Grade 7 Social Studies

Topic A: Culture

*Issues and Questions for Inquiry*
- What is Culture?
- How do family, school, and the community influence individuals?

*Knowledge Objectives*

*Major Generalization*
- Culture is a learned way of life shared by a group of people.

*Generalizations*
- Beliefs and values influence behavior.

*Concepts*
- Beliefs/Values

*Related facts and content*
- Religion/Home/Community/School/Behavior

*Skill Objectives* – Students will be able to do the following:

*Process Skills – Locating/Interpreting/Organizing*
- Identify and define topics.
- Identify possible sources of information.
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.

*Process Skills – Analyzing/Synthesizing/Evaluating*
- Compare information drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory.
- Make generalizations by stating relationships among concepts about culture.

*Communication Skills*
- Construct a comparison chart that outlines the beliefs and values, along with their sources, that influenced two prominent aboriginal individuals (past/present).
- Convey those thoughts and feelings in oral presentation of the chart.

*Participation Skills*
- Converse in a variety of settings, including informal, small group and whole class discussions

*Attitude Objectives* – Students will be encouraged to develop:
Lesson: Compare Past and Present

Teacher Information

Students should be familiar with the concept of culture and its various aspects. Feel free to review these as a class before you begin this project. In this project, students will be exposed to a number of prominent past and present-day Aboriginal individuals. Students are to conduct research to find out how these people were influenced by the beliefs and values of their family, community and schools to achieve their accomplishments. Have students choose one individual from the past and one from the present to research. The results of their research will be displayed on a comparison poster that should resemble a Venn Diagram (go over a Venn Diagram with the students). Upon completion have the students present their poster/diagram to the class, and highlight the similarities and differences that exist between the two people. Encourage students to extend their thinking by searching for the reasons behind the similarities and differences.

Students will create posters that communicate the following information for each person:

- Gender/family/beliefs/ancestry/culture
- Other important biographical information about the person
- Major influences
- Profession/area that this person contributed to
- Pictures or sketches of that person
- Any other artwork or symbols that are appropriate to that person.

Materials

- Poster board, construction paper, pencil crayons, glue, tape, stencils, scissors, research books, computer with internet, photocopier/scanner

Introductory Activity

Use the biographies section as a springboard for a brainstorming session. Go over the list with students, and then take their suggestions regarding other possible prominent individuals of Aboriginal descent. Be sure to have students identify the profession that these people are involved in. Try to generate as much discussion as possible so students can make informed choices when it comes time to select their two people.

Research

After the brainstorming session is complete, have students carefully choose two people from the biography section they are interested in learning more about. Encourage them to use a variety of research materials to complete this project. The Internet, library,
magazines, newspapers, and books are a good start. Students should be encouraged to try to contact those role models that are living to gain more information if possible.

**Creation**

Once all the information has been collected, have students turn in a brief biographical write-up so you can check the accuracy of the information. Only then should students be permitted to start creating their poster. Students should try to make their poster as visually pleasing as possible (staying true to Venn Diagram form) while communicating the required information.

**Presentation**

Now that students are done their posters, have them present the information to the rest of the class before hanging it for display on the wall.

**Evaluation**

You can evaluate students/posters using the following criteria
- On-task behavior during the process
- Presentation
- Required information
- Accuracy of information
- Colour, neatness
- Layout and design (Venn)