2012

Culture in Our Community

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**Recommended Citation**

Besler, Carmen; Van Cleve, Tammy; Baumhover, Molly; and Steffensmeier, Amy, "Culture in Our Community" (2012). Open Educational Resources. 87.  
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**Culture in Our Community**

Carmen Besler, Tammy Van Cleve, Molly Baumhover, Amy Steffensmeier – West Dubuque Elementary, Dubuque, Iowa

<table>
<thead>
<tr>
<th>Grade Level (Req.): 2nd-3rd grade</th>
<th>Content Area (Req.): World Geography, Human Geography</th>
<th>Unit (Opt.):</th>
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**Connections to Other Disciplines (Opt.):**
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**Time Frame (Req.): 1 class period**

**Goal (Req.): Students will understand culture.**

**Objective (Req.): Students will define culture and become aware of the various cultures in our community.**

**Materials Needed (Req.):**
- Video: “Culture: What is it?” (12 minutes)
- Roster of students and their homeland from Divine Word College
- World maps
- Push pins
- Set of books from various cultures around the world (Asia and Africa)
- Contact Divine Word College

**New Vocabulary (Opt.):**
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**Anticipatory Set/Introduction [Inquiry Question is required] (Req.):** What does culture mean? Brainstorm with the class. Record students’ ideas on chart paper.

**Instructional Sequence/Procedure (Req.):**
1. Show video “Culture: What is it?” and add ideas to brainstorming activity.
2. Lead discussion about the various cultures in our community of Epworth – specifically Divine Word College.
3. Share roster of college students and their homelands.
4. Elementary students locate and plot where each student is from on a world map.
5. Students analyze map and identify patterns of students’ homelands.
6. Assign elementary student partners a country from the college students’ homelands.
7. Students find two facts about the country where the college student is from using a variety of resources.
8. Optional: Invite college students over to the elementary to talk about their cultures.
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<th>Formative Evaluation (Req.): Observation and students actively engaged in learning</th>
<th>Assessment (Req.): Venn Diagram – compare and contrast our culture to college students in our community</th>
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<tr>
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<td>Iowa Core Curriculum Standards Used (Req.):</td>
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<td>• Grade 3-5: Understand the use of geographic tools to locate and analyze information about people, places, and environments.</td>
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<td>Common Core Curriculum Standards Used (Opt.):</td>
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<td>NGS Standards Used (Req.):</td>
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<td>• How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective</td>
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<td>Five Themes of Geography Used (Req.):</td>
<td>School District Standards and Benchmarks (Opt.):</td>
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<td>• Place</td>
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<td>• Human-Environmental Interaction</td>
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<td>21st Century Universal Constructs (Opt.):</td>
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<td>Other Disciplinary Standards (Opt.):</td>
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