

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Comparative Cultures 2	Course Number: B 3325 G 3324
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 eastern Asia, Latin America, and Sub-Saharan Africa. Knowledge gained on the various regions and cultures will promote acceptance and appreciation of cultural differences. Students will develop possible solutions to contemporary issues in the regions of study today.	
Required Instructional Materials Basic: <i>World Geography</i> , Marcel Lewinski, American Guidance Service; 2001 General: <i>World Cultures: A Global Mosaic</i> , Prentice Hall; 2001	Completion/Revision Date Approved by Board of Education May 16, 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

- 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 in which they live.
- 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 ones understanding of the world, its people, and themselves.
- Writing is a tool used for thinking & learning.
- Technology is a tool that may be used for collecting, organizing and presenting information.
- The study of the continuum of human civilization reveals the ideals, beliefs, values, and

institutions of its people.
<ul style="list-style-type: none"> • Knowledge of the past helps one understand the present and make decisions about the future.
<ul style="list-style-type: none"> • The study of political, social and economic patterns reveals continuity and change over time.
<ul style="list-style-type: none"> • Conflict resolution may involve aggression, compromise, and cooperation.
<ul style="list-style-type: none"> • As part of a global community, people are increasingly affected by environmental, economic, social, cultural, and civic concerns.
<ul style="list-style-type: none"> • Geography influences a person's needs, culture, opportunities, choices, interests, and skills.
<ul style="list-style-type: none"> • Global societies are diverse, creating varied perspectives, contributions and challenges.
<ul style="list-style-type: none"> • Scientific and technological developments affect people's lives, the environment and transform societies.
<ul style="list-style-type: none"> • There is a relationship between the consumption and conservation of natural resources.
<ul style="list-style-type: none"> • As governments evolve, systems are developed to manage conflict and create order.

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 ones understanding of the world, its people, and themselves.
- Writing is a tool used for thinking & learning.
- Technology is a tool that may be 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.
- 1.6 Compose a variety of text forms for different audiences using standard forms

INSTRUCTIONAL SUPPORT MATERIALS

See other learning strands

SUGGESTED INSTRUCTIONAL STRATEGIES

- Reflective journal writing
- Web-based research
- WebQuests
- Debate
- Speakers
- Role plays and/or simulations
- Incorporate history and geography into the analysis of current events

<p>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"> • Political cartoon analysis • Projects • Directed reading <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Student presentations • Projects • Writing pieces/journals • Debates • Simulations • Critiques • Portfolios
--	--

LEARNING STRAND

2.0 Eastern Asia

ENDURING UNDERSTANDING(S)

- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- Knowledge of the past helps one understand the present and make decisions about the future.
- The study of political, social and economic patterns reveals continuity and change over time.
- Conflict resolution may involve aggression, compromise, and cooperation.
- As part of a global community, people are increasingly 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.
- Scientific and technological developments affect people's lives, the environment and transform societies.

ESSENTIAL QUESTION(S)

- How are governments created, structured maintained, and changed?
- How do different political systems vary in their toleration and encouragement of change?
- How does the evaluation of past events help us to make future decisions?
- What happens when cultures collide?
- How does geography influence lifestyles and perspective?
- What makes places unique and different?
- How do new technologies result in broader social and economic changes?

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 impact of economic choices on the allocation of scarce resources.
- 2.4 Determine how geography affects culture.
- 2.5 Compare and contrast maps, charts, and graphs.
- 2.6 Interpret values based on examination of cultural artifacts such as proverbs, folktales, music and art.
- 2.7 Compare and contrast the values and traditions of the region to those found in American culture as well as other regions of study.
- 2.8 Investigate causes and effects of major historical events of the region.
- 2.9 Analyze examples of interrelationships among the countries of the region.

INSTRUCTIONAL SUPPORT MATERIALS

- *Everything You Need To Teach Asia*, Inspired Educators, Inc.
- *Asia: Global Perspectives Through Editorial Cartoons*, MindSparks
- *History Alive! Communist China and Modern Japan*, Teacher's Curriculum Institute
- Newspapers
- Primary source documents
- *Shogun*, ABC mini series or novel by James Clavel
- www.epals.com, (online e-pals)
- Regional music
- Document-Based Question (DBQ) activity
- *World Bank*, almanac
- *Gestures*, Roger Axtell, Wiley Publishers, 1997
- *Upfront*, magazine
- *Mindsparks*, magazine

<p>2.10 Investigate political, economic and social consequences due to conflict.</p> <p>2.11 Formulate possible solutions to contemporary problems.</p> <p>2.12 Describe relationships between historical subject matter and current issues.</p>	<ul style="list-style-type: none"> • <i>National Geographic</i>, magazine • www.japantoday.com <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • View and reflect on videos comparing Japanese culture to United States culture • Research and journal a day in the life of a teen from an east Asian country • Research and analyze Japanese animations and /or electronic games • Debate the human rights issues in the region • Create a cultural portfolio containing artifacts from the region • Develop a map that illustrates cultural trends from the region • Prepare traditional foods of the region and hold a cook-off • Using the <i>World Bank</i>, create maps and/or graphs using statistical information • Examine and create political cartoons on a current issue • Utilize guest speakers from the region <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Student presentations • Tests / quizzes • Research / position papers • Projects • Dramatizations • Written reflections • Japanese animations • Political cartoons • Maps • Charts and/or graphs • Cultural portfolio
--	---

LEARNING STRAND

3.0 Latin America

ENDURING UNDERSTANDING(S)

- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- Knowledge of the past helps one understand the present and make decisions about the future.
- The study of political, social and economic patterns reveals continuity and change over time.
- As governments evolve, systems are developed to manage conflict and create order.
- Conflict resolution may involve aggression, compromise, and cooperation.
- As part of a global community, people are increasingly affected by environmental, economic, social, cultural, and civic concerns.
- There is a relationship between the consumption and conservation of natural resources.
- Geography influences a person’s needs, culture, opportunities, choices, interests, and skills.
- Global societies are diverse, creating varied perspectives, contributions and challenges.
- Scientific and technological developments affect people’s lives, the environment and transform societies.

ESSENTIAL QUESTION(S)

- How does the evaluation of past events help us to make future decisions?
- How are governments created, structured maintained, and changed?
- 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 effect do people have on their environment?
- 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 Analyze the economic and political policies that impact the allocation of natural resources.
- 3.3 Examine the historical, political and economic challenges of the region.
- 3.4 Determine how geography affects culture.
- 3.5 Compare and contrast maps, charts, and graphs.
- 3.6 Interpret values based on examination of cultural artifacts such as proverbs, folktales, music and art.

INSTRUCTIONAL SUPPORT MATERIALS

- *Everything You Need To Teach Latin America*, Inspired Educators, Inc.
- *Latin America & Mexico: Global Perspectives Through Editorial Cartoons*, MindSparks
- *History Alive! Modern Latin America*, Teacher’s Curriculum Institute
- Newspapers
- *Many Faces of Mexico*, Octavio Ruiz, Resource Center of the Americas, 1998
- Maps
- www.lonelyplanet.com
- online e-pals, www.epals.com

<p>3.7 Compare and contrast the values and traditions of the region to those found in American culture as well as other regions of study.</p> <p>3.8 Investigate causes and effects of major historical events and current issues.</p> <p>3.9 Analyze political, economic and social consequences due to conflict.</p> <p>3.10 Examine significant people of the region.</p> <p>3.11 Formulate possible solutions to contemporary problems.</p> <p>3.12 Describe relationships between historical subject matter and current issues.</p>	<ul style="list-style-type: none"> • <i>World Bank</i>, almanac • <i>Gestures</i>, Roger Axtell, Wiley Publishers, 1997 • <i>Starring Pancho Villa as Himself</i>, HBO movie • Regional music, art, folktales • <i>National Geographic</i>, magazine • <i>Upfront</i>, magazine • <i>Mindsparks</i>, magazine <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • View and reflect on videos comparing Latin and North American cultures • Research and journal a day in the life of a teen from a Latin American country • Create a cultural portfolio containing artifacts from the region • Create a political cartoon illustrating a current issue • Celebrate a regional holiday by holding a traditional festival/celebration (e.g., Day of the Dead, Cinco de Mayo) • Field trips (Mexican restaurant, Ballet Folklorico, Brazilian dance troupe etc.) • Research a country and either recommend the country for travel (brochure) or create a travel warning • Prepare traditional foods of the region and hold a cook-off • Using the <i>World Bank</i>, create maps and/or graphs using statistical information • Write a position paper on the role of the United States in Latin America • Utilize guest speakers from the region <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Journal writing • Student presentations • Tests / quizzes • Position papers • Regional portfolios • Projects • Dramatizations • Written reflections • Portfolios • Political cartoons • Travel brochures • Maps, graphs, charts • Student participation
--	--

LEARNING STRAND

4.0 Sub-Saharan Africa

ENDURING UNDERSTANDING(S)

- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- Knowledge of the past helps one understand the present and make decisions about the future.
- Conflict resolution may involve aggression, compromise, and cooperation.
- As part of a global community, people are increasingly 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.
- Scientific and technological developments affect people's lives, the environment and transform societies.

ESSENTIAL QUESTION(S)

- How does the evaluation of past events help us to make future decisions?
- How are governments created, structured maintained, and changed?
- 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 various levels of technological development affect different cultures?

LEARNING OBJECTIVES *The student will:*

- 4.1 Illustrate the natural, cultural, and political characteristics of the region.
- 4.2 Identify why places and regions are important to human and cultural identity.
- 4.3 Examine the historical, political and economic challenges of the region.
- 4.4 Analyze the impact of economic choices on the allocation of scarce resources.
- 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 and contrast the values and traditions of the region to those found in American culture as well as other regions of study.
- 4.8 Investigate causes and effects of major historical events and current issues. (e.g., imperialism, Muslim influence, AIDS, apartheid, civil wars etc.).
- 4.9 Examine significant people of the region.
- 4.10 Formulate possible solutions to

INSTRUCTIONAL SUPPORT MATERIALS

- *Gathering From Life*, NERC; 2000 booklet
- *How Big is Africa?*, Deborah Smith Johnston; curriculum guide
- *Symbolic Imaging*, Marti Owens; DVD
- Newspapers
- *History Alive! Modern Africa*, Teacher's Curriculum Institute
- *Another Look at the Sahara: What Do We Know About Africa?*, curriculum guide
- *Africa*, episodes 1-8, National Geographic; DVD
- www.africatoday.com
- www.lonelyplanet.com
- www.yale.edu/ycias/african
- Maps
- *Everything You Need To Teach Africa*, Inspired Educators, Inc.
- online e-pals, www.epals.com
- *World Bank*, almanac
- *Gestures*, Roger Axtell, Wiley Publishers, 1997
- *Cry Freedom*, Universal Studios, 1998, PG

<p>contemporary problems.</p>	<p>rating, VHS (apartheid)</p> <ul style="list-style-type: none"> • <i>Cry the Beloved Country</i>, Miramax, 1997, PG-13 rating, VHS or novel • <i>Things Fall Apart</i>, Chinua Achebe (Nigeria) • <i>Upfront</i>, magazine • <i>Mindsparks</i>, magazine • <i>National Geographic</i>, magazine <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • View and reflect on videos comparing Sub-Saharan African cultures to those found within the United States, as well as other cultural regions studies • Research and journal a day in the life of a teen from a Sub-Saharan African country • Create a cultural portfolio containing artifacts from the region • Create a political cartoon illustrating a current issue • Celebrate a regional holiday by holding a traditional festival/celebration • Listen to musical selections and determine African influences on American music • Prepare traditional foods of the region and hold a cook-off • Using the <i>World Bank</i>, create maps and/or graphs using statistical information • Create a scrapbook of a trip through Africa • Act out an African folktale • Develop an original tribal culture • Utilize guest speakers from the region • In groups, explore excerpts from related novels to learn about the region <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Reflective journal writing • Student presentations • Tests / quizzes • Analytical writing/position papers • Regional portfolios • Projects • Dramatizations • Scrapbook • Maps, graphs & charts • Political cartoons • Student participation • Teacher observations
-------------------------------	---

