, a mosque, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education) aspect produced by a cultural group.
   - Post definitions in the room.
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3. Discuss and give examples of the word “stereotype.” Guide students to the realization that stereotypical depictions of cultural groups are usually inaccurate because not all people in a group are the same. Ask questions about the depiction of cultural groups in literature, movies and television.

4. As a class, examine a picture of a person from a North American cultural group. Pictures can be located on the Library of Congress Web site or in books gathered for use during this lesson. If desired, you may pre-select a group of pictures from old magazines or other sources.

5. Create a three-column graphic organizer on the board or chart paper. As column headings, include “What I See (Observations),” “What I Infer (Deductions)” and “What I Need to Investigate (Research).”

6. Using the chosen picture, model for students the process of completing the graphic organizer. Explain that students will work in small groups to select a picture and complete a graphic organizer.

7. Pair students to select pictures from resources such as the Library of Congress Web site, teacher book collection, library collection or textbooks to research and analyze cultural practices and products. Instruct students to create and complete a chart like the one completed by the class in step 5. Student access to the school media center for research would be helpful. Allow sufficient time for students to use books and the Internet to investigate additional information.

8. Discuss guidelines for the post-assessment poster and have students share poster ideas. Have students display their research information on their posters.

9. To complete the post-assessment, distribute Attachment A. Have each pair complete the first row of their Comparison Grid. Then, have each pair meet with two other groups to complete the remaining rows. Finally, instruct students to write a three sentence reflection.

**Differentiated Instructional Support:**
Instruction is differentiated according to learner needs to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Pair students to select pictures and analyze cultural practices and products.
- Use graphic organizers for students to categorize information from pictures.
- Challenge students pursue research into their own genealogy and cultural heritage and present information in a multimedia format.

**Extensions:**

- Extend the lesson to include multiple forms of artistic expression in the areas of music, dance and visual arts.
- Extend the lesson to include traditional celebrations that represent different North American cultural groups. This can be an effective means of integrating several of the indicator subparts into a comprehensive study of cultural practices and products.
- Have a cultural group organization send guest speakers to the classroom to inform students about their cultural group’s practices and products.
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Homework Options and Home Connections:
- Have students find resources (i.e., books, magazines, newspaper articles, and multimedia information) at home or with family members to support their poster projects.
- Have students bring resources (products) and contributions (practices) from home for the group project.
- Have students research their own genealogy and cultural heritage, and present information in a multimedia format.

Interdisciplinary Connections:
English Language Arts:
- Reading Process
  Benchmark A: Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
  Indicator 6: Select, create and use graphic organizers to interpret textual information.
- Writing Process
  Benchmark C: Clarify ideas for writing assignments by using graphics or other organizers.
  Indicator 5: Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
  Benchmark H: Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.
  Indicator 17: Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.
- Research
  Benchmark B: Locate and summarize important information from multiple sources.
  Indicator 2: Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

Materials and Resources:
The inclusion of a specific resource in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site’s main page, therefore, it may be necessary to search within that site to find the specific information required for a given lesson. Please note that information published on the Internet changes over time, therefore the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.

For the teacher: Internet access, books, magazines, chart paper, markers.
For the students: Internet access (optional), informational resources, poster paper or poster board, pencils, pens, art supplies, glue, markers and/or colored pencils.

Vocabulary:
- culture
- cultural practices
- cultural products
- stereotype
- primary source
- secondary source
- artistic expressions
- shelter

Technology Connections:
- Pictures can be located on the Library of Congress Web site: http://memory.loc.gov.
- Students may present their information in slide show format using a variety of multimedia computer software programs.
- Use video conference equipment to gather information from people belonging to a cultural organization in lieu of having them come to the classroom as guest speakers.

Research Connections:

Identifying similarities and differences enhances students’ understanding of and ability to use knowledge. This process includes comparing and classifying, and also may involve the following:
- Presenting students with explicit guidance in identifying similarities and differences;
- Asking students to independently identify similarities and differences;
- Representing similarities and differences in graphic or symbolic form.

Nonlinguistic representations help students think about and recall knowledge. This includes the following:
- Creating graphic representations (organizers);
- Drawing pictures and pictographs.

Attachments:
Attachment A, Comparison Grid
Attachment B, Post-Assessment
## Attachment A
### Comparison Grid

<table>
<thead>
<tr>
<th></th>
<th>Artistic Expressions</th>
<th>Religions</th>
<th>Languages</th>
<th>Foods</th>
<th>Clothing</th>
<th>Shelter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Group:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group One:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Two:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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Attachment B
Post-Assessment

Poster Rubric

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Poster includes one accurate depiction of a cultural practice/product.</td>
<td>Poster includes two accurate depictions of cultural practices/products.</td>
<td>Poster includes three accurate depictions of cultural practices/products.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Cultural practice/product is not described in words or pictures.</td>
<td>Cultural practice/product is described in only words or only pictures.</td>
<td>Cultural practice/product is described in both words and pictures.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Poster is partially complete and not well organized.</td>
<td>Poster is complete and shows some organization.</td>
<td>Poster is complete and well organized.</td>
</tr>
</tbody>
</table>

**Comparison Grid and Reflection Rubric**

5 = The Comparison Grid is completed neatly, accurately and thoroughly. The reflection clearly and accurately compares cultural practices and products of North American cultural groups.

4 = The Comparison Grid is completed. The reflection accurately compares cultural practices and products of North American cultural groups.

3 = The Comparison Grid is completed. The reflection attempts to compare cultural practices and products of North American cultural groups but some misconceptions are evident.

2 = The Comparison Grid is mostly, but not entirely complete. Misconceptions are clearly evident in the reflection sentences.

1 = The Comparison Grid is inaccurately completed or only partially completed. The reflection is unclear and inaccurate.

0 = No response/inappropriate or unrelated response.