

## Deer Valley Unified School District

### Grade 7 Exploratory: World Cultures (Western Hemisphere)

Section 1: (9 weeks) **Western Hemisphere: continents of South America, Europe, & North America & various islands** (May be designated as 7<sup>th</sup> grade only, or revolve with combined grades 7 & 8 students depending on the school scheduling)

Section 2: (9 weeks) **Eastern Hemisphere: continents of Africa, Asia, & Australia & various islands** (May be designated as 8<sup>th</sup> grade only. See 8<sup>th</sup> grade section for additional materials)

#### Course Description:

This world culture curriculum will give students a global perspective as they study the various cultural centers of the world. The focus is contemporary with enough history to better understand the cultural significances. The students will examine cultural factors as language, food, music, art, and current issues; as well as value systems, religions, and their relationship to history. The purpose of this class is to give students a better understanding of world cultures, so that they can prepare for the global society of the 21<sup>st</sup> century through a project-based curriculum using web-based materials and resources, such as Culture Grams.

**Pre-requisite:** None

#### Arizona Academic Standards:

Strand 1: American History

##### Concept 1: Research Skills for History

**Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.**

##### Concept 10: Contemporary U.S.

**Current events and issues continue to shape our nation and our involvement in the global community.**

Grade 7:

**PO 3.** *Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.*

Grade 8:

**PO 9.** *Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*

**PO 10.** *Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.*

## **Strand 2: World History**

### **Concept 9: Contemporary World**

**The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues continue to shape the global community.**

**Grade 7: PO 1.** *Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*

**PO 2.** Identify the connection between current and historical events and issues identified in Concept 8 above using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

**PO 3.** Analyze how world events of the late 20<sup>th</sup> century and early 21<sup>st</sup> century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.

**PO 4.** Compare the economic, political, and social aspects of a country identified in Concept 8 above during the first half of the 20th century to its contemporary economic, political, and social aspects.

Grade 8:

**PO 1.** *Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*

**PO 2.** Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

**PO 3.** *Analyze how world events of the late 20<sup>th</sup> century and early 21<sup>st</sup> century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.*

## **Strand 3: Civics/Government**

### **Concept 5: Government Systems of the World**

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

**PO 1.** Compare the different world governments and ideologies:

- a. dictatorship
- b. totalitarian (fascist, Nazis)
- c. democracy
- d. Socialism
- e. Communism

## **Strand 5: Economics:**

### **Concept 1: Foundations of Economics**

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

**Grade 7: PO 3.** Identify how governments and businesses make choices based on the availability of resources.

**Grade 8: PO 3.** Analyze how individuals, governments and businesses make choices based on the availability of resources.

**Content:**

Grade 7 (one 9 weeks) Cultural Regions of the Western Hemisphere:

1. Meso- America
2. North America
3. South America
4. Europe & Russia

Grade 8 (another 9 weeks) Cultural Regions of the Eastern Hemisphere:

1. Sub-Saharan Africa
2. North Africa
3. Middle East
4. South Asia
5. Southeast Asia & the Pacific
6. East Asia

History:

1. Important events to explain their diverse cultures

Religion/philosophies:

2. How belief systems have affected a region and global events
3. Comparison of eastern and western thought

Culture: Including but not limited to:

1. Customs & traditions
2. Economic systems
3. Political systems
4. Education
5. Values, beliefs, and religion
6. The arts
7. Social structure
8. Technology
9. Language
10. Music
11. Literature
12. Diet/foods
13. Values
  - a. Expressed in everyday life
  - b. What is considered beautiful
  - c. What is considered just

### Contemporary issues & events

1. Economic development vs. sustainable development
2. Population pressures
3. Security issues
  - a. Militarism and terrorism
4. Human rights
5. Ethno-political conflict
  - a. Results of the end of the Cold War
  - b. Prejudices, stereotyping, racism
  - c. Case studies from each region

### Course Skill Outcomes:

- Understand and compare cultures around the world
- Establish and express a definition of cultures for various global regions
- Develop presentation skills in multiple formats to explain various global regions
- Understand the significance of the past to understand multiple cultures
- Acquire at one and the same time a comprehension of diverse cultures and of shared humanity
- Research and write using internet sources

### Planning Guide:

#### WESTERN HEMISPHERE (9 WEEKS)

##### 1. Week 1: Introduction to world cultures

- a. Using Culture Grams, introduce the students to the internet site:  
<http://online.culturegrams.com/index.php> (Includes video, slideshows, etc.)
- b. Use the social textbook, Creating America's atlas & additional teacher resources to help understand cultures
- c. Students will be able to write a definition of culture

##### 2. Weeks 2 & 3: Meso-America

- a. Content
  - i. Include Pre-Columbian civilizations: Mayan, Aztecs, and Incas  
impact of Portuguese, Spanish, French, and British colonization
  - ii. Influences from: Indigenous people, Europeans, Africans
  - iii. Role of the Roman Catholic Church
  - iv. Role of Cuba (Caribbean)

- v. Class divisions based on race and wealth: landowners, creoles, mestizos, native people, African descent
  - vi. Political instability, military, poverty, and drug trade
- b. Possible activities & assessments
  - i. Have students create or interpret political cartoons on contemporary issues in Meso-America & Caribbean
  - ii. Develop a trip through an assigned area in Latin America
  - iii. Have a festival. Divide into committees for the art, foods, folk tales, dance, music, dress, and crafts. Each group presents a class participation presentation using props.
- c. Resources
  - i. **Museums with Pre-Columbian art:**  
Xalapa Anthropology Museum: <http://www.xalapa.net/antropologia/>
  - ii. Mesoamerican Photo Archives: <http://studentweb.tulane.edu/~dhixson>  
This site is owned and maintained by David R. Hixson, a graduate student in Tulane University's Department of Anthropology. The purpose of this web site is to educate and stimulate the public with both accurate information and beautiful photographs of Mesoamerican archaeology.
  - iii. Worcester Art Museum: Latin American collection –
  - iv. Museo Carlos Pellicer at Rio Hondo Community College, Tabasco Mexico:  
[http://maya-archaeology.org/museums/carlospellicermuseo/images\\_carlospellece.html](http://maya-archaeology.org/museums/carlospellicermuseo/images_carlospellece.html)

### 3. Weeks 4 & 5: South America

- a. **Content**
  - i. Include Pre-Columbian civilizations: Mayan, and Aztecs, as well as the impact of Portuguese, Spanish, French, and British colonization
  - ii. Influences from: Indigenous people, Europeans, Africans
  - iii. Role of the Roman Catholic Church
  - iv. Class divisions based on race and wealth: landowners, creoles, mestizos, native people, African descent
  - v. Political instability, military, poverty, and drug trade
- b. **Possible activities**
  - i. Use Culture Grams to have students create their own power points or storyboards to tell the story of their South American country. Share presentations
  - ii. Create mosaics of the elements of culture (listed above) with a visual display using clippings or drawings
  - iii. Compare within a country: rural vs. urban by creating a double bubble mind map and visuals
  - iv. Research the importance of the rain forest, and showcase its products

**c. Resources**

- i. National Geographic short videos for South America:  
[http://video.nationalgeographic.com/video/player/places/regions-places/south-america/peru\\_machupicchu.html](http://video.nationalgeographic.com/video/player/places/regions-places/south-america/peru_machupicchu.html)

**4. Weeks 6 & 7: North America**

**a. Content**

- i. Include the native peoples, including the Eskimo, Navajo, Hopi, and Sioux, and the influences on today's North American cultures.
- ii. The difference between Canada and the United States.
- iii. Multi cultural influences of both US and Canada

**b. Possible Activities**

- i. Research the student's heritage and explain their influence on today's American society: art, food, language, dress, etc.
- ii. Use Culture Grams to do various state presentations, using history, symbols, flags, geography, etc.
- iii. Make regional maps that show the diversity within American culture
- iv. Use Culture Grams to research Canadian provinces

**c. Resources**

- i. <http://fairytale.pppst.com/cinderella.html> The story of Cinderella around the world
- ii. <http://edtech.kennesaw.edu/web/natam.html> Multiple resources on native American culture and traditions, and its relationship to American history

**5. Weeks 8 & 9: Europe**

**a. Content**

- i. New nations developed since the end of the Cold War (USSR)
- ii. Protestant Reformation and its impact on Europe
- iii. Classical Greek and Roman influence on European societies
- iv. Current alliance (European, NATO, etc.)
- v. Environmental concepts (pollution, acid rain)

**b. Possible Activities**

- i. Label before and after maps of Cold War Europe. Have students discuss the changes
- ii. Create a power point presentation to the class – based on a make-believe trip that they took to Europe. Each slide will simulate a postcard that the presenter will have to describe and give background as to why and what the photo represents
- iii. Celebrate "European Cultures Day"
- iv. Develop a scrapbook or news wall of articles about European news events over the course of the two weeks. Write or talk about hot spots or important issues within Europe

- v. Create a brochure that illustrates the culture of a European nation

**c. Resources**

- i. <https://www.msu.edu/~georgem1/history/medieval.htm> Contain history of Europe as well as castles, churches, and coats of arm
- ii. European Union articles: [http://europa.eu.int/index\\_en.htm](http://europa.eu.int/index_en.htm)
- iii. NATO homepage: <http://www.nato.int/>
- iv. European tourist information center: <http://www.iol.ie/~discover/europe.htm>

Additional resources:

Art:

Art Museum Network: <http://www.amn.org/#>

ArtCyclopedia: 125,000 works of art <http://www.artcyclopedia.com/>

Religion:

World religion map: <http://highered.mcgraw-hill.com/olc/dl/35299/map11.pdf>

Rutgers University Religion Department: virtual library index: <http://virtualreligion.net/vri/>

History:

History Channel has articles. Type in keyword: <http://www.historychannel.com/>

CNN has articles. Type in keyword: <http://www.historychannel.com/>

Current Situations:

CIA Factbook: Information on all countries: <https://www.cia.gov/library/publications/the-world-factbook/>

Virtual Tourist: Facts and tourist information: <http://www.virtualtourist.com/vt/>

Extensive information on each country: <http://lcweb2.loc.gov/frd/cs/cshome.html>

Culture:

Link to the Culture Grams website which needs your school name and zip code to get in  
<http://culturegrams.com/>

General Resources:

<http://www.world-affairs.org/globalclassroom/profdev/Teacherresources.htm> This site contains many lessons about nations around the world. Please be sure to thoroughly review the site as this site deals with many contemporary issues in struggling nations around the world.

<http://www.csun.edu/~hcedu013/plans.html> This site contains many lessons for the intermediate grade students on all areas of social studies

\*Student work could be created and saved in a digital portfolio for authentic assessment. Remember this is an exploratory that is interactive and engaging.