

## Deer Valley Unified School District

### Grade 8 Exploratory: World Cultures (Eastern Hemisphere)

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

Section 2: (9 weeks) **Western Hemisphere: continents of South America, Europe, & North America & various islands** (May be designated as 7<sup>th</sup> grade only. See 7<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:

**EASTERN HEMISPHERE: 8<sup>TH</sup> GRADE (9 weeks) Cultural Regions of the Eastern Hemisphere:** (Each section would last about two weeks)

##### **1. Sub-Saharan Africa**

###### **a. Content**

- i. Early African kingdoms, empires, & states (Axum, Mali, Timbuktu, Zulu)
- ii. Impact of slave trade
- iii. Colonialism & European Imperialism
- iv. Apartheid
- v. Famine
- vi. AIDS and other diseases
- vii. Role of military and dictatorships
- viii. Endangered animals

###### **b. Possible Activities**

- i. Create paper-mache African tribal masks. They will be able to explain their choices of color and mood of mask based on their own personality.
- ii. Celebrate an "African Cultures Day."
- iii. Within small groups or partners, research the dress and customs of different Sub-Saharan regions. Simulate the dress of that region, present food from that region, play traditional African music and describe the cultural differences from their region.
- iv. Create a set of "endangered African Animals (baseball cards). To include a photo on the front and a variety of information on the back: i.e. current population, population 20 years ago, native habitat, why they are declining In population.

**c. Resources**

- i. Travel and tourism: <http://www.africaguide.com/>
- ii. Apartheid: <http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html>  
<http://racerelements.about.com/od/apartheid/index.htm>
- iii. Current events: <http://allafrica.com/>
- iii. Africa One Continent, Many Worlds: Includes stories, and natural history  
<http://www.nhm.org/africa/home.html>
- iv. African stories, lessons, and activities:  
<http://www.africaaccessreview.org/aar/index.html>

**2. Middle East**

**a. Content**

- i. Suez Canal
- ii. Arab-Israeli Conflict
- iii. Peace Agreements
- iv. Persian Gulf Conflicts
- v. Minority groups without a homeland, as Kurds and Palestinians
- vi. Religions of Islam, Judaism, and Christianity (Basic beliefs)
- vii. Values and customs
- viii. Status of women
- ix. Food and diet

**b. Possible Activities**

- i. Middle East Peace Conference. Students can divide into groups by country, and research the current conflicts of the region and present possible solutions in a presentation
- ii. Hold press releases with students as the reporters on travel, historical, or interesting items of the Middle East (examples are architecture, religious artifacts, interesting wildlife, tombs, art, clothing, festivals, etc.) This may be filmed or live reporting.
- iii. Make power points or slide shows explaining one of the three religions of the Middle East: Islam, Christianity, & Judaism

- iv. Analyze political cartoons to understand the multiple perspectives of the Middle East
- v. Create a news wall and post all of the news articles for the 2 week lesson on a bulletin board to show its importance in world politics

**c. Resources**

- i. <http://www.cmes.arizona.edu/outreach/lessonplans.php> Multiple lessons on Middle East culture from University of Arizona. This site includes lessons, literature, and power points. (Excellent website for Middle East resources)
- ii. <http://chsweb.lr.k12.nj.us/kstokes/Middle%20East/mepc.htm> Role playing activity
- iii. <http://www.adc.org/index.php?id=1172> Use food to teach Arab culture
- iv. <http://www.arabamericanmuseum.org/Lesson-Plans.id.35.htm> Arab American Museum website with lessons

**3. South Asia, Southeast Asia , & the Pacific**

**a. Content**

- i. India & Pakistan
- ii. Vietnam & Cambodia
- iii. Indonesia
- iv. Philosophy/Religion: Hinduism, Buddhism, Sikkism, Islam, Jainism
- v. Over population and poverty
- vi. Nuclear Proliferation
- vii. Architecture & Literature
- viii. Genocide

**b. Possible Activities**

- i. Create a children's book explaining one of the area religions
- ii. Listen to music by Ravi Shankar and comment on the differences between Western and South Asian music.
- iii. Watch some contemporary Indian music video and comment on the difference between the cultures.
- iv. Prepare a Power Point presentation on the Ganges River.
- v. Research for a presentation on fundamentalism, women's rights, terrorism, nuclear proliferation in the Pakistani/India region
- vi. Create newcasts for an assigned country
- vii. Color code map to denote colonial rulers for these countries

**c. Resources**

- i. Indian Music and culture site: <http://surdhwani.org.uk/>
- ii. Role play to negotiate peace between India and Pakistan: [http://www.pbs.org/frontlineworld/educators/history\\_pakistan.html](http://www.pbs.org/frontlineworld/educators/history_pakistan.html)
- iii. Art of India: <http://www.princetonol.com/groups/iad/lessons/middle/india.htm>
- iv. Lesson plans and museums for Southeast Asia: <http://www.outreachworld.org/searchresources.asp?countryid=243>

- v. Ask Asia has readings, sample lessons [www.askasia.org](http://www.askasia.org)

#### **4. East Asia, & the Pacific**

##### **a. Content**

- i. Impact of Dynastic China
- ii. Impact of Feudal Japan
- iii. Philosophy/Religion: Confucianism, Daoism, Legalism, Buddhism, Zen Buddhism, Shinto
- iv. Difference between China and Japanese
- v. Korea & its division
- vi. Human Rights violations
- vii. Population control

##### **b. Possible Activities**

- i. Compare and contrast typical Japanese, Chinese, or Korean home with a typical American home. (May be a visual display)
- ii. Create some origami pieces
- iii. Write some haiku poetry
- iv. Read excerpts from the Tao of Pooh
- v. Compare Confucian sayings with modern quotes or ideas
- vi. Create a power point describing the ten greatest Chinese inventions or achievements in an assigned category: medicine, technology, weapons, and present to the class
- vii. Examine three different Japanese art forms (one from each category; martial, fine, performing) and assess the influence of either Shinto or Zen Buddhism on each
- viii. Compare and contrast Japan and China
- ix. Compare and contrast North and South Korea, by finding news articles. (may be electronic by using web resources)
- x. Write using Chinese characters (web site below)

##### **c. Resources**

- i. China Web Quest (Excellent) - <http://www.kn.pacbell.com/wired/China/ChinaQuest.html>
- ii. Chinese Characters & Culture site - <http://zhongwen.com/>
- iii. Lesson plans on Japan: <http://www.boston.us.emb-japan.go.jp/eng/teaching/japlessons.html>
- iv. Many lesson on China, Japan, & Korea <http://www.kcta.ku.edu/KCTAlessons/china.html>

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.