



Comparing Cultures: Are we really all that different?

Overview: The objective is for students to understand that human cultures all have common threads.

Subject Areas: Social Science / History

Grade Levels: K-5, 6-8, 9-12

Topics: Human Culture

Great Lakes Literacy Principles:

6. The Great Lakes and humans in their watersheds are inextricably interconnected.
8. The Great Lakes are socially, economically, and environmentally significant to the region, the nation and the planet.

I. Materials Needed/Prep

- Checklist Worksheet for videos
- The Ways Video Links
 - Prayers in a Song
 - <http://theways.org/story/prayers-in-a-song>
 - Hunting Deer
 - <http://theways.org/story/hunting-deer>
 - Clan Mother
 - <http://theways.org/story/clan-mother>
- Climate Wisconsin Video Links
 - Sugaring
 - <http://climatewisconsin.org/story/sugaring>
 - Ice Fishing
 - <http://climatewisconsin.org/story/ice-fishing>
 - Birkebeiner
 - <http://climatewisconsin.org/story/birkebeiner>
- Prep (optional) - hang vocab sheets in front of room for students to refer to
- Prep(optional) - hang questions in front of room for students to think about as they watch the videos

Standards: Common Core English Language Arts and Literacy

- W(3-5).8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- SL(3-8).1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL(3-5).2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL(3-5).3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL(3-5).4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- W(6-8).9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

II. **Objective**

The objective is for students to understand that human cultures all have common threads.

III. **Important Vocabulary/ Background Information**

Taken from Section 3.1 pages 58 & 59

- a. Culture- how people in a region live, behave, and think. Includes language, religion, beliefs, and customs. Also includes arts, music, dance, literature, theater, and film.
- b. Symbol- an object that stands for something else that is recognized and respected by people.
- c. Civilization- a society that has a highly developed culture and technology. People in a civilization are not born knowing their culture they learn by watching and imitating.
- d. Culture Regions- areas that are unified by common cultural traits, or characteristics.
- e. Communal- shared object, example- communal drum or plate of food.

IV. Procedure

a. KWL Chart, on white board (5 Minutes)

What you KNOW	What you WANT to learn/ questions you have	What you LEARNED

- i. Explain to students that they will be viewing videos that show other human culture. In an open forum discuss with students what they already **know** (what they know about human culture) and what they **want** to learn.
- ii. Prompt questions:
 1. If you feel comfortable sharing, what is your culture?
 2. Can you give any examples of culture, symbols, communal objects that you see in your everyday lives?
- iii. Hand out checklist worksheet and explain that they will check the terms that they see in the videos. Students should make notes so that they can discuss actual examples from the videos.

b. The Ways and Climate Wisconsin (20 minutes)

- i. Show videos.
- ii. After each video ask for 1 or 2 comments or allow for a minute or two of conversation with their neighbor. Students will be able to discuss more during the assessment.
- iii. Questions for thought to be asked before the videos begin and posted in front of room for reference
 1. What were some differences between The Ways and Climate Wisconsin? Similarities?
 2. The Climate WI videos talk a lot about the changing climate. How does climate change affect culture?
 3. How do we know where culture regions are? How do you know you are a part of a culture region?
 4. Why is it important to have a culture and pass it on to younger generations?

c. Assessment/Closing (5 minutes)

- i. Fill in the L part of the KWL chart.
- ii. Prompt questions:
 1. How did these videos make you feel? Can you make any connections to yourself?
 2. Through the videos what did you learn about human culture?

3. What parts of the videos enforced what you know about human culture?
 4. Where do you see human culture in your lives?
 5. How do we know that climate change affects culture? What are some ways it does?
 6. What are common threads among the videos, other cultures you know about, and your culture?
- iii. Have students answer the short answer question at the bottom of the worksheet as an exit slip.

NAME: _____

As you see the vocabulary word in each video, check the correct box. Make a note of what you saw so you remember the example.

	The Ways 1: Prayers in a Song	The Ways 2: Hunting Deer	Climate WI 1: Sugaring	Climate WI 2: Birkebeiner
Culture				
Symbol				
Civilization				
Culture Region				
Communal				

Short Answer

What are common threads you see among the videos, other cultures you know about, and your culture?

Culture

How people in a region live, behave, and think. Includes language, religion, beliefs, and customs. Also includes arts, music, dance, literature, theater, and film.

Symbol

An object that stands for something else that is recognized and respected by people.

Civilization

A society that has a highly developed culture and technology. People in a civilization are not born knowing their culture they learn by watching and imitating.

Culture Regions

Areas that are unified
by common cultural
traits, or
characteristics.

Communal

Shared object,
communal drum or
plate of food.

What were some
differences between
The Ways and Climate
Wisconsin?
Similarities?

How do we know
where culture regions
are? How do you know
you are a part of a
culture region?

Why is it important to
pass culture on to
younger generations?

The Climate WI videos
talk a lot about the
changing climate. How
does climate change
affect culture?

NAME: ___ Possible Answers _____

As you see the vocabulary word in each video, check the correct box. Make a note of what you saw so you remember the example.

	The Ways 1: Clan Mother	The Ways 2: Hunting Deer	Climate WI 1: Birkebeiner	Climate WI 2: Sugaring
Culture	Healing sweat, talking circles, lodges, clan mother, elders, pow wow, regalia, language	Ceremonies, hunting deer, offering for the deer, moccasins, tobacco pouches, beading	Racing, ski clothes, skis, connectedness through racing	Pancakes, tapping trees, farming
Symbol	Tobacco, Mohican flag, medicine wheel, sage	Deer, deer hide, Ojibwe art	Cow bells, medal, race bibs	Farm, tapping like a dance
Civilization	Cars, cemetery, prison, suicide, dog, matrilineal society	Bullets, gun, car, knife, sewing, beading, tanning hide	Clock, maps, groomed trails, starting gun	Farm, rubber boots, drill, boil stove, fire
Culture Region	Mohican Nation	Anishinabe territory	Northern Wisconsin	Where maple trees are
Communal	Lodge, drum, talking circle	Venison	Finish line, race itself	syrup making process

Short Answer

What are common threads you see among the videos, other cultures you know about, and your culture?

-All stories take place in United States/Upper Midwest culture, though some cultural aspects come from a time before this land was the United States. They all show how people are related to the natural world. Some markers of civilization are in every video- cars and buildings, speaking English. They also discuss how human culture has changed through time, or as a response to nature changes.

