



Grade 06 Social Studies Unit 01 Exemplar Lesson 01: Culture of the United States

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of [State Board of Education Approved Instructional Resources](#) and [Midcycle State Adopted Instructional Materials](#).)

Lesson Synopsis

This lesson sets the tone for the course by exploring the components of culture that define a society. The study of contemporary world societies begins in the United States, with a culture familiar to students, to introduce concepts and procedures students will use all year. The lesson begins with the definition of culture, a look at the components of culture, and the culture traits that contribute to the culture of the United States. The lesson then takes a closer look at the government and economic systems that contribute to the culture of the United States. Components of culture are then applied to American sub-cultures to help students understand that culture groups within the country maintain their unique culture traits while still remaining part of the larger culture of the United States.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. ~~sample phrase~~) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

- 6.1** *History. The student understands that historical events influence contemporary events. The student is expected to:*
- 6.1A** Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade.
- 6.2** *History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:*
- 6.2A** Identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government ~~and the American Revolution on the French Revolution.~~
- 6.2B** Evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.
- 6.3** *Geography. The student uses geographic tools to answer geographic questions. The student is expected to:*
- 6.3A** Pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?
- 6.4** *Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:*
- 6.4C** Explain ways in which human migration influences the character of places and regions.
- 6.9** *Economics. The student understands the various ways in which people organize economic systems. The student is expected to:*

- 6.9B** Compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system.
- 6.9C** Understand the importance of morality and ethics in maintaining a functional free enterprise system.
- 6.12** *Government. The student understands various ways in which people organize governments. The student is expected to:*
- 6.12C** Identify historical origins of democratic forms of government such as Ancient Greece.
- 6.15** *Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:*
- 6.15A** Define culture and the common traits that unify a culture region.
- 6.15B** Identify and describe common traits that define cultures.
- 6.15D** Analyze the experiences and evaluate the contributions of diverse groups to multicultural societies.
- 6.16** *Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:*
- 6.16A** Identify institutions basic to all societies, including government, economic, educational, and religious institutions.

Social Studies Skills TEKS

- 6.21** *Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:*
- 6.21D** Identify different points of view about an issue or current topic.
- 6.22** *Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:*
- 6.22D** Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research.

GETTING READY FOR INSTRUCTION

Performance Indicators

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Create a web that illustrates elements of culture. Explain in a paragraph, using the U.S. as an example, how people do exhibit the mainstream culture and reflect diverse culture groups within the country. Include the following words in your paragraph: society, diversity, demographics, national identity.

Standard(s): 6.2B , 6.15B , 6.22D

ELPS ELPS.c.1C , ELPS.c.5F

Key Understandings

- Cultures share common elements and reflect the diversity of individuals and groups within the culture.
 - What is culture?
 - What components define culture?
 - What common traits define the culture of the United States?

Vocabulary of Instruction

- culture
- national identity
- multicultural
- demographics
- culture trait
- diversity
- society

Materials

- Ancestry/Culture of Americans
- Chart/butcher paper
- Culture Traits chart from the Engage section
- Demographic data on the United States
- Drawing paper
- Geographic regions of the US: U.S. Embassy travel regions
- Handout: **ABC Brainstorm** (from earlier in the lesson)
- Handout: **Culture of the United States** from previous Explore
- Highlighters (optional)
- information about culture groups and culture regions within the United States, especially any in the local area
- information on democracy in the United States
- Information on direct democracy
- Information on geographic regions of the U.S.
- Information on languages spoken in the U.S
- Information on the American free enterprise system
- Information on the ancestry/culture of Americans
- Languages spoken: Modern language Association Languages spoken map
- Map: ethnic distribution of the United States
- Map: outline map of the United States
- Maps: U.S. regional maps of different types (historical, geographic, cultural, and economic)
- Teacher Resource: **PowerPoint Introduction and Culture Components**, slide 7

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

 [Teacher Resource: PowerPoint: Introduction and Culture Components](#)

 [Handout: Culture Components-Traits \(1 per student and 1 for display\)](#)

 [Handout: Culture \(optional, 1 per student\)](#)

 [Handout: ABC Brainstorm](#)

 [Handout: ABCs of Culture \(1 per student\)](#)


 [Handout: Culture of the United States \(1 per student\)](#)

 [Teacher Resource: PowerPoint: Free Enterprise](#)

 [Handout: United States Map \(1 per student and 1 for display/projection\)](#)

 [Handout: United States Map Instructions \(1 per student\)](#)

 [Teacher Resource: Postcard Template](#)

 [Teacher Resource: PowerPoint: Yearlong Project](#)

Resources

- None identified

Advance Preparation

1. Become familiar with content and procedures for the lesson, including the concepts of culture, region, and free enterprise (free trade).
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview available resources and websites according to district guidelines.
5. Gather demographic data on the United States.
6. Prepare materials and handouts as needed.

Background Information

This course introduces and builds foundational understandings of major concepts that will be addressed throughout the year related to culture and contemporary cultures around the world. The overarching idea is that contemporary societies, although similar in many ways, reflect global diversity. Students learn about the complexity of the world in which we live while recognizing the characteristics and practices that tie us together. Concepts for this lesson include culture and the components of culture and institutions basic to all societies. While it is important to note that the course focuses on contemporary societies, the role of historical events and their impact on societies is also examined. One important historical connection included in this lesson establishes the link between classical Greece and their contribution to a democratic system of government. Democracy remains very much a part of our global community as countries continue to strive toward a representative system of government.

The United States can be considered a geographic region and a cultural region. There are also regions within the United States (i.e., geographic, cultural, demographic, economic). Additionally, the United States is part of the geographic and cultural region of North America, sharing cultural characteristics with our neighbors Canada and Mexico. The culture region of the United States includes elements from many individuals and groups that are reflected in each region's mix of populations of different heritage.

Culture – the way of life that characterizes a group of people; the beliefs, behaviors, objects, and other characteristics common to the members of a particular group or society. A culture consists of cultural components; the manifestations of those components vary from one culture group to the next. Some components include dress, food, values and beliefs, religion, language, architecture, music, dance, sports, gender roles, law, education, government, economy, and traditions.

Culture region – a portion of Earth's surface that shares common cultural elements; an area within which a particular culture system prevails. A culture region is marked by characteristics of a culture.

Culture group – a group of people whose ethnicity, religion, education, or social group share a body of customs, beliefs, social forms, and material traits. A culture includes the beliefs and customs that make up a group of people. The United States is a culture region in the geographical region of North America. Within the United States there are culture regions that are the result of Native American migration; of British, French, and Spanish colonization; of European immigration; and others. There may also be cultures specific to a state or city as a result of specific culture traits.

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the "My CSCOPE" Tab within the "My Content" area.

INSTRUCTIONAL PROCEDURES

Instructional Procedures ENGAGE – What makes America America?	Notes for Teacher NOTE: 1 Day = 50 minutes Suggested Day 1 –10 minutes
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<ol style="list-style-type: none"> To access students' prior knowledge, facilitate a brief discussion asking questions such as: <ul style="list-style-type: none"> How would you recognize a fellow Texan if you were outside Texas? How would you recognize a fellow American if you were outside the United States? What makes America America? What is special, unique, or recognizable about America and Americans? What words come to mind when you talk about the culture of the United States? How is America identified by the rest of the world? What are things we, as Americans, define as America? Students brainstorm what they think makes America unique. Teacher scribes student responses (using chart paper, the board, or a document camera) and loosely categorizes examples of culture traits into general groups related to the components of culture that will be studied this year: celebrations and traditions, government, education, food, language, religion, music, art, family structures. (Do not reveal the names of the categories at this time.) Other student responses could include: location, holidays, beliefs, symbols, landmarks, transportation, recreation, values, and ethnic heritage, among others. Say: <ul style="list-style-type: none"> The title of the 6th grade social studies course is Contemporary World Cultures. You have just identified some of the characteristics of the culture of the United States. Display slides 1 and 2 from the Teacher Resource: PowerPoint Introduction and Culture Components. 	<p>Materials</p> <ul style="list-style-type: none"> Chart paper (optional) <p>Attachments</p> <ul style="list-style-type: none"> Teacher Resource: PowerPoint Introduction and Culture Components
<p>EXPLORE – What is culture?</p>	<p>Suggested Day 1 (cont'd) –15 minutes</p>
<ol style="list-style-type: none"> Show slide 3: What is culture? Introduce the concept of culture using a definition from the textbook glossary or other appropriate definition. Then ask a question such as: <ul style="list-style-type: none"> What are some examples of contemporary world cultures? Show slide 4. Distribute the Handout: Culture Components - Traits and display a copy of the handout or sketch the graphic organizer on the board. <ul style="list-style-type: none"> Culture groups can be identified by the characteristics the people share, the culture traits. 	<p>Materials</p> <ul style="list-style-type: none"> Continue using the Teacher Resource: PowerPoint: Introduction and Culture Components Culture Traits chart from the Engage section <p>Attachments:</p> <ul style="list-style-type: none"> Handout: Culture Components - Traits (1 per student and 1 for display) <p>Purpose: An introduction to the course and to an ongoing project is established.</p> <p>TEKS: 6.15A, 6.15B; 6.16A</p> <p>Instructional Note</p>

Suggested Duration: 8 days

5. Provide an example of a culture trait for students (*language*).
6. Students brainstorm other culture traits as teacher scribes their ideas, adding them to the (categorized) list begun during the Engage section.
7. Facilitate a discussion about culture traits and provide students with the categories (or cultural components) to be used in this course by projecting slide 5. (*celebrations and traditions, government, education, food, language, religion, music, art, family structures*)
8. Continue the discussion, guiding students to provide examples of culture traits to make sure students understand the components that will be discussed throughout the year.
9. Show slide 6.
 - **Key terms for the year include culture, culture trait, diversity, multicultural, and demographics.**

- **Culture** – the shared ways of life learned by a group of people, including their language, religion, technology, and values; the pattern of human behavior that encompasses the body of customs, beliefs, social forms, and material traits that are distinct to a racial, ethnic, religious, or social group. People who share characteristics of ethnicity, religion, education, and interests or social standing also often share a body of customs, beliefs, social forms, and material traits. People who share these characteristics are members of culture groups.
- **Components of culture** – include celebrations and traditions, government, education, food, language, religion, music, art, family structures, and others
- **Culture trait** – A single element of normal practice in a culture is a culture trait. For example, wearing a turban is a culture trait of some members of Muslim society. The tools used to eat (a fork or chopsticks) are a culture trait. Some culture traits are shared by different cultures.
- **Diversity** – being composed of differing elements
- **Multicultural** – places or regions that include many different cultures
- **Demographics** – statistical study of human populations (size, distribution)
- **National Identity** – regardless of ethnicity, people share common core values, rights, and civic responsibilities that define them as a country/nation.

EXPLAIN – Frayer Model	Suggested Day 1 (cont'd) – 10 minutes
<ol style="list-style-type: none"> 1. Students draw and begin to fill in a Frayer Model for the term Culture (or use the Handout: Culture). 2. Students continue to add to the graphic organizer as the lesson continues. 	Attachments <ul style="list-style-type: none"> • Handout: Culture (optional, 1 per student)
EXPLORE – Culture of the United States	Suggested Days 1 and 2 – 30 minutes
<ol style="list-style-type: none"> 1. Show slide 7 of the Teacher Resource: PowerPoint Introduction and Culture Components <ul style="list-style-type: none"> • Contemporary societies we will be studying this year are from these regions. 2. Show slide 8. 	Materials <ul style="list-style-type: none"> • Continue using the Teacher Resource: PowerPoint Introduction and Culture Components • Highlighters (optional) Attachments

- **The first region we visit this year is North America. This map shows North America.**
3. Show slide 9
- **Within the North American region, a geographic region, we begin our study by looking at the United States, a political region that can also be considered a culture region.**
4. Distribute the Handout: **ABC Brainstorm** and display the Teacher Resource: **ABCs of Culture** (also on slides 10 and 11).
- **There are many traits that contribute to a culture.**
 - **Think about the United States. What are some examples of each of these that come to mind?**
5. Facilitate a discussion/brainstorm session of examples of culture traits of the United States in the categories of language, food, celebrations and customs, music, folklore, government, beliefs about rules, economic system, education system, social system, religions practiced and others.
6. Students add examples to their Handout: **ABC Brainstorm** organizer. Note: Students do not need to fill in the entire chart, but add examples as appropriate, and continue to add to it throughout the lesson (and year).
- **What are culture traits that are recognizable as characteristics of the United States?**
 - **Highlight (or underline) them on your list.**
7. Distribute the Handout: **Culture of the United States**. If desired, show slide 12 as a sample from the Handout: **Culture of the United States**.
- **Let's think about those items you highlighted (underlined) on your organizer.**
 - **Which belong to components of culture and are identifiable as part of the American culture?**
 - **What has influenced our American culture?** (*historical events, invasion, conquests, colonization, migration/immigration, trade, individuals and groups from various cultures, locations and characteristics of locations, ways in which people organize governments and economic systems*)
8. Facilitate a class discussion in which students consolidate their understanding of culture traits in general and identify the culture traits of America by identifying a trait and providing evidence of why it is selected (*examples: Popular, typical American food includes hamburgers, pizza, and tacos. Our love of pizza and tacos is the result of influences from immigrant groups who brought their foods to America – cultural diffusion. In our country, everyone has the right and privilege to receive a free public education; our founders believed that an educated public was essential for*

- Handout: **ABC Brainstorm** (1 per student)
- Teacher Resource: **ABCs of Culture**
- Handout: **Culture of the United States** (1 per student)

Purpose

Students apply what they have learned about culture to identify and describe the culture of the United States.

TEKS: 6.1A, 6.2A, 6.4C, 6.15AB

Instructional Note

- The concept of region may need to be reviewed, though students have studied it in grades 4 and 5.
- **Region:** areas of the earth's surface with similar physical or human characteristics distinctive from the characteristics of neighboring areas. Examples of types of regions include political, population, economic, and cultural.
- The United States map will be used as a student handout later in the unit. At this time, use it as a teacher resource.

Suggested Duration: 8 days

maintaining a free republic. The language of the people in the United States is English, because we were English colonies. Evidence of how we value freedom is in the way we treasure the Statue of Liberty. Evidence of our belief in our governmental system is our support of the Bill of Rights and the importance we place on the laws and rules of our society.)

9. Students adjust their handouts as needed by adding or changing information.
10. Collect and keep this Handout: **Culture of the United States**. It will become part of a yearlong project on Contemporary World Cultures (See Elaborate section of this lesson.)
11. To deepen their understanding of culture and the culture of the United States, students read appropriate sections of the textbook, other classroom materials, and contemporary articles such as in magazines and newspapers. (This could be completed as homework.)

EXPLAIN – Acrostic Poem

Suggested Day 2 (cont'd) – 15 minutes

1. Students write an acrostic poem about the culture of the United States. Base the poem on the word **CULTURE**.

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U
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E

2. Students share their poem with at least one other student.

Purpose:

Students review what they have learned by creating and sharing an acrostic poem.

TEKS: 6.15A, 6.15B; 6.16A

EXPLORE – Government in the United States

Suggested Day 2 – 20 minutes

1. Review the culture traits with students. Display again the Culture Traits slide (slide 5) from the Teacher Resource: **PowerPoint Introduction and Culture Components**, focusing on the next two components to be studied: government and economics.
 - **All societies have a need to govern themselves. These government systems vary greatly around the world.**
 - **An important culture trait of the United States is its constitutional republic form of government, a form of limited government.**
 - **The United States system shares historical origins with other democratic forms of government including Ancient Greece**
2. With a partner, students read sections of the textbook and other classroom materials to learn about democracy in Ancient Greece (direct democracy) and the representative government of the United States.
3. Students prepare to compare and contrast Greek (direct democracy) with U.S. government (representative democracy).
4. Facilitate a discussion in which students share information about the United States system of government, the beliefs behind it, and

Materials

- Teacher Resource: **PowerPoint Introduction and Culture Components**, slide 7
- Handout: **Culture of the United States** from previous Explore

Purpose:

Students trace the foundations of democracy to classical Greece and compare it to democracy in the U.S., then consider the responsibility of each citizen with regard to ethics and morality.

TEKS: 6.9C; 6.12C

Instructional Note:

Additional resources are recommended for student reading such as the district adopted textbook.

Constitutional republic: a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

Suggested Duration: 8 days

why the government system is an important component of American culture.

- **Other cultures organize their government in various ways. We will learn about other types of governments in upcoming units.**

5. If needed, summarize student learning or add background information that could include statements such as:

- **The United States can trace its democratic roots back to Ancient Greece. In writing the Constitution, our forefathers created a government in which we would elect representatives to decide on our laws and how to run our country. This type of democracy is called a constitutional republic. It is a limited government because the leaders cannot do whatever they want, they are limited by the rules in place in our Constitution. The people are the basis of government in the United States; the people elect the representatives we entrust with making decisions in our best interest.**

6. Students add information about the United States' system of government to their Handout: **Culture of the United States**

7. Connect the culture of the United States to the question of the need for an ethical citizenry. Ask questions to prompt student thinking about the responsibility of people toward the importance of morality.

- **In earlier grades, students have studied and drawn the conclusion that citizens of our country act in ways that exemplify the characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting. What do these beliefs have to do with ethics and morality?**
- **Can we derive the benefits from a representative form of government without an ethical and moral citizenry?**
- **What are our individual responsibilities with regard to ethics and morality?**

8. To deepen their understanding of culture, the historical origins of democratic forms of government such as Ancient Greece, and the importance of morality and ethics in the culture of the United States, students read appropriate sections of the textbook, other classroom materials, and contemporary articles such as in magazines and newspapers. (This could be completed as homework.)

EXPLAIN – American government and culture

Suggested Day 3 – 15 minutes

1. Students document their findings by creating a Venn diagram or T-Chart that explains the organization of the United States

government and compares Greek direct government to our representative government.

EXPLORE – Economy in the United States

Suggested Day 3 (cont'd) – 35 minutes

1. Transition to discussion of the U.S. economic system by using words such as:
 - **The way our country has organized its government, the way that government reflects many of our beliefs, the way we participate in government – these are important parts of our culture.**
 - **So, too, is our economic system. We have a free enterprise system in the United States.**
2. Students write numbers 1 and 2 on a piece of paper, leaving three to four spaces between each of the numbers.
3. Show slide 1 of the Teacher Resource: **PowerPoint: Free Enterprise.**
4. Next to the number 1 on their paper, students write a true statement about the slide and a false statement about this slide. *(Possible responses: **True:** Technology is always improving games. **False:** With improved technology, they are making things larger, etc.)*
5. Show slide #2.
6. Next to the number 2 on their paper, students write a true statement about the slide and a false statement about this slide.
7. Divide students into groups of 3. Students compare their statements and discuss the main point for these two slides.
8. Show slide #3.
9. With their group members, students consider the following questions:
 - **What assumptions can you make when viewing this sign/billboard?** (HINT: use words you have learned earlier in this lesson. *culture, multiculturalism, diversity, different ethnicities, etc.*)
 - **What motivates business owners to display a sign?**
 - **What motivates a person to start a business?**
10. Show slides #4 and #5 and discuss the definition of free enterprise system, including the four economic questions.
11. Encourage students to relate the ideas in the definition to the pictures in the PowerPoint. To help students understand some basic concepts, offer situations for students to consider, such as the following:
 12. Using a common product as an example, provide an opportunity to demonstrate supply and demand. Write the following statements on the board and groups respond in writing:
 - **If there is too much of something, if it is readily available**

Materials

- Information on the American free enterprise system

Attachments:

- Teacher Resource: **PowerPoint: Free Enterprise**

Purpose:

Students are introduced to the characteristics of a free enterprise economy and apply the principles to a situation so they can better understand the components of a free enterprise system.

TEKS: 6.9B

Instructional Note

Free Enterprise System: a market economy in which individuals depend on supply, demand, and prices to determine the answers to the four economic questions of “what to produce,” “how to produce,” “how much to produce,” and “for whom to produce.” The system has four characteristics: economic freedom, voluntary exchange, private property and the profit motive.

Suggested Duration: 8 days

<p>(gasoline, a certain electronic game, tickets to a not-so-popular concert), the price will likely _____</p> <ul style="list-style-type: none"> • If there is a shortage of something, if it is not readily available (gasoline, a certain electronic game, tickets to a very popular concert), the price will likely _____. <p>3. Provide the following scenario for each group, keeping the law of supply and demand in mind:</p> <ul style="list-style-type: none"> • You and your group members have decided to open a small business. In a free enterprise economy, individuals depend on supply, demand, and prices to determine the answers to four important economic questions: <ul style="list-style-type: none"> ◦ What will you produce? ◦ How will you produce it? ◦ How much will you produce? ◦ For whom will you produce it? • After considering these questions and applying them to your local community, decide on a business venture that would be successful. Prepare to provide answers for the four basic questions and justify your reasoning for the success of your business. <p>4. Facilitate a discussion about how the free enterprise economic system in place in America contributes to the country's culture.</p> <p>5. Continue the discussion by introducing other economic systems in place around the world. These will be studied in other units. (slides 6 and 7)</p> <p>6. To deepen their understanding of culture, the free enterprise system, and the importance of morality and ethics in maintaining a functional free enterprise system in the United States, students read appropriate sections of the textbook, other classroom materials, and contemporary articles such as in magazines and newspapers. (This could be completed as homework.)</p>	
<p>EXPLAIN – American free enterprise in culture</p>	<p>Suggested Day 4 – 10 minutes</p>
<p>1. Add information about the free enterprise system and American culture to the Handout: Culture of the United States (from a previous Explore section).</p> <p>2. Summarize the information added to the handout and share with a partner.</p>	<p>Materials</p> <ul style="list-style-type: none"> • Handout: Culture of the United States from previous Explore
<p>EXPLORE – Ethics and Free Enterprise</p>	<p>Suggested Day 4 (cont'd) – 25 minutes</p>
<p>1. Students consider the following scenario and then discuss its various aspects, first with a partner or small group, and then with the whole class.</p> <ul style="list-style-type: none"> • You and your friends decide to buy a game online (with permission from your parents). Everyone saved their money for months to purchase this cool game that was only made available for purchase online. Once it has been purchased, it takes three weeks to get delivered to 	<p>Purpose: Through a real life situation, students extend their understanding of free enterprise as they consider the possibility of losing hard earned money to unethical practices. TEKS: 6.9C</p>

Suggested Duration: 8 days

<p>you. With much excitement, you and your friends open the box only to find out the game does not work. When you try to call the company's number, there is a recording stating that the number is no longer valid.</p> <ul style="list-style-type: none"> • With your group members, approach this problem with possible solutions. • How might ethics be involved in this situation? • What would you do about the situation? 	
<p>EXPLAIN – Ethics</p>	<p>Suggested Day 4 (cont'd)- 15 minutes</p>
<p>1. Students write a letter about the situation, considering the following:</p> <ul style="list-style-type: none"> • What is the importance of morality and ethics in maintaining a functional free enterprise system? To whom will the letter be addressed? What issues will be addressed? How do ethics play a part in your personal ethics?.... the company's ethics? 	
<p>EXPLORE – Diverse Cultures within the United States</p>	<p>Suggested Day 5 – 25 minutes</p>
<p>1. Use a transition statement to turn the lesson toward a new topic. Use words such as:</p> <ul style="list-style-type: none"> • So far we have investigated the term culture, the components of culture, and examples of culture traits. • We have also looked at the culture of the United States, including the government system and the economic system. These are key to understanding American culture, and they are things all Americans share. • But there are things that are unique to different groups of people within the American culture. <p>2. Return to the Handout: ABC Brainstorm.</p> <ul style="list-style-type: none"> • The United States has an overall culture. While people around the world recognize traits that are part of the American culture, there are differences within the country. Some cultural traits of people in New York, for example, differ from those exhibited by people from Texas, though all still exhibit culture traits of the United States as a whole. <p>3. Distribute the Handout: United States Map and the Handout: United States Map Instructions.</p> <p>4. On the map, students add (and label) major geographic features of North America and other features as shown on the handout.</p> <p>5. Briefly review geography concepts.</p> <p>6. Also review, briefly, the components of culture, including ethnic and ancestral heritage and language. Food, dress, patterns of work (economics activities), and dialectic differences could be included in the discussion as well.</p>	<p>Materials</p> <ul style="list-style-type: none"> • Handout: ABC Brainstorm (from earlier in the lesson) • information about culture groups and culture regions within the United States, especially any in the local area • Map, outline map of the United States • Chart/butcher paper <p>Attachments:</p> <ul style="list-style-type: none"> • Handout: United States Map (1 per student) • Handout: United States Map Instructions (1 per student) <p>Purpose Students make connections between culture and cultural traits and apply them to local culture. TEKS: 6.1A, 6.2A, 6.4C, 6.15AB</p> <p>Instructional Note: Demographics – statistics on population based on factors such as age, race, sex, economic status, level of education income level and employment.</p>

Suggested Duration: 8 days

<p>7. Ask:</p> <ul style="list-style-type: none"> • We have seen that the United States has a national culture. Do cultural differences exist within the country? Are there cultural differences between the geographic regions you marked on your map? Can you speculate on reasons for these differences? <p>8. Introduce the term demographics.</p> <p>9. Provide access to information about culture groups and culture regions within the United States, especially any in the local area.</p> <p>10. Model a think-aloud to provide examples of thinking that should occur as students investigate the maps and demographic data.</p> <p>11. Facilitate a brief discussion in which students speculate on regional differences within the United States and draw inferences from the data. Some possible questions could include:</p> <ul style="list-style-type: none"> • Are there cultural differences within the United States? • Are there differences unique to our local community? • Are differences sometimes based on the ethnic ancestry of an area’s inhabitants? What evidence do you see? • Are there differences related to geographic location and geographic factors? <p>12. To deepen their understanding of culture, including those cultures who maintain cultural traits of their ancestral heritage while being part of the United States culture, students interview people about cultural traits of other cultures, and read appropriate sections of the textbook, other classroom materials, and contemporary articles such as in magazines and newspapers. (This could be completed as homework.)</p>	
<p>EXPLAIN – Cultural traits of local community</p>	<p>Suggested Day 5 (cont’d) – 10 minutes</p>
<p>1. Students apply what they have learned about culture traits of culture groups within the larger U.S. culture region by addressing the question:</p> <ul style="list-style-type: none"> • Are there cultural traits relevant to and unique for the local community? • Are there cultural traits the local community shares with the larger United States culture? <p>2. Students add examples of local culture traits on their Handout: ABC Brainstorm. (Note: Students do not need to fill in the entire alphabet chart, but add examples as appropriate, and continue to add to it throughout the lesson (and year).)</p> <p>3. Student pairs discuss their ideas. Teacher circulates to check understanding by probing with questions and correcting or clarifying information.</p>	<p>Materials</p> <ul style="list-style-type: none"> • Handout: ABC Brainstorm from previous days
<p>EXPLORE</p>	<p>Suggested Day 6 – 30 minutes</p>
<p>1. Display a variety of regional maps to review with students the concept of region (first introduced in Grade 4).</p>	<p>Purpose Now that students understand and have a picture of</p>

Suggested Duration: 8 days

2. Remind students that there are many different types of regions: (historical, geographic, cultural, and economic) but for this lesson the focus is on cultural regions.
3. Project an ethnic distribution map of the United States for students to view. (The map should include a map legend that lists the ethnic groups)
4. Introduce the term **demographics**.
5. With a partner, students write two to three inferences based on the ethnic distribution map. (*Possible student responses: Many Hispanics live along the U.S.-Mexican border; French live along the U.S.-Canadian border; the U.S. consists of many different groups of people; etc.*)
6. Facilitate a discussion including questions such as:
 - **We have seen that the United States has a national culture. Do cultural differences exist within the country?**
 - **Are there any cultural differences between geographic regions? Can you speculate on reasons for these differences?**
 - **What are some cultural contributions that have been made by various groups?**
7. Introduce students to the following academic vocabulary: **ethnicity, multicultural, diversity, and demography**. Write the words on chart paper with a description for each word. This begins a vocabulary anchor chart that can be added to throughout the year. (Another option is to begin a word wall with vocabulary term cards.)
8. Distribute an outline map of the United States to each student. (The Handout: **Regions of the U.S. Map** can be used.)
9. Distribute the Handout: **Map Instructions** to each student.
10. On the map, students add (and label) major geographic features of the United States and other features.
11. Briefly review geography concepts.
12. Provide access to information about culture groups and culture regions within the United States, especially any in the local area.
13. Model a think-aloud to provide examples of thinking that should occur as students investigate the maps.

the culture of the United States, they look at components of culture within the United States and see that there are differences. They see that the United States is an example of a diverse society whose members share common traits of a national culture, yet retain cultural differences at local levels.

TEKS: 6.1A; 6.2B; 6.4CF; 6.5C; 6.15A, 6.15B, 6.15D

Instructional Note:

- **Ethnicity:** a group that has common cultural traditions
- **Multicultural:** places or regions that include many different cultures
- **Diversity:** places or regions that include many different cultures and ethnic groups.
- **Demography:** statistical study of human populations (size, distribution, etc.)
- **National Identity:** regardless of your ethnicity, people share common core values, rights, and civic responsibilities.

EXPLAIN – United States map – regional cultures

Suggested Day 6 (cont'd) – 20 minutes

1. Students add call-out boxes to their **United States Map** to highlight areas that support the statement,
 - **The United States is an example of a diverse society whose members share common traits of a national culture, yet retain cultural differences at local levels.**

Materials

- Completed Handout: **United States Map** from Explore section above

TEKS: 6.1A; 6.2B; 6.4CF; 6.5C; 6.15A, 6.15B, 6.15D
PURPOSE:

Suggested Duration: 8 days

<p>2. For each call-out box, students include an explanatory sentence supporting their claim and using academic language: ethnicity, multicultural, demographics, and diversity</p>	<p>To provide students with an opportunity to tie together the ideas they have gained regarding national culture, cultural differences within the national culture, and the cause-effect and other relationships that can occur between factors (e.g., Because the colonies were largely settled by Englishmen, we speak English in the United States. Because French-Canadians migrated from Canada to the Louisiana coast, and because that coastal area has a unique and isolated geography, the Cajun culture flourishes in southern Louisiana.)</p>
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<p>ELABORATE – Yearlong Project – Contemporary World Cultures</p>	<p>Suggested Day 7 – 50 minutes</p>
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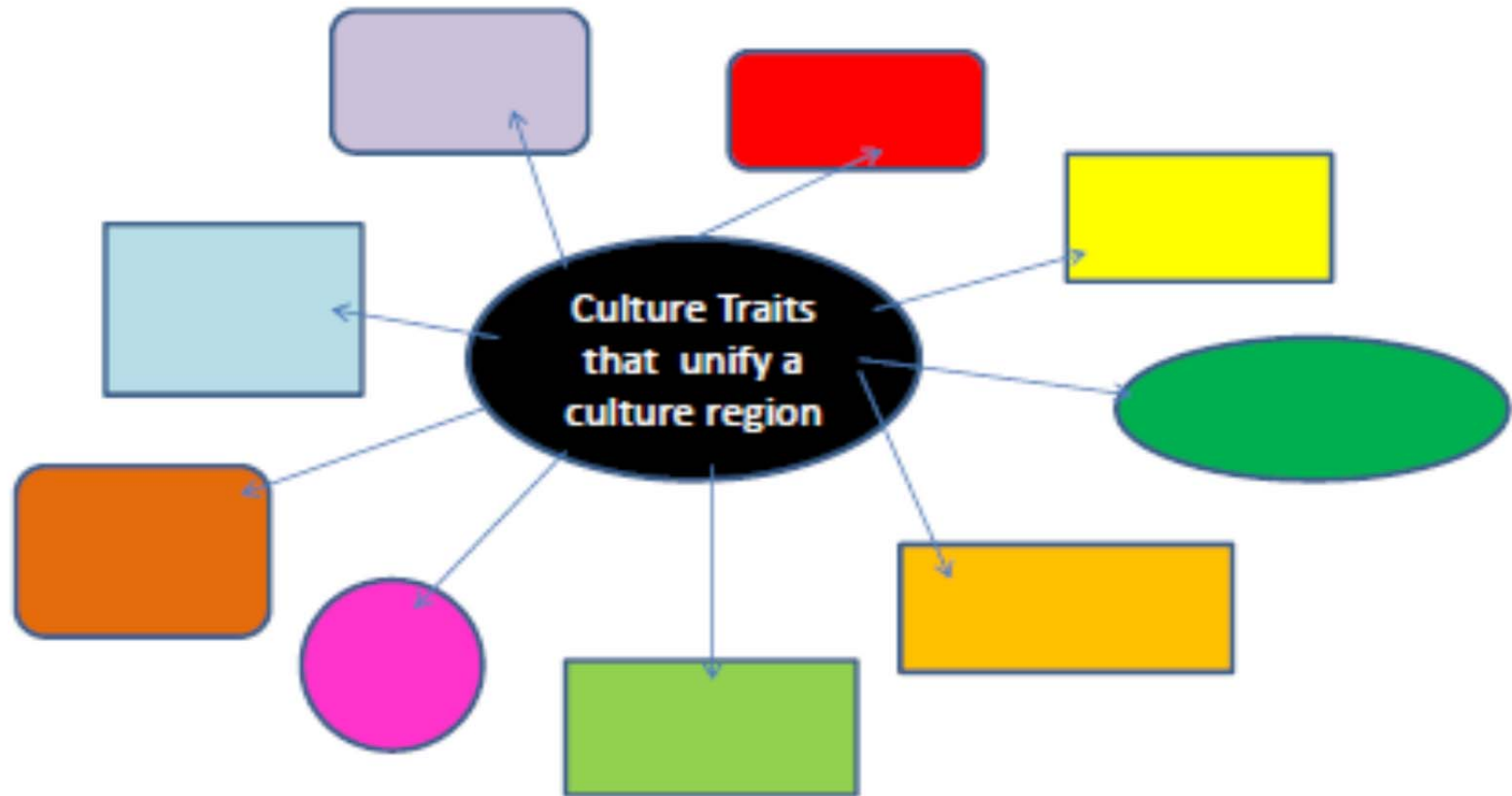
<ol style="list-style-type: none"> 1. Students begin a year-long project to create a scrapbook of contemporary world cultures. For each region studied, the book will include a student-drawn map of the region and summary matrix comparing components of cultures within the region. For each culture studied, the book will include a postcard (each region will include several postcards). Other materials (and postcards) can be included if desired. 2. For this lesson on the United States, students have completed the Handout: Culture of the United States. They will not have to complete the regional culture traits matrix to include the United States. (The matrix will be used in the other lessons of the unit, on Canada and Mexico.) 3. For more information on the yearlong project, see the Teacher Resource: PowerPoint: Yearlong Project, slides 1-7. 4. Gather materials and put together the “book bag” that will hold materials for the yearlong project throughout the year. <ul style="list-style-type: none"> • The gallon-sized sealable plastic bag will hold the pages until the book is put together. • Place a piece of packing tape along the bottom of the bag, on both sides, to act as reinforcement • Use the 3-hole punch to punch holes through the packing tape and the bag (punch near the bottom of the bag so it can be opened and materials added). The bag should fit in students’ 3-ring binder and help keep materials organized. 5. Use slides 8 -10 to introduce the postcard component of the book. 6. On slide 8, show the first four images (one at a time, the animation/order has been provided). 7. Facilitate a discussion about the similarities between the images. (<i>places in the world, colorful, see the differences between cultures, etc.</i>) 8. Reveal the last image (the back of a postcard). 9. Students, in pairs, discuss and answer the following questions: <ul style="list-style-type: none"> • What is the purpose of a postcard? • What do people do with postcards? • What are some of the things that people might write on a postcard? 	
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10. Students (partners) share their answers with other class members.
11. Throughout the school year students will be learning about many different countries and regions of the world. For each of the cultures/countries studied, they will create a postcard for their scrapbook of their virtual world travels. The postcards will provide information on significant cultural traits and beliefs of the cultures studied.
12. Distribute the Handout: **Postcard Template**.
13. Show slide 9 of the Teacher Resource: **PowerPoint: Yearlong Project**. Reflect on the description of information to be included on the back of each postcard. (Note that copies of the Template can be used, or students can create their own postcards using large, blank index cards.)
14. Distribute a large, blank index card to each student (or a copy of the Handout: **Postcard Template**).
15. Students create a postcard representing the culture of the United States. To create the postcard that communicates significant components of the culture of the United States, students discuss with a partner or small group what they have learned about the United States culture region. They refer to their completed Handout: **Culture of the United States**, answer the guiding questions, and provide evidence in support of the Key Understanding.
 - **Cultures share common elements and reflect the diversity of individuals and groups within the culture.**
 - What is culture?
 - What components define culture?
 - What culture traits define the culture of the United States?
16. Students summarize their learning by sharing their postcards with the class (in small groups or whole class.)
17. Students add their postcards to the materials for their yearlong project book in the sealable plastic bag in their 3-ring binders.

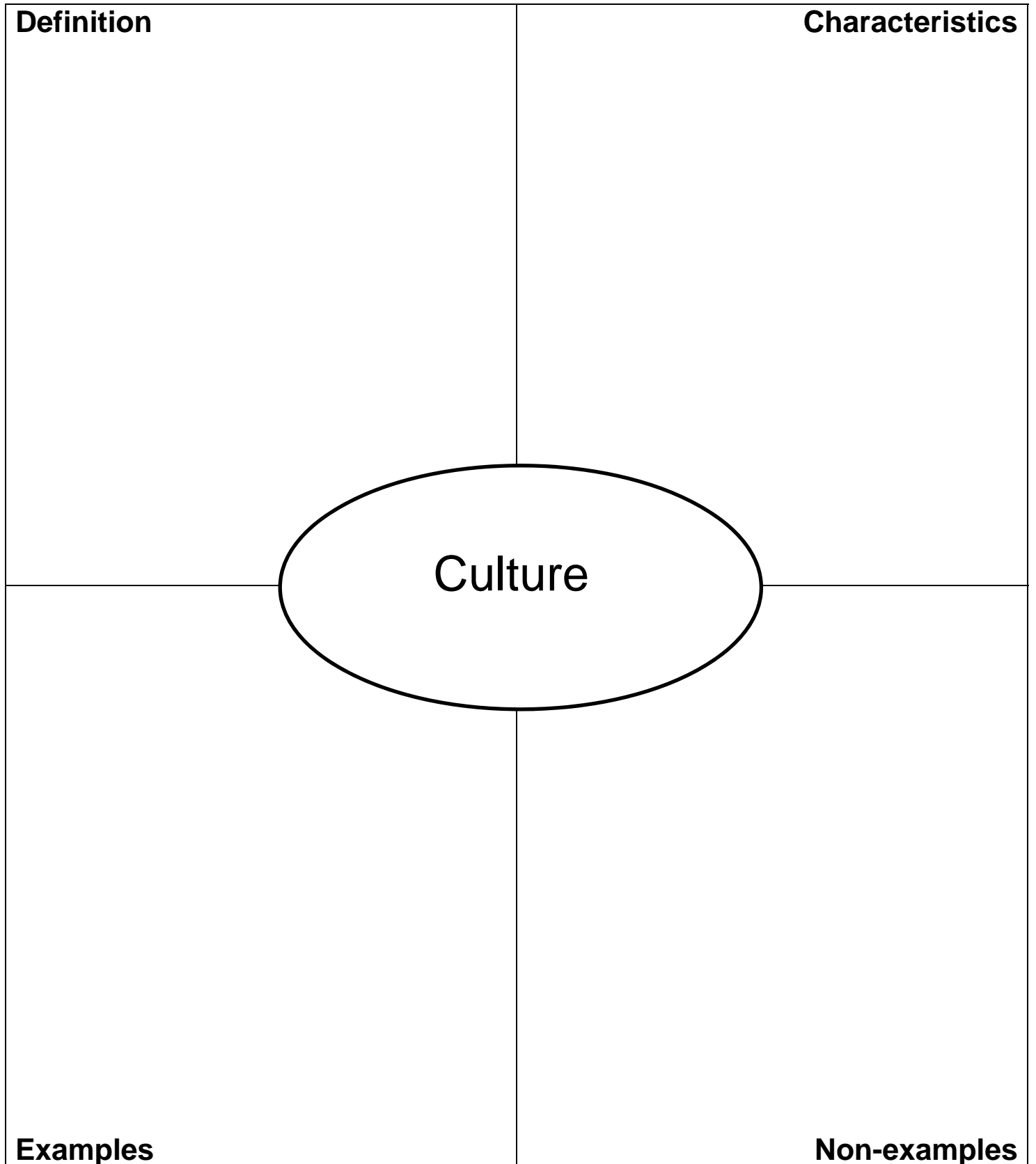
EVALUATE	Suggested Day 8 – 50 minutes
<p>Grade 06 Social Studies Unit 01 PI 01</p> <hr/> <p>Create a web that illustrates elements of culture. Explain in a paragraph, using the U.S. as an example, how people do exhibit the mainstream culture and reflect diverse culture groups within the country. Include the following words in your paragraph: society, diversity, demographics, national identity.</p> <p>Standard(s): 6.2B , 6.15B , 6.22D</p> <p>ELPS ELPS.c.1C , ELPS.c.5F</p>	<p>Materials</p> <ul style="list-style-type: none"> • Drawing paper

Culture Components – Traits

Culture: The way of life of a group of people who share similar beliefs and customs.



Culture



ABC Brainstorm

Discuss with your group examples of culture traits in your local community. Write a word that begins with a letter in the alphabet that describes a local culture trait.

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

ABCs of Culture

- A. **Art**
- B. **Buildings**
- C. **Communication**
- D. **Dress**
- E. **Economy**
- F. **Family**
- G. **Government**
- H. **History**
- I. **Icon**
- J. **Jobs**
- K. **Knowledge**
- L. **Language**
- M. **Movement/Migration**
- N. **National pride**
- O. **Organizations**
- P. **Population**
- Q. **Quality of Life**
- R. **Religion**
- S. **Status**
- T. **Taboos**
- U. **Urban or Rural**
- V. **Vacation/
Recreation**
- W. **Ways of
everyday life**
- X. **X marks the spot**
- Y. **Yum**
- Z. **Zstuff**

[Adapted from] Performance Education. (n.d.).
The abcs of culture [Print]. Available from
<http://www.performance-education.com/>

Culture of the United States

Component	United States	Influences and Evidence
Cuisine (food)		
Educational System		
Celebrations		
Government		
Art		
Language		
Family structures		
Music		
Traditions and customs		
Values		
Clothing/ dress		
Economic System/ Economic Activity		
Social		
Religion		
Architecture/ Buildings		
Folklore		
Other		

United States Map

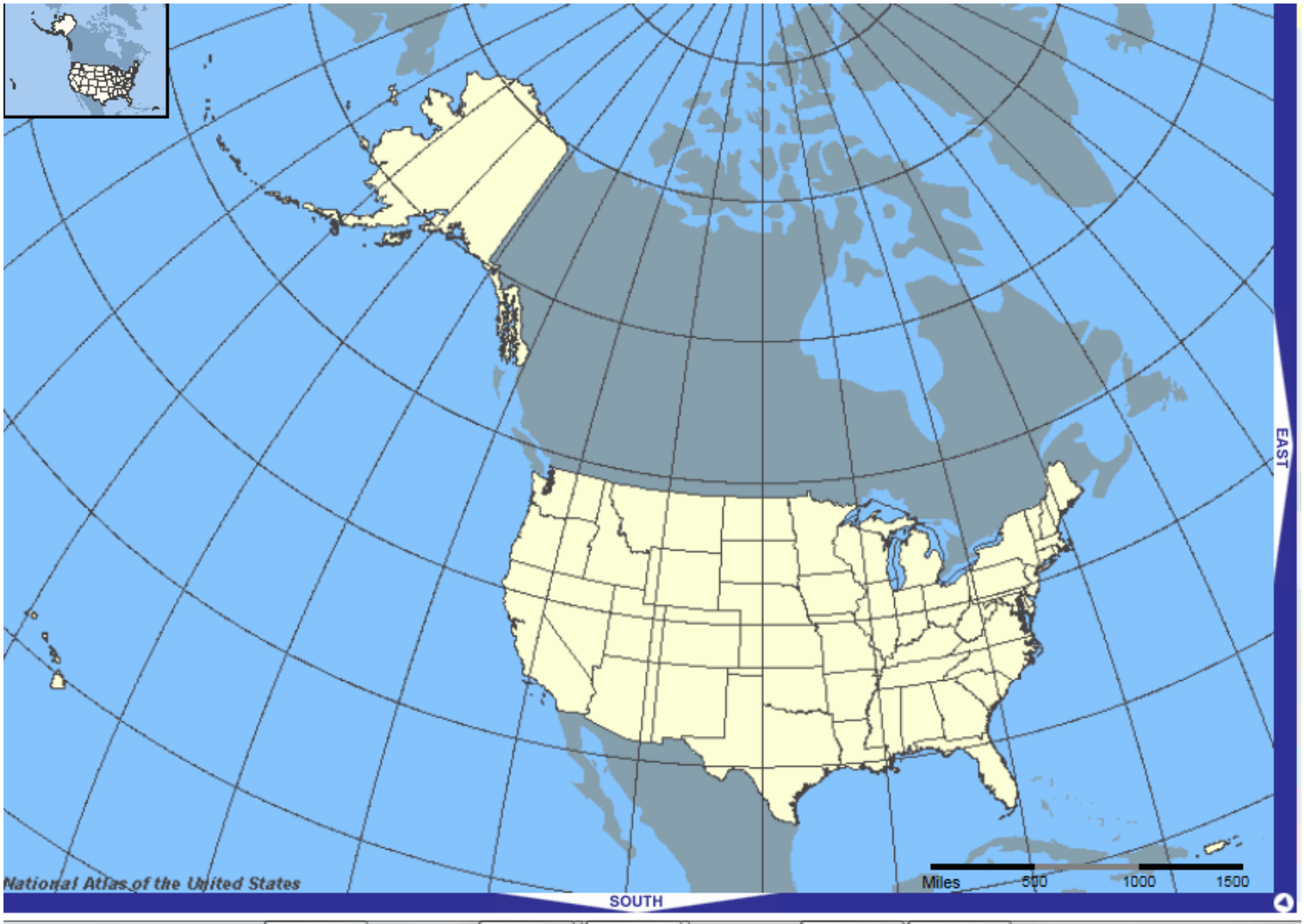


Photo credit:

Image courtesy of the National Atlas of the United States and the U.S. Geological Survey.

U.S. Geological Survey. (Designer). (2013). *Overview map*. [Web Map]. Retrieved from

<http://nationalatlas.gov/mapmaker?AppCmd=CUSTOM&LayerList=States&visCats=CAT-boundary,CAT-boundary>

United States Map Instructions

1. Label the following landforms:
 - a. Rocky Mountains
 - b. Appalachian Mountains
 - c. Mississippi River
 - d. Pacific Ocean
 - e. Atlantic Ocean
 - f. Gulf of Mexico
 - g. Great Lakes (Huron, Ontario, Michigan, Erie, Superior)

2. Color code (and make key of) the geographic regions of the United States including:
 - a. Southwest
 - b. Southeast
 - c. Northeast
 - d. Midwest
 - e. West

3. Choose one culture region within the United States and explain why it is considered a region, including:
 - a. Geography
 - b. At least one historical factor (invasion, conquest, colonization, immigration, trade)
 - c. Two cultural traits
 - d. At least one economic component (trade, labor, migration, immigration) that influences the region

4. Make sure the map includes all components of TODAL: (T=Title, O=Orientation, D=Date, A=Author, L=Legend and Labels).

Postcard

Postcard
Back

Culture:

Location:



Language/s: _____

Religion/s: _____

Government/ _____

Education/Literacy Rate: _____

Types of Food: _____

Celebrations: _____

Economy/Trade Partners/Import/Export:

Postcard
Front

Picture/s (culture traits):