

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Comparative Cultures 1	Course Number: B 3315 G 3314
Department: Social Studies	Grade(s): 11-12
Level(s): Basic & General	Credit: 1/2
Course Description This course will examine and compare historical, political, social, economic and geographical aspects of human cultural development, focusing on Russia and its former republics, the Middle East, and southern Asia. Knowledge gained on the various components of culture will promote acceptance and appreciation of cultural differences. Students will develop possible solutions to current issues in the regions of study today.	
Required Instructional Materials <ul style="list-style-type: none"> • <i>World Geography</i>, Marcel Lewinski, American Guidance Service; 2001 (Basic) • <i>World Cultures: A Global Mosaic</i>, Ahmad, Brodsky & Crofts, Prentice Hall; 4th edition, 2001 (General) 	Completion/Revision Date Approved by Curriculum Council on December 21, 2004 Adopted by the Board of Education on January 24, 2005

Mission Statement of the Curriculum Management Team

The mission of the Social Studies Curriculum Management Team is to provide students with the opportunity to gain fundamental understanding of history, civics, economics, cultures, geography, and the social sciences so that they develop into responsible citizens who use analytical reasoning and historical thinking to make informed decisions about the issues that face our nation and world today.

Enduring Understandings for the Course

- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- The study of political, social and economic patterns reveals continuity and change over time.
- Conflict resolution may involve aggression, compromise, and cooperation.
- Knowledge of czarist Russia and USSR helps one understand the link between Russia and its neighbors.
- Culture is both a unifying and divisive force in human relations.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Geography influences a person's needs, culture, opportunities, choices, interests, and skills.
- Global societies are diverse, creating varied perspectives, contributions and challenges.
- Analytical questioning creates a purpose for research.
- The research process requires the use of a variety of resources to ensure validity.
- Interpreting and analyzing research results will answer a variety of questions.

<ul style="list-style-type: none">• The application of historical thinking skills and historical knowledge has relevance and impact on the lives of individuals and the world in which they live.
<ul style="list-style-type: none">• Organization is critical to the acquisition, application, and evaluation of information.
<ul style="list-style-type: none">• Critical examination and evaluation of data is essential to making informed decisions.
<ul style="list-style-type: none">• Recognizing a diversity of viewpoints benefits all.
<ul style="list-style-type: none">• Language reflects historical changes and cultural differences.
<ul style="list-style-type: none">• Examining social and civic issues helps to expand ones understanding of the world, its people, and themselves.
<ul style="list-style-type: none">• Writing is a tool used for thinking & learning.
<ul style="list-style-type: none">• Technology is a tool used for collecting, organizing, and presenting information.

LEARNING STRAND

1.0 Critical Thinking and Communication Skills

NOTE: This learning strand should be taught through the integration of the other learning strands included in this course. It is not meant to be taught in isolation as a separate unit.

ENDURING UNDERSTANDING(S)

- Analytical questioning creates a purpose for research.
- The research process requires the use of a variety of resources to ensure validity.
- Interpreting and analyzing research results will answer a variety of questions.
- The application of historical thinking skills and historical knowledge has relevance and impact on the lives of individuals and the world.
- Organization is critical to the acquisition, application, and evaluation of information.
- Critical examination and evaluation of data is essential to making informed decisions.
- Recognizing a diversity of viewpoints benefits all.
- Language reflects historical changes and cultural differences.
- Examining social and civic issues helps to expand one’s understanding of the world, its people, and themselves.
- Writing is a tool used for thinking & learning.
- Technology is a tool used for collecting, organizing and presenting information.

ESSENTIAL QUESTION(S)

- Why do I research?
- What are the benefits of using multiple media to locate information?
- How do I know my information is reliable (accurate, unbiased, current, and appropriate)?
- What is the purpose of using both primary and secondary sources?
- How does organizing the results of my research help me to use it?
- How does the consideration of different viewpoints influence how I think & act?
- How does time and place in history influence language?
- What am I trying to achieve through my writing?
What are the benefits and limitations of using technology?

LEARNING OBJECTIVES *The student will:*

- 1.1 Generate research questions to be investigated.
- 1.2 Select information from a variety of sources.
- 1.3 Evaluate the validity of information, testing its credibility and identifying bias.
- 1.4 Interpret information from primary and secondary source documents.
- 1.5 Debate divergent points of view.

INSTRUCTIONAL SUPPORT MATERIALS

- See other learning strands

SUGGESTED INSTRUCTIONAL STRATEGIES

- Reflective journal writing
- Web-based research
- WebQuests
- Debates
- Role plays and/or simulations
- Political cartoon analysis
- Projects

<p>1.6 Compose a variety of text forms for different audiences using standard forms of English grammar and mechanics.</p> <p>1.7 Analyze the various political, economic, social, and cultural interests that affect the development of human interaction.</p> <p>1.8 Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues.</p> <p>1.9 Justify personal beliefs, feelings and convictions.</p> <p>1.10 Recognize the personal responsibilities of citizens for responsible social change.</p> <p>1.11 Assess the need for social and political reform.</p> <p>1.12 Organize ideas and information logically and effectively through writing.</p>	<ul style="list-style-type: none"> • Creative writing <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Student presentations • Projects • Persuasive writing • Debates • Simulations • Reflective journal writing • Portfolios • Travel brochures • Graphs and charts • Maps • Venn diagrams • Creative writing assignments
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LEARNING STRAND

2.0 Russia and the Former Republics, 1850 - present

ENDURING UNDERSTANDING(S)

- Knowledge of czarist Russia and USSR helps one understand the link between Russia and its neighbors.
- The study of political, social and economic patterns reveals continuity and change over time.
- Conflict resolution may involve aggression, compromise, and cooperation.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Geography influences a person's needs, culture, opportunities, choices, interests, and skills.
- Global societies are diverse, creating varied perspectives, contributions and challenges.

ESSENTIAL QUESTION(S)

- How are governments created, structured maintained, and changed?
- How does the evaluation of past events help us to make future decisions?
- What happens when cultures collide?
- How does geography influence lifestyles and point of view?
- How do geography, climate, and natural resources affect the way people live and work?
- What makes places unique and different?
- How do the beliefs and values of a diverse culture affect individuals and society?

LEARNING OBJECTIVES *The student will:*

- 2.1 Illustrate the natural, cultural, and political characteristics of the region.
- 2.2 Identify why places and regions are important to human and cultural identity.
- 2.3 Analyze the interaction between the people and their environment.
- 2.4 Compare and contrast maps, charts, and graphs.
- 2.5 Interpret values based on the examination of cultural artifacts such as proverbs, folktales, music and art.
- 2.6 Compare the values and traditions to those found in American culture.
- 2.7 Investigate causes and effects of major events in Russian/Soviet history.
- 2.8 Analyze political, economic and social consequences due to conflict.
- 2.9 Formulate possible solutions to contemporary problems.
- 2.10 Describe relationships between historical subject matter and current issues.

INSTRUCTIONAL SUPPORT MATERIALS

- *Global Perspectives*, MindSparks
- www.yale.edu/ycias/pier/resourcecenter
- *Do's and Taboos around the World*, Roger Axtell
- Political cartoons
- *Dr. Zhiavago*, (The Russian Revolution), VHS
- Document-Based Questions (DBQ), activity
- Primary source documents
- *World Bank*, almanac
- Newspapers
- *Battleship Potemkin*, (Odessa revolt), silent film
- Regional music & dance, including modern pop and rock
- *Ivan the Terrible*, part 1 & 2, subtitles
- *Ten Days That Shook the World*, silent film
- *Reds*, VHS
- *Gestures*, Roger Axtell
- *Upfront* magazine
- *New York Times*

SUGGESTED INSTRUCTIONAL STRATEGIES

- Create multimedia presentations on diverse cultures
- Debate Russian-Chechen dilemma
- Web-based research comparing pre-Soviet

	<p>and Soviet art forms</p> <ul style="list-style-type: none"> • Create an artifact box of present pop culture • Establish communication with students in Russia using online e-pal services. • Debate Capitalism vs. Communism • Using the <i>World Bank</i>, create maps and/or graphs using statistical information • Create original fairy tale or proverb after examining values found in traditional fairy tales and proverbs from the region • Examine and create political cartoons on a current issue • Create travel brochures for countries in the region • Prepare traditional foods of the region and hold a cook-off • Locate and examine underground rock groups in USSR and the connection to western rock culture • Conduct an economic simulation on Soviet Russia and the reasons for its collapse • Hold a debate between president Putin and one of the most recent czars • Utilize guest speakers from Russia <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Student presentations • Tests /quizzes • Research/position papers • Portfolio of student work • Projects • Debates • Written response/reflection to interactive slide show • Graphs and charts • Maps • Political cartoons • Travel brochures • Projects
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LEARNING STRAND

3.0 The Middle East

ENDURING UNDERSTANDING(S)

- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- Conflict resolution may involve aggression, compromise, and cooperation.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Geography influences a person's needs, culture, opportunities, choices, interests, and skills.
- Global societies are diverse, creating varied perspectives, contributions and challenges.
- Culture is both a unifying and divisive force in human relations.

ESSENTIAL QUESTION(S)

- How are governments created, structured maintained, and changed?
- How does the evaluation of past events help us to make future decisions?
- What happens when cultures collide?
- How does geography influence lifestyles and point of view?
- How do geography, climate, and natural resources affect the way people live and work?
- What makes places unique and different?

LEARNING OBJECTIVES *The student will:*

- 3.1 Illustrate the natural, cultural, and political characteristics of the region.
- 3.2 Examine significant historical periods and people from the region.
- 3.3 Examine how the people of the region culturally define themselves.
- 3.4 Analyze the impact of economic choices on the allocation of scarce resources.
- 3.5 Determine how geography affects culture.
- 3.6 Compare and contrast maps, charts, and graphs.
- 3.7 Interpret values based on examination of cultural artifacts such as proverbs, folktales, music and art.
- 3.8 Compare the values and traditions of the region to those found in American culture.
- 3.9 Investigate causes and effects of the Israeli/Palestinian conflict and its global implications.
- 3.10 Examine the effects of imperialism and foreign influence on the region.
- 3.11 Formulate possible solutions to contemporary problems.
- 3.12 Describe relationships between historical subject matter and current issues.

INSTRUCTIONAL SUPPORT MATERIALS

- *Everything you need to teach the Middle East*, InspirED Educators, Inc.
- *Global Perspectives*, MindSparks
- Newspapers
- www.yale.edu/ycias/pier/resoucecenter
- *Do's and Taboos around the World*, Roger Axtell
- *Gestures*, Roger Axtell
- Political cartoons
- Primary source documents
- Document-Based Questions (DBQ), activity
- *Not Without My Daughter*, VHS/DVD
- *World Bank*, almanac
- Regional music
- Newspapers
- *Upfront* magazine
- *New York Times*

SUGGESTED INSTRUCTIONAL STRATEGIES

- Multimedia presentation on the cultural, religious and historical sites
- Write journal entries from the point of view of women from various Middle Eastern countries
- Research and journal a day in the life of a Middle Eastern teen
- Debate the Arab-Israeli conflict

	<ul style="list-style-type: none"> • Venn diagram comparing major religions of the Middle East: Islam, Judaism, and Christianity • Create an artifact box of present pop culture • Examine and create political cartoons on a current issue • Prepare traditional foods of the region and hold a cook-off • Presidential briefing on a new USA foreign policy in the Middle East • Using the <i>World Bank</i>, create maps and/or graphs using statistical information. • Create original fairy tale or proverb after examining values found in traditional fairy tales and proverbs from the region • Utilize guest speakers from the Middle East or who specialize in the region <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Multimedia presentations (Ex. Arab-Israel Conflict) • Simulations • Web based research • Topic discussions • Debates • Student journals • Venn diagrams • Maps • Charts and/or graphs • Writing assignments • Political cartoons • Projects
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LEARNING STRAND

4.0 South Asia - India

ENDURING UNDERSTANDING(S)

- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- The study of political, social and economic patterns reveals continuity and change over time.
- Conflict resolution may involve aggression, compromise, and/or cooperation.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Geography influences a person's needs, culture, opportunities, choices, interests, and skills.
- Global societies are diverse, creating varied perspectives, contributions and challenges.
- Culture is both a unifying and divisive force in human relations.

ESSENTIAL QUESTION(S)

- What are the factors involved in the establishment of societies?
- How are governments created, structured maintained, and changed?
- How does the evaluation of past events help us to make future decisions?
- What happens when cultures collide?
- How does geography influence lifestyles and point of view?
- How do geography, climate, and natural resources affect the way people live and work?
- What makes places unique and different?
- How do the beliefs and values of a diverse culture affect individuals?

LEARNING OBJECTIVES *The student will:*

- 4.1 Illustrate the natural, cultural, and political characteristics of the region.
- 4.2 Examine why places and regions are important to human and cultural identity.
- 4.3 Analyze the interaction between the people and their environment.
- 4.4 Determine how geography affects culture.
- 4.5 Compare and contrast maps, charts, and graphs.
- 4.6 Interpret values based on examination of cultural artifacts such as proverbs, folktales, music and art.
- 4.7 Compare the values and traditions of the region to those found to those found in American culture.
- 4.8 Investigate causes and effects of major events in Indian history.
- 4.9 Analyze political, economic and social consequences due to conflict.
- 4.10 Formulate possible solutions to contemporary problems.
- 4.11 Describe relationships between historical subject matter and current issues.

INSTRUCTIONAL SUPPORT MATERIALS

- *Everything you Need to Teach Asia*, InspirED Inc.
- *History Alive! Ancient India*
- *The Amazing Race*, season 5
- *World Bank*, almanac
- *Global Perspectives*, MindSparks
- Newspapers
- Document-Based Questions (DBQ) activity
- www.yale.edu/ycias/pier/resourcecenter
- India WebQuest
- www.mrdowling.com/612india.html
- *Do's and Taboos around the World*, Roger Axtell
- Primary source documents
- *Gandhi*, VHS
- *Passage to India*, VHS
- Regional music & dance
- *Upfront* magazine
- *New York Times*
- *Gestures*, Roger Axtell

SUGGESTED INSTRUCTIONAL STRATEGIES

- Multimedia presentations on a variety of

	<p>topics such religion, art, and architecture etc.</p> <ul style="list-style-type: none"> • Interactive slide show utilizing images from the <i>History Alive! Ancient India</i> unit • Utilize guest speaker on and/or from India, including students, parents & university professors • Simulation: U.N. Committee on Child Labor in India • Research current economic trends and create a chart or graph displaying findings • Debate the issue of conflict resolution as it relates to Gandhi • Establish communication with students in India using online e-pal services • Act out a conversation between Gandhi, Nehru, and Jinnah on the independence and split of India • Put on a puppet show of traditional fairy tales and proverbs from the region • Create travel brochures for countries in the region • Prepare traditional foods of the region and hold a cook-off • Create an artifact box of present pop culture <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Multimedia presentations • Interactive slide show • Simulations/act it outs • Charts and/or graphs • Debates • Student participation • Writing assignments • Puppet shows • Travel brochures • Projects
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