

Week 1

Topic: What is Culture?

Guiding Questions:

What are the basic needs of survival that all groups encounter?

How does a group's culture develop from solving the problem of survival?

Learning Goals:

- I. To define our basic needs of survival.
- II. To recognize the link between solving the problem of survival and culture.
- III. To recognize that all groups have the same basic needs but due to geography, environment and natural resources have met them in different ways.

Language Goal:

Goal # 3: To use English in socially and culturally appropriate ways.

Vocabulary: basic needs- what every human needs to stay alive; belonging- to be a part of a group; safety- well being; shelter- a safe place, a home; survive- to stay alive; food- what you eat; language - spoken and non-spoken words (writing)

Materials needed: Large pieces of paper for What Is Culture? Graphic and for students' cultures; pictures for graphic and vocabulary.

Activities:

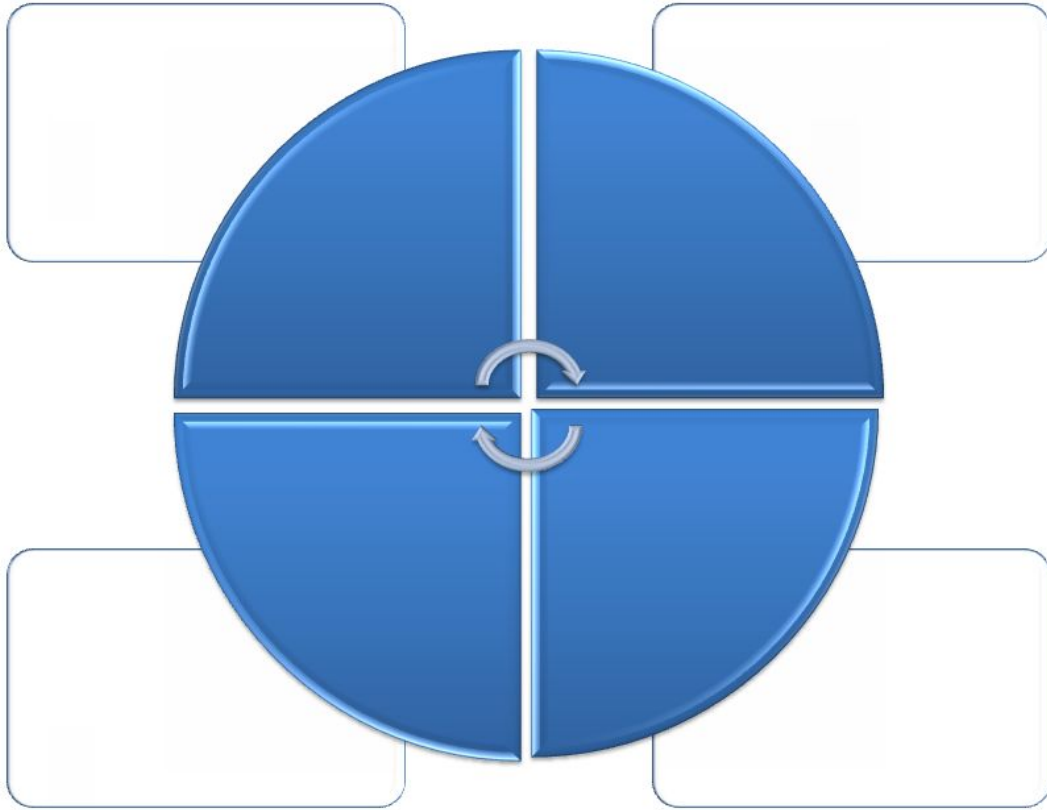
1. Put the "What is culture?" graphic (that you have drawn on a large sheet of paper) up in the front of the students. Ask the students to think about the very first people who came to where they live. Some came with people they knew and others came from other places. There might have been people already living here. Say "Pretend you are the first people to come to _____. They may have spoken different languages. Try to imagine what would be the very first things you would have to do to survive, to stay alive?" "

2. As they share answers, you will be filling in the four parts of the circle with the words food and water, shelter, communication, safety by paraphrasing and thinking aloud. For instance:
 - a. Teacher: Pretend you just walked a long distance and decide this is where you want to live. What would be the first thing you would have to do to survive?
 - b. Student: I'd have to eat you can't live without food.
 - c. Teacher: I heard you say you need to eat. So you need food. I'm going to put Food in this section. (SIOP: Paraphrasing)
 - d. Student: I don't want to sleep outside; it isn't safe. I would want a safe place to sleep, a house or something like it.
 - e. Teacher: I like your thinking. Yes, safety would be important. You will need some place safe to sleep. (metacognition). I'm going to write safety here and put "place to sleep" under it. Is that what you were thinking?
 - f. Student: I'd want to meet other people, make friends.
 - g. Teacher: Do you mean it would be important to belong to the group? What might happen if you come from different places?
 - h. Student: Yes. But, maybe we won't speak the same language. That would be a problem. We'd have to learn how to talk to each other.
 - i. Teacher: So being able to communicate with each other would be important for survival of the group.
3. Once each of the sections have been labeled for a basic human need with maybe some examples explain that they have identified the basic needs of all humans. Every group has to solve the problems of getting food and water, being safe, and communicating with one another. Then tell them they are going to pretend they are the first people to settle in an area and they will have to solve the problem of meeting their basic needs.
4. Divide the students into groups of 3 or 4 and give each group a large piece of paper.. Explain that the groups will be in different areas.
5. Give each group a picture of an area with different climates and geography (i.e. the arctic or antarctica, mountainous area, seaside, river and marshes, etc.)
6. Have them draw a picture that shows:; how they: get food and water and what kind of food they might find,,how they would stay safe and build a shelter;; to protect

themselves from the weather, insects, animals, or other hostile groups, and how they would communicate with one another.

7. Put the finished settlements up around the room and have the students walk to each one and note the different ways the groups solved their basic needs problem. Write the solutions in the rectangles connected to each basic need and compare the differences.
8. Compare and contrast the different solutions. Find differences and similarities. Discuss how the solutions depended on the environment and geography they were in..

What is culture?



Graphic with examples for filling it in.

