

Cultural Collage Project Overview

Cultural Collage – Project Overview

The purpose of this project is for students to develop a better understanding of the specified social studies GLEs (*see [Introducing Cultural Collage GLE document](#)*) through the creation and sharing of Cultural Collages. This understanding is crucial for building student's future cultural understandings and meeting the third grade social studies standards. Before students can understand and compare the people and places of the world and their cultural contributions, they must first build an understanding of the things that make us all alike and different. Third graders see the world from their own, sometimes limited, perspective. Fortunately, this is the perfect starting point for building a cultural awareness! Beginning from the student's innate understanding of themselves as individuals, the study of culture helps them start to look globally and learn that every person in the world needs some of the same things that they need – the cultural universals (place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government and education). With this understanding, students can then look more deeply into and question the ideals of unity and diversity within the context of the world's people.

SUGGESTIONS:

- This introduction of diversity and the cultural universals can create a framework for cultural studies throughout the year.
- After building an initial understanding of the cultural universals, you can use those universals to study all other cultures.
- Out of the 12 universals choose several you would like to explore deeper with your students. Studying all 12 universals in depth is not required.
- As you examine other cultures, keep the focus on the universals (place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government and education) so that students will have a familiar context for building ongoing understandings.

Lesson 1:

Classroom Community Building Positive Communication

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Classroom Community - Building Positive Communication

The [*Positive Communication checklist \(student handout\)*](#) can be used by students to monitor and assess their communication efforts; and the efforts of their group members. The sheet is intended to teach students how to positively and productively interact with their classmates.

Rationale: Positive communication skills are essential in helping all students maintain and improve their abilities to conduct a constructive, collaborative classroom conversation.

SUGGESTIONS:

- Prior to beginning collaboration activities lead a class discussion on the traits of positive communication. This can be an extension of developing a classroom community through the Making Meaning Reading Curriculum.
- After students participate in a group activity, have students score themselves then pass the rubric around in the group to score all other group members.
- When they receive their own score sheet back they compare, and reflect on, the score they gave themselves and all the scores they received.
- This lesson and activity should be repeated throughout the year to maintain a productive, collaborative classroom environment.

Lesson 2:

What is Culture?

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What is Culture?

Lead a class discussion to define first culture, then the cultural universals. (*For ideas and lesson template see power point presentations [What Is Culture and Looking at Culture](#), in teacher materials.*) Begin by discussing what students already know about culture.

Culture is defined as: *The shared beliefs and behaviors of a group that are passed on over time.*

In that context, discuss examples of cultures to which the students may belong (sports teams, clubs, etc.) Discuss the classroom as a culture. Then move on to looking at the specific cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government and education. You can chose from this list which cultural universals you would like to explore deeper with your class.

SUGGESTIONS:

- You may want to share photo examples of each of the cultural universals in your discussion. Keep in mind that your examples may influence, and possibly limit, the students' choices in selecting their own examples of cultural universals.
- Gather a collection of books to introduce culture (*see [Books to Introduce Culture](#), in teacher materials*)
- Some teachers share examples of their specific cultural universals. Again, take care not to limit the students thinking through these examples.
- A great deal of repetition of the cultural universals is essential for kids to begin to build an understanding.
- Frequent conversations, examples and sharing is essential to create this understanding

Lesson 3:

Art - Cultural Universals through Collage
Parent Letter Home
Collage Assessment

Art Project– cultural universals through collage

The Rationale:

The nature of creating collage has many specific parallels with cultural universals. All collage is a collection of images around a theme, but the specifics of materials, design and thematic message vary dramatically. Similarly, all cultures share the same universals, but vary dramatically in the specifics for each individual within the culture and from each separate culture. Through collage these commonalities and differences are made visually apparent.

Lead a lesson to introduce the concept of collage (*see [What Is Collage](#) power point presentation, in teacher materials*). Use this presentation first to present collage as an artistic concept. Discuss the definitions and then study and discuss the various examples looking for theme or message, use of color, space and line.

Discuss why the artist might have chosen to place images in the way that they did. The examples illustrate the intentional placement of images. After seeing each collage, students discuss what message the artist might have been trying to convey and how the artist used color, space and line to further convey that message.

SUGGESTIONS:

- When students actually create the collage in class, you may want to make a looping presentation of the slides and project it on the screen during the student's work period as they create their collages.
- Right before they go to work, review the examples and keep the presentation playing while they work. Students can frequently refer to the examples while they work to get ideas for their own collages.

Brainstorm list of images of cultural universals

Students work in partners to create this list (see [*Cultural universals list, student handout*](#)). They generate ideas for the images they could collect from home and write them on their lists. The images could be photos, clippings, drawings or any other depiction of each cultural universal that they could attach to their collage. During the brainstorming activity, you may want to stop at several points to bring the students together to share their ideas. This conversation can really help to emphasize the ideas of unity and diversity between the classroom members. When all groups have finished filling in their lists, bring the entire class together to share examples and allow students to add to their lists. At the end of the day have students take their lists home and use them to gather their images to bring to school (see [*cultural collage homework and collage signature note student handouts*](#)).

SUGGESTIONS:

- Give families about a week or so to gather all the images.
- When students complete their lists make a copy of each list. After students have created their collages and begin sharing them in groups, make sure they all have their lists in front of them in their groups. They need to repeatedly refer to the lists throughout their discussion to keep their conversations focused on the cultural universals.
- This list is important to provide the repetition of the vocabulary of the cultural universals while the students see visual examples of the universals to which they were referring.
- During sharing of collages, make sure to also keep student on comparing and contrasting their examples. Students can clearly see the similarities and differences on their collages and this is a great opportunity to take advantage of the visual illustration.
- Teachers may want students to use Venn diagrams to compare their collage to classmates.

Family Involvement – Homework

Once students create their list of ideas for their own cultural universals, send home the lists they created along with [*cultural collage homework*](#) note and the [*cultural collage signature note*](#) (*student handout*) documents. Since culture and heritage are so closely tied, it is best to involve families as much as possible in the gathering of student examples. However, it is essential that the students do not complete the collage at home. The artifacts, photographs and example should be gathered at home. The creation of the collage should be done in class so that the activity will be specifically focused on cultural universals.

SUGGESTIONS:

- In all classrooms, some students may not have at home support, make sure to have lots of magazines, digital cameras, internet resources and printer access available for students to gather images in class.
- You may want to have extra adults on hand when students actually assemble their collages. Extra hands really help keep the activity focused.

Creating Collages

When images have been returned and supplies have been gathered, schedule a long work period (may need more than one period, depending on your class) to create the collage (*see [photo examples of collages](#) – [individual1](#), [individual2](#), [group](#)*).

Suggested supplies include:

- Poster board (one per students)
- Lots of crayons, markers, and paper on which student may draw images for any universals that may be missing
- Pre cut paper strips for creating borders
- Magazines, digital cameras, internet and printer access for gathering more images as needed
- Extra adults on hand to help keep the work focused and productive
- Glue, scissors, etc.

Before student begin work, remind them of the expectations from the rubric:

- There are at least 12 images reflecting each of the 13 cultural categories.
- Images are cut and arranged carefully.
- Borders are detailed.
- Name is clearly visible

OTHER SUGGESTIONS:

- Have students layout all images before gluing anything down
- Keep work discussion focused on universals
- Have lots of list of the universals on hand so that student can make certain their collages include examples from ALL the universals

Sharing Collages

When all collages are finished, schedule a collage sharing day. In groups of four, students share their finished masterpieces. It is essential that students have had lots of opportunities to use Positive Communication (*see [Positive Communication checklist](#), student handout*) for this discussion to be productive and focused. Prior to beginning the conversation, bring the class together to review the participation expectations and the cultural universals (*see [culture collage rubric](#)*).

The cultural universal requirement is that:

- Explanations of the collage show an in depth understanding of the universals that unite cultures.

Student requirements for positive communication are:

- I asked 2 or 3 questions of my teammates.
- I followed directions for the whole activity.
- I took turns and set a good example to others.
- I gave lots of encouragement and positive feedback to my teammates.

SUGGESTIONS:

- This is a great opportunity to assess student understanding. Keep the student rubrics on a clipboard, listen to student conversation and ask LOTS of questions. Record student understanding on their rubrics
- MAKE SURE to have the list of universals at each table. Students need to have this on hand to remember to ask each other about their specific examples. Repetition of the words is very important to building their understanding.
- While students are sharing their collages, have them frequently refer to maps or atlases to locate each others “Places.”

Assessment for Lesson 3:

Cultural Collage Scoring Rubric

Before beginning the collage project create clear, shared expectations for the culture collage.

Lead a whole group lesson to either share, or collaboratively create, [a culture collage scoring rubric](#) (*see excel document in teacher materials*) for the requirements and the point scale.

SUGGESTIONS:

- Frequently refer to rubric during all phases of collage creation.
- While students work on creating their actual collage, place a copy of the rubric at each table to ensure that students include all the required elements on their collages.
- Review the rubric before students share their collages at their table groups so that they will be prepared to explain their examples of cultural universals, ask each other about their elements of artistic design and maintain positive communication.
- For assessment purposes, use the rubric in individual conferences with each student, asking them about their collages, checking for understanding of cultural universals and talking about their positive communication experience for this lesson.
- After the collages are displayed attach each student's scored rubric and positive communication score sheet to their collage. Then send the collage home to share the student's fantastic work and clearly communicate each student's performance on the project.

Lesson 4:

Learning about Place Atlas and Map Skills

Lesson 4:

Learning about Place – Atlas and map skills

After defining and discussing the “Place” cultural universal lead the class in an exploration of place using maps or atlases. Focus on how the physical, political, and cultural characteristics of places, regions, and people impact the cultural universals.

Ask students to consider the following types of questions:

- How does the climate of a place/location impact the housing, food, transportation, economy, etc. of a culture?
- How does the land of a place/location impact the housing, food, transportation, economy, etc. of a culture?
- How do the available resources of a place/location impact the housing, food, transportation, economy, etc. of a culture?

SUGGESTIONS:

- Use print and photo resources to demonstrate how place affects cultural universals from cultures all over the world.
- Frequently refer back to atlases and maps when students share their own collages to demonstrate how place influences their specific examples of cultural universals.

Cultural Comparison Project



Cultural Comparison – Project Overview

The purpose of this project is for students to complete a directed research task to develop and demonstrate their abilities to examine and compare more than one cultural or native group. This activity builds on the student’s experience from their cultural collage project. Students’ understanding of the cultural universals will provide the framework for examining other world cultures or tribes. By exploring tribes or cultures through the cultural universals students will be more easily able to identify characteristics, make comparisons, and draw conclusions about cultural groups. The following pages organize the required social studies standards along with lessons and activities for classroom instruction.

Prior to beginning the research, teachers must choose the groups to be compared. Choose to compare either:

- Groups of two or more native tribes (see provided CD for Native American Example)
- Groups of two or more world cultures

Teachers can use the following formats through which to organize the research:

Student Travel Journals – Students complete travel journal as they take a “virtual” trip to a world culture. They record the specific examples of cultural universals (place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education) in their [travel journals](#).

SUGGESTIONS:

- Teachers will need to gather plenty of [relevant materials](#) (books, internet, artifacts, etc.) from which students can collect information. (One example is [Thailand webquest](#). See Thailand example unit in Tab 7).
- Teachers will need to keep an ongoing [list of sources](#) consulted so that students will develop the ability to list resources including title and author for each source. This skill is required for the social studies classroom based assessment, or CBA.

Graphic organizers – Teachers will first choose two cultures or native groups to compare. Students will complete [chart of cultural universals](#). Using the information from their completed charts, students will examine that information and look more closely into how the [environment impacts cultures](#). They will then detail how one group's [cultural contribution](#) impacts the student's community or the world. Teachers can also use a [Venn diagram](#) to demonstrate how to make comparisons between two or more cultures using one common universal.

SUGGESTIONS:

- Teachers will need to gather plenty of relevant materials (books, internet, artifacts, etc.) from which students can collect information. (One example is tribe comparison website.)
- Teachers will need to keep an ongoing list of sources consulted so that students will develop the ability to list resources including title and author for each source. This skill is required for the social studies classroom based assessment, or CBA.

GENERAL SUGGESTIONS:

- Use student atlas throughout cultural comparison study to build global awareness.
- Keep the focus on how environment impacts culture.