

Cup of Culture in a World of Wisdom

By: *Sharon Bolan* for Blue Ridge Public Television
Central High School, Victoria, VA

Grade levels: 9-12

Time allotment: 2-90 minute blocks

Overview: World Geography. This lesson guides students through developing skills in gathering, classifying and interpreting information surrounding the cultural characteristics of a region. Students will use questioning techniques to draw conclusions and make generalizations about data.

Subject: World Geography

Learning Objectives:

- Students will formulate questions about cultural characteristics of a region.
- Students will read and analyze data about regional cultural characteristics.
- Students will draw conclusions about researched data by formulating the who, what, when, where, why, and how questions about regional cultural characteristics including: Taj Mahal (India), Kaaba (Mecca), Western Wall (Jerusalem), Church of the Holy Sepulcher (Jerusalem), Pyramids (Egypt), Kremlin (Moscow), Eiffel Tower (Paris), Virginia State Capitol Building, Washington Monument, White House, Lincoln Memorial, Statue of Liberty
- Students will create a narrated visual presentation of the regional, cultural characteristics.
- Students will evaluate and cite their sources.

Standards of Learning: <http://www.pen.k12.va.us>

WG.3b The student will apply the concept of a region by

- b) Explaining how regional landscapes reflect characteristics of their inhabitants

Oral Language

9.2 The student will make planned oral presentations.

- b) Use relevant details to support main ideas.
- d) Cite information sources.
- e) Make impromptu responses to questions about presentation.
- f) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

Research

9.9 The student will use print, electronic databases, and online resources to access information.

- a) Identify key terms specific to research tools and processes.
- b) Narrow the focus of a search.
- c) Scan and select resources.
- d) Distinguish between reliable and questionable Internet sources and apply responsible use of technology.

Media Components:

- United Streaming – <http://www.unitedstreaming.com> - *Literature to Enjoy: Something to Write About: Interviewing: Biography: “Planning Questions for an Interview: The 5 W’s and an H”*

Internet Websites:

- Google Earth – <http://earth.google.com/> This is a free download from Google. To run the program the user must download Google Earth and be connected to the Internet.

Computer Software/Hardware:

- Computers with Internet Access
- Computer Speakers
- Microsoft’s Windows Movie Maker or Mac’s I-Movie (If a movie making software is not available PowerPoint can be utilized.)
- Microphone for recording voices
- Speakers/Headphones for the computer
- Optional equipment: digital camera, scanner, and digital camcorder.

Materials:

For class:

- Computer with speakers and presentation device for the United Streaming clips
- Large poster paper or blackboard for recording brainstorming ideas
- Markers or chalk for recording ideas on poster paper or blackboard

For each 4 member student group:

- 1-computer with movie making software (I-Movie, Windows Movie Maker, or as a last result, PowerPoint)
- Speakers
- Microphone
- Internet Access
- Paper bag with 4 marshmallows

For each student:

- Research rubric (attached)
- Presentation rubric (attached)

Prep for Teachers:

- Teachers should have the United Streaming Video downloaded and cued to the specified location.
- Teachers should have a basic knowledge of how to use Windows Movie Maker, I-Movie, or PowerPoint.
- Teachers should have *Google Earth* already downloaded on each computer prior to the class session.

- Teachers should have marshmallows already inside the paper bags with the top of the bags sealed so that the students cannot see what is inside.
- Teachers and students should already know how to save pictures from Internet websites.
- Teachers should have students divided into four-member teams. Teachers should have four Cultural Characteristics per group of students so that all Cultural Characteristics are being researched. For small classes more than four Cultural Characteristics may be assigned. See attached worksheet for example divisions.

Day 1:

Introductory Activity:

Divide students into four-member groups. Place in front of each group a paper bag with the marshmallows inside.

Say: “Students, I don’t want you to touch the bags. Can you tell me what’s in the bags?” (*allow student responses*) “No? Why can’t you tell me?” (*allow student responses*) “Well, if you can’t touch the bag and there doesn’t seem to be a strong odor that tells us exactly what’s in the bag, how can we find out what’s in there?” (*allow student responses*) “You could ask me some questions! What questions might you ask that would lead you to the answer to the mystery?” (*Answer questions as students ask them. Record student responses making sure that they include some questions that start with Who, What, When, Where, Why, and How.*)

Say: “Great questions! Can anyone guess what’s in the bag?” (Allow students time to guess and ask more questions if necessary.)

Learning Activities:

(*Note: Give each student a rubric for their digital video presentation and a question/answer sheet. An attached list of possible questions is provided at the end of the lesson.*)

Say: “Students, today we are going to learn about some specific places around the world that represent the cultural characteristics of that particular region. We’ll use the Internet to help us find out specific information about these places, but our time is limited, so we need to be specific in our research. We can do this by following the same procedure we used with the paper bags. We can ask the right questions.”

Focus for Media Interaction: Say: “We are going to watch a short video clip. The narrator tells the students that they are going to interview a famous person. Watch the clip and tell me how the narrator explains a good way to plan for their interview.” **Start Literature to Enjoy:**

Something to Write About: Interviewing: Biography: “Planning Questions for an Interview: The 5 W’s and an H” at the beginning. Pause at 0:23 right after the narrator says “So?” Ask: “How does the narrator explain how to plan for the interview?” (*Plan your questions using questions that start with who, what, when, where, why, and how*) **Say:** “That sounds just like the type of questions we were using when we were doing the paper bag mystery.” **Focus: Say:** “Let’s listen to the rest of the clip. Listen for the questions that the students ask in their interview. Maybe we can model our questions after theirs.” **Resume** video at 0:23 and **Stop** at 0:36 where the students begin to sit down. **Ask:** “What type of questions did the students ask?” (*Who had the idea to save John Smith?, How did she feel about what happened to her?, and What did she think of England?*)

Say: “Now students, we won’t actually be interviewing a person, so our questions might be a little different. We are researching the famous cultural characteristic by finding out the answers to the ‘who’, ‘what’, ‘when’, ‘where’, ‘why’, and ‘how’ questions that we came up with ourselves. To get you started let’s brainstorm a few sample questions for each one of our words. Take a quick second to scan the list of cultural characteristics that your group will be researching. You may recognize a few of the places. Okay, give me a possible question that you might ask about one of these specific places. Remember the questions that you asked in the paper bag activity and the questions that you heard from the video and let these be your guide.” (*accept student responses and record them on the board if desired*)

Say: “Now that you have an idea of what questions to ask, let’s review what is required of you and your group members. By the end of class today I’d like for you to answer one *who* question, one *what* question, one *when* question, one *where* question, one *why* question and one *how* question for each of the cultural characteristics you are responsible for. I’d also like for you to have at least two digital pictures saved for each of the cultural characteristics. Finally, I’d like for you to use the *Google Earth* program that is loaded on your computer to actually visit via digital satellite imagery each specific cultural characteristic. We will create our digital story presentation tomorrow. Remember that you are working in groups, and that there will be one final product for the entire group, but it is important that each member of the group complete the Question/Answer Record sheet so that it can be kept and used to study with before your exam. It may be helpful to divide the workload among group members. You may also consider saving your questions, answers, and pictures in a file or on a disc.”

Say: “Students, we are almost ready to leave for the day. Make sure that you have everything ready for creating your digital story presentation tomorrow. You’ll need the questions and answers that you created and the digital pictures that you have saved.”

(*Note: Allow students the remainder of the class time to research the specific cultural characteristics. Monitor student’s progress providing help as necessary. A demonstration of Google Earth may be necessary if students are unfamiliar with the program.*)

Day 2:

Culminating Activity:

Say: “Students you’ve worked hard in gathering the information you’ll need for your digital story presentation. I’d like for you to take the information that you’ve collected for each cultural characteristic and organize it into a narrative. Open Microsoft Movie Maker; insert the pictures that you’ve saved for each cultural characteristic. Record the narration for each. Insert a title screen and a credit screen and any transitions desired between pictures. Finally, you should save your project.”

(*Note: Monitor students and provide assistance as necessary. If an instructional technology resource teacher (ITRT) is available it may be helpful to have him/her present while completing this activity. Allow students to introduce their group members and present their digital story presentations to the class. These presentations can be burned onto a CD and used later for a review.*)

Cross-Curricular Extensions:

Math:

- Students can research the exact dimensions of the Lincoln Memorial and/or the Kaaba. Students can figure out the volume and area of each structure.
- Students can research the exact dimensions of one or more of the cultural characteristics. With these exact dimensions the students will create a scale drawing of the structure.

Science:

- Students can research the materials used to create the Egyptian pyramids. Students can make deductions about why these particular materials were used. Analysis of the Egyptian climate, the availability of certain natural resources, and the purpose for the structure may be necessary.

Social Studies:

- Students can do a more in-depth research on the history of each cultural characteristic. Students can then create a historical timeline that tells the historical background of the structure.
- Students can select the cultural characteristics that were created because of religious reasons. Students can compare and contrast the structure's religious use when it was created and the structure's religious uses of today.

Language Arts:

- Students can research the people who influenced or were influenced by each cultural characteristic. Students can create a character analysis of these different people.
- Students can act as a news reporter from the period of the cultural characteristic. Students will create news articles that explain events surrounding the cultural characteristic. Students could create a news show or an actual newspaper to display more creativity.

Community Connections:

- Teachers could invite speakers to the class to display pictures, souvenirs, and/or artifacts from the cultural characteristic that they visited.
- Students can take field trips to the local cultural characteristics.
- Students can take virtual field trips to the cultural characteristics.

Additional Videos and websites that may be helpful for the research component:

- United Streaming – <http://www.unitedstreaming.com> - *How to Video Series: How to Improve Your Questioning Techniques: Processing Questions: "Analyzing the Information"*
- Microsoft TerraServer – <http://www.terraserver.microsoft.com> - USA teraserver
- Google – <http://www.google.com> – Google image search.
- Windows Live Local - <http://local.live.com/> - Combines mapping and local search to put the answers to your search questions in a geographical context.
- TerraFly - <http://www.terrafly.com/>

Sample Questions:

- Who: Who is responsible for the construction of _____?
Who was the _____ built for?
Who is responsible for the design of the _____?
Who wanted or needed the _____ to be built?
Who was the leader of the country when the _____ was built?
- What: What country is the _____ located in?
What year was the _____ built?
What was the purpose of the _____ being built?
What type/types of materials were used to build the _____?
- When: When was the _____ built?
When was the _____ used?
- Where: Where is the _____ located?
- Why: Why was the _____ built?
Why is the _____ considered a cultural characteristic?
Why is the _____ important to that country?
Why is the history of the _____ important to us today?
- How: How was the _____ built?
How was the _____ used?
How did the use of the _____ affect the people of that country?
How is the _____ used today?

Question/Answer Record

Directions: For each cultural characteristic write and answer a “who”, “what”, “when”, “where”, “why”, and “how” question. Find at least one digital picture of the cultural characteristic and save it in a folder on your computer. Find each cultural characteristic using *Google Earth*. Each group must complete questions for each cultural characteristic.

Names of the group members: _____, _____, _____, _____

1. **Taj Mahal (India)**

Who:

What:

When:

Where:

Why:

How:

2. **Kaaba (Mecca)**

Who:

What:

When:

Where:

Why:

How:

3. **Western Wall (Jerusalem)**

Who:

What:

When:

Where:

Why:

How:

4. **Church of the Holy Sepulcher (Jerusalem)**

Who:

What:

When:

Where:

Why:

How:

Question/Answer Record

Directions: For each cultural characteristic write and answer a “who”, “what”, “when”, “where”, “why”, and “how” question. Find at least one digital picture of the cultural characteristic and save it in a folder on your computer. Find each cultural characteristic using *Google Earth*. Each group must complete questions for each cultural characteristic.

Names of the group members: _____, _____, _____, _____

5. **Pyramids (Egypt)**

Who:

What:

When:

Where:

Why:

How:

6. **Kremlin (Moscow)**

Who:

What:

When:

Where:

Why:

How:

7. **Eiffel Tower (Paris)**

Who:

What:

When:

Where:

Why:

How:

8. **Virginia State Capitol Building**

Who:

What:

When:

Where:

Why:

How:

Question/Answer Record

Directions: For each cultural characteristic write and answer a “who”, “what”, “when”, “where”, “why”, and “how” question. Find at least one digital picture of the cultural characteristic and save it in a folder on your computer. Find each cultural characteristic using *Google Earth*. Each group must complete questions for each cultural characteristic.

Names of the group members: _____, _____, _____, _____

9. **Washington Monument**

Who:

What:

When:

Where:

Why:

How:

10. **White House**

Who:

What:

When:

Where:

Why:

How:

11. **Lincoln Memorial**

Who:

What:

When:

Where:

Why:

How:

12. **Statue of Liberty**

Who:

What:

When:

Where:

Why:

How:

Multimedia Project : Cup of Culture in a World of Wisdom

Teacher: **Mrs. Bolan and Mrs. Wallace**

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|----------------|--|---|---|---|
| Presentation | Well-rehearsed narration with smooth delivery that holds audience attention. | Rehearsed narration with fairly smooth delivery that holds audience attention most of the time. | Narration delivery not smooth, but able to maintain interest of the audience most of the time. | Narration delivery not smooth and audience attention often lost. |
| Content | Covers topic in-depth with details and examples. Subject knowledge is excellent. | Includes essential knowledge about the topic. Subject knowledge appears to be good. | Includes essential information about the topic but there are 1-2 factual errors. | Content is minimal OR there are several factual errors. |
| Attractiveness | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. | Makes good use of font, color, graphics, effects, etc. to enhance to presentation. | Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. | Use of font, color, graphics, effects etc. but these often distract from the presentation content. |
| Organization | Content is well organized using headings or bulleted lists to group related material. | Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. | Content is logically organized for the most part. | There was no clear or logical organizational structure, just lots of facts. |
| Originality | Product shows a large amount of original thought. Ideas are creative and inventive. | Product shows some original thought. Work shows new ideas and insights. | Uses other people's ideas (giving them credit), but there is little evidence of original thinking. | Uses other people's ideas, but does not give them credit. |
| Workload | The workload is divided and shared equally by all team members. | The workload is divided and shared fairly by all team members, though workloads may vary from person to person. | The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work. | The workload was not divided OR several people in the group are viewed as not doing their fair share of the work. |

Date Created: **Feb 02, 2006 08:56 am (CST)**