



Learning About People

MARSHA YODER

Grades: 6-8

Time: 1 Hour

Purpose

Students will examine other cultures.

Objectives

- Examine characteristics of culture.
- Work with other students to complete a task.

Materials

- "Learning About People" handout
- Multiple copies of *People* by Peter Spier

Procedure

1. Review the definitions of culture, material culture and non-material culture.
2. Break students into small groups and distribute a "People" book to each group. Each group needs to complete the Learning About "People" handout.
3. Groups report their findings to the class.
4. Discuss- Are all cultures the same? How do people learn their culture?
5. For homework students do the following:
 - a. List five things you have been taught about culture from your parents.

- b. List five things you have learned about culture in school.
- c. List five things you have learned about culture from your friends.

Evaluation

Completion of group activity and homework assignment.

Extensions

Use some of the "People" activities in "Connecting Social Studies and Literature," by Deborah Plona Cerbus and Cheryl Feichtenbinder Rice. Read aloud "All I Really Need to Know I Learned in Kindergarten" (see teacher resources).

BIBLIOGRAPHY

Enhancing Geography Through Literature, Compiled by Marsha Yoder and Ruth Ann Britton, Turkey Creek JHS, Plant City, FL

The Big Book for Peace, edited by Ann Durrell and Marilyn Sachs, A collection of short stories.

Black Star, Bright Dawn, Scott O'Dell, A girl's experience in the Alaskan Iditarod.

The Good Earth, Pearl S. Buck, A family's experience in China.

Hatchet, A young boy survives a plane crash in Canada.

The Incredible Journey, Sheila Every Burnford, Three animals travel across the Canadian wilderness.

In the Year of the Boar and Jackie Robinson, Bette Bao Lord, A Chinese girl immigrates to America. Good example of culture conflict.

Journey to JO'Burg, Beverly Naidoo, A young girl faces prejudice in South Africa.

Just So Stories, Rudyard Kipling, A collection of short stories about African animals.

My Name is Not Angelica, Scott O'Dell, Historical novel about an African girl who is taken as a slave to work on a plantation in the Caribbean.

My Side of the Mountain, Jean George, A boy escapes to the Adirondack Mountains of New York.

Plain Girl, Virginia Sorenson, Growing up Amish.

Sadako and the Thousand Paper Cranes, Eleanor Coerr, A Japanese girl faces the horror of Hiroshima.

Secret of the Andes, Ann Nolan Clark, A modern Inca boy leaves his home in the Andes to learn the secrets of his ancestors.

Sing Down the Moon, Scott O'Dell, The forced migration of Navahos from their homeland in Arizona to Fort Sumner, New Mexico.

Stranger than Fiction Martin Walsh, A collection of true short stories, esp. "The Killer Bees Are Coming" and "The Curse of the Pharaohs."

The Talking Earth, Jean Craighead George, A Seminole girl must face her doubts in the Everglades.

Travels with Charley, John Steinbeck, A man travels the United States with his dog.

Walkabout, James Vance Marshall, An aborigine helps two children stranded in the Australian interior.

Teacher Resources:

The BookIt! Program, P.O. Box 2999, Wichita, Kansas 67201. 1-800-4BOOKIT. Sponsored by Pizza Hut, Inc. "The Geo Reader" Booklist and Activities (Organized by content).

Connect, a Literature/Social Studies Program, Sundance, P.O. Box 1326 Newton Rd., Littleton, MA 01460. Interdisciplinary teaching guides for selected novels. (Journey to Jo'burg)

Exploring Literature, Milliken Publishing, Teaching Units for novels (Island of the Blue Dolphins).

Insights to Literature, Judith Cochran, "Kids' Stuff," Incentive Publications, Inc., Nashville, TN. A whole language resource for the middle grades (My Side of the Mountain).

LIFT (Literature Is For Thinking), Sundance, address above, Literature-based program providing practice in critical/creative thinking and language skills (Walkabout).

Novel Units, P.O. Box 1461, Dept.R, Palatine, IL. 60078, (708)541-8573. Collections of independent learning opportunities for novels (Hatchet).

When Children Read, by Charles F. Reasoner, 1975: Dell publishing, A book of individualized, practical literature activities.

Learning About People Handout: Culture Test

(Do NOT write on this test.)

I. DEFINITIONS

1. culture
2. subculture
3. taboo
4. shun
5. socialization

II. SHORT ANSWER. Answer in complete sentences.

- A. What language is spoken by the Pennsylvania Dutch?
- B. How long do Amish children go to school?
- C. Pretzels were made as "little rewards" for children for saying:
- D. Name at least three states in which the Amish live.
- E. What does an Amish man's beard signify?
- F. How does an Amish boy ask a girl to marry him?
- G. What is the difference between material and non-material culture?

III. IDENTIFICATION. Label each of the following as examples of material culture (M) or non-material culture (NM).

- A. Outhouse
- B. Language
- C. Speak when spoken to
- D. Bonnets
- E. Don't like picture taken
- F. Buggies
- G. Quilts
- H. Have "church" in people's homes

IV. ESSAY. Please write in paragraph form.

We have been studying the Amish as an example of culture. The American teenager is another example of subculture. Compare the life of an Amish teenager to the life of a typical Lakeland teenager. Be sure to give examples of material and non-material culture of each. How are the Amish different from us? How are they similar? If you were all of the sudden to become part of an Amish community, what would be the hardest thing for you to get used to?



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