

Culture in Our Community

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

Grade Level (Req.): 2nd-3rd grade	Content Area (Req.): World Geography, Human Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.):		
<ul style="list-style-type: none"> • • • 		
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.):	New Vocabulary (Opt.):	
<ul style="list-style-type: none"> • 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 • 	<ul style="list-style-type: none"> • • • • • 	
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.):		
<ol style="list-style-type: none"> 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. 9. 10. 11. 12. 13. 14. 15. 16. 17. 		

18. 19. 20.	
Formative Evaluation (Req.): Observation and students actively engaged in learning	Assessment (Req.): Venn Diagram – compare and contrast our culture to college students in our community
Iowa Core Curriculum Standards Used (Req.): <ul style="list-style-type: none"> • Grade 3-5: Understand the use of geographic tools to locate and analyze information about people, places, and environments. • • • • • • • • 	
Common Core Curriculum Standards Used (Opt.): <ul style="list-style-type: none"> • • • • • 	
NGS Standards Used (Req.): <ul style="list-style-type: none"> • How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective • • • • • • • • • 	
Five Themes of Geography Used (Req.): <ul style="list-style-type: none"> • Place • Human-Environmental Interaction • Movement • Region • 	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"> • • •
21 st Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none"> • • 	

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Other Essential Information (Opt.):

Other Resources (Opt.):

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