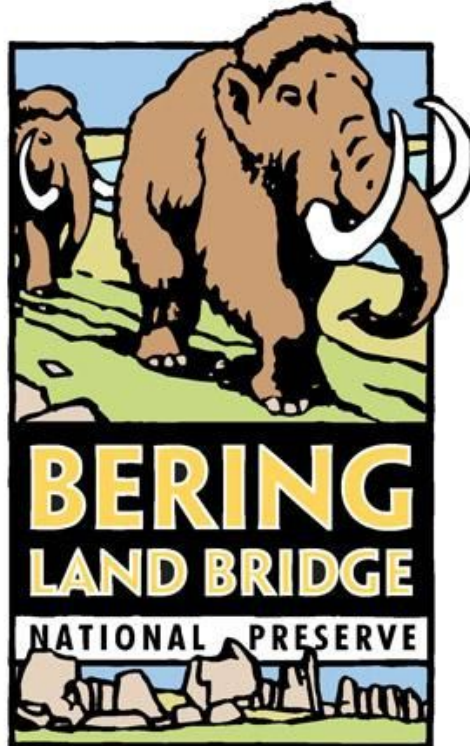


# Honors World Cultures

## essential understanding

*Students will gain a greater appreciation for diversity as well as a heightened sense of awareness for the world in which they live.*



***“I’m just a human being trying to make it in a world that is very rapidly losing its understanding of being human.” -John Trudell***

## overview

In this course, students will study origins of our physical world, diverse cultures, and patterns of interaction. In addition, this course emphasizes geographical awareness, and students will study physical geography, cartography, their own environment, the world economy, and current global concerns. In addition to the primary text, literary pieces and hand-outs, students utilize the internet and media publications for research and work on the identification of major geographical markers on a world map using a variety of learning modalities. Working individually and in groups, students develop projects, make presentations, and approach synthesis questions dealing with global issues.

**guiding question 1: How does the land-bridge theory influence culture around the world?**

### **Lessons (class notes due same day in class)**

The Land Bridge: Theory or Controversy?

Cross-Cultural Connections

Aboriginals in Australia

### **Group Work**

\_\_\_\_\_ Due: January 25th or January 26th

**Choose 1 of the following options:**

- **Nomadic Diary Entries & Presentation:** In your groups, write diary entries from the perspective of a Nomadic person crossing the Land Bridge
- **Comic Strip Project & Presentation:** In your assigned group, you will write and illustrate a comic strip about the story of a Nomadic person crossing the Land Bridge.

**The following concepts must be included accurately in either project choice:**

*nomads, Bering Land Bridge from Siberia to Alaska, glaciers, animals alive during that time period, appropriate destinations & resources*

**\*\*\*Both choices must** include an artistic component, factual information and a group presentation of work to the class.

### **Individual Work**

\_\_\_\_\_ Due: Coordinate a due date with Mr. Vizzy. Must be completed by March 9th.

#### **Quarter Long Project**

Choose a contemporary article that involves modern connections to:

a) land-bridge theory and culture

or

b) patterns of Settlement, population density & favorable conditions.

Prepare a mini-lesson to present to the class to introduce the topic, and then lead a Socratic Seminar.

\_\_\_\_\_ Due: January 18th or January 19th

**The Aboriginals in Australia Assignment:** Choose a topic relating to the Aborigine, then choose a medium to showcase what you researched (Essay, Powerpoint/Slides presentation, creative writing, digital or physical art project). All projects must include a bibliography in MLA format.

*Topics include:*

- Cross cultural connections between the Aboriginals and African tribes (including Land Bridge theory)
- Struggles experienced by the Aborigine in Australia
- The history of the Aborigine
- Ancient Aborigine architecture
- Detailed background about 1 specific tribe of Aborigine people.

\_\_\_\_\_ Due: February 1st or February 2nd

**“Walkabout” (1971) Film Takeaway:** Students will write a 1-paragraph takeaway about what they learned about Aborigine culture from the film. *Does the film contradict what you learned from during Aboriginal Assignment and research?*

\_\_\_\_\_ Due: February 8th or February 9th

**Cross-Cultural Project:** Trace the migratory roots of two connected cultures. Discuss similarities between these two groups’ cultures, physical features, and traditions. In addition, describe cultural differences and fusions influenced by how their culture has been redefined over time due to cultural interactions, migration and patterns of settlement.

\_\_\_\_\_ **Individual Work Productivity Log:** (*due daily*, 2 parts, incorporated as a part of your individual grade)

\_\_\_\_\_ **CNN 10:** (*daily*, incorporated as a part of your individual grade)

\_\_\_\_\_ **Achieve 3000:** (*due weekly*, incorporated as a part of your individual grade)

## assessment

\_\_\_\_\_ due: (in class essay) February 8th & February 9th

**Essay Synthesis:** *Do you personally believe the Land Bridge theory is true or false? Did the Land Bridge exist? Explain your thoughts and opinions using evidence and details from your assignments and lessons.*

\_\_\_\_\_ due: (*Weekly*)

**CNN 10 Weekly Quiz:** A recap of the current events covered in class throughout the week. Students are able to use their notes from their warm up activities on this quiz.

## readings/Socratic Seminar

Book of Peoples of the World: A Guide to Cultures presented by National Geographic

“Bridge to the New World” The Genographic Project, National Geographic

“Prehistoric Massacre Hints at War Among Hunter Gathers” by James Gorman via *The New York Times*

## Links

(refer to these resources for your “Aborigine Assignment” individual work)

[http://www.skwirk.com.au/p-c\\_s-16\\_u-123\\_t-336\\_c-1160/indigenous-australian-communities/nsw/indigenous-australian-communities/changing-australian-communities/australian-communities-types](http://www.skwirk.com.au/p-c_s-16_u-123_t-336_c-1160/indigenous-australian-communities/nsw/indigenous-australian-communities/changing-australian-communities/australian-communities-types)

<http://www.aboriginalculture.com.au/introduction.shtml>

<http://ngm.nationalgeographic.com/2013/06/aboriginal-australians/finkel-text>

<http://www.culturalsurvival.org/australia>

**guiding question 2: What connections are there between favorable locations, human needs and settlement patterns?**

## lessons

- Fundamental Needs of Humans (review)
- Patterns of Settlement
- Humans, the Environment & Natural Resources

## group work

\_\_\_\_ Due: February 22nd or February 23rd

**Patterns of Settlement Introductory Group Activity:** In groups, students will use the “Fundamental Needs of Humans” chart to respond to the following questions, record their responses for submission, and also share responses aloud to be added to a class list:

- What features would you look for in large, unsettled areas?

- Why are these features desirable?
- How do these features connect to the “Fundamental Needs of Humans” chart?

\_\_\_\_ Due: March 1st or March 2nd

**Material World Project & Presentation:** Each group will use the book Material World – A Global Family Portrait to study a family from around the world.

→Each group will **choose** one family to explore from the following areas: *Africa, Asia, Latin America, North America, Islands, Europe or the Middle East.*

*Respond completely to the following criteria in your projects and presentations:*

- From the “**Fundamental Needs of Humans**” chart, choose **5 physical needs & 5 spiritual needs**, and describe how *the family meets (or is unable to meet) these needs.*
- Choose **1 individual member of the family** to showcase and provide a profile of (age, personality, likes, day to day activity, etc).
- Record **3 general facts or discoveries** that you found particularly *interesting, different from your own reality, and worth sharing* with the class during your presentation.
- Include a **creative component to showcase the family’s uniqueness** in your presentation (art piece, graphic design, a short story/children’s book, a play/skit, diary entries, collage, photo album, etc).

\*

\_\_\_\_ due daily

**Group Work Productivity Log:** (2 parts and the beginning and conclusion of group work time)

### individual work

\_\_\_\_ Due: March 8th or March 9th

**Global & Local Analysis of Patterns of Settlement, Population Density & Favorable Conditions:** Individually respond to the activity questions regarding how favorable conditions compare from a global and local perspective.

\_\_\_\_ Due: March 8th or March 9th

**City Fieldwork Activity:** (Please see Mr. V) Outside of school, visit a neighborhood or a city, gather data and respond to questions regarding environmental quality, weather, settlement hierarchy, field use, amenities, areas of improvement and more. Prepare a presentation of your findings and present to class.

\_\_\_\_ **Individual Work Productivity Log:** (*due daily*, 2 parts, incorporated as a part of your individual grade)

\_\_\_\_ **CNN 10:** (*daily*, incorporated as a part of your individual grade)

\_\_\_\_ **Achieve 3000:** (*due weekly*, incorporated as a part of your individual grade)

## assessment

\_\_\_\_ Due: (in class) March 8th or March 9th

**Material World Compare and Contrast** *in class Essay:* Choose a family from “Material World – A Family Portrait” and compare their lifestyle, possessions and living situation to that of your own ... include *similarities*, *differences* and *connections*. (you may use notes from the presentations & your own project to complete this in class essay).

\_\_\_\_ due: (*Weekly*)

**CNN 10 Weekly Quiz:** A recap of the current events covered in class throughout the week. Students are able to use their notes from their warm up activities on this quiz.

## readings

Material World online archive and photo gallery

<http://menzelphoto.photoshelter.com/gallery-collection/Material-World-A-Global-Family-Portrait-by-Country/C0000d0DI3dBy4mQ>

## readings

Material World – A Global Family Portrait by Peter Menzel

“Six Steps to Curb Materialism in Your Kids” by Ron Lieber via *The New York Times*