



What Is Culture?

Age: Secondary

Level: A1+-A2

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student is exposed to multiple global cultures and the ways in which these different cultures inform different perspectives.

Learning Outcome: S.D1.S3.LO1 Describe what culture is and what it means

Standard for Global Skill: Student acquires the skills to be a communicative citizen.

Global Skill: S.D3.S2.LO2 Demonstrate an ability to communicate effectively in a cross-cultural setting.

Sustainable Development Goal: 4: Quality Education

Part 1 (15 mins)

Write the word *Culture* and ask *What do you think culture is?* Give or elicit examples and invite students to give examples of their own culture.

- A.** Give students a few minutes to look at the photos and try to identify what is happening in each one. Have students work in pairs or small groups and talk about what traditions are similar or different to those in their country, city, or town.
- B.** Give students a few minutes to match the parts of culture with the photos. Explain that in some cases, one photo may match with more than one part. For example, some festivals have special food and clothes, and some festivals take place on holidays. Explore the difference between festivals (a special day or period of time recognized by the general public), holidays (an official day when the most people do not have to go to school or work), and a tradition (something that a group of people have done for a long time). For example, *Kwanzaa* is a festival, but not an official holiday. In Mexico, 15th birthdays are traditions but are not festivals or holidays.

Answer Key: Suggested answers

Customs and traditions - f **Food** - b **Clothes** - c

Holidays - a **Festivals** - e **Architecture** - N/A

Art - N/A **Music** - d

- C.** Ask students to write one example from their country for each part. Have them brainstorm ideas in pairs if needed. Elicit ideas and make a list on the board. Help students to think of different examples. Give examples of any parts students are not clear about. For example, to explain architecture, show examples of traditional homes or buildings in Japan or China or tiled buildings from the Moorish culture in Spain.

Part 2 (15 mins)

- A.** Explain to students that the text will give a definition and examples of different types of cultures. Give them a few minutes to read the text and complete the activity. When you check the answers, ask students to find and underline the evidence for the answers in the text.

Answer Key: 1. T 2. T 3. T 4. F 5. T 6. F

- B.** Ask students to discuss the questions and explore the importance of different cultures. Encourage students to talk about how people feel when they identify with a culture.

Part 3 (20 mins)

- A.** Point out the word *cultures*, which is plural in the rubric. Explain that the word is plural because we are part of more than one cultural group. Ask students to look at the pictures and ask them what cultural groups Dylan is part of. Have them read the text and list the cultural groups Dylan is part of.

Answer Key: Cultures = Welsh, Rugby, Singing, Indian



Secondary | **Teacher's Notes**

B. Tell students they are going to make a collage and write a paragraph about their different cultures. If needed, help students brainstorm different cultures that they are part of, such as the city or neighborhood they live in or clubs they belong to. Ask them to try to find pictures that represent their cultures and make a collage with them. If they can't find pictures, tell them to draw simple images in small pieces of paper instead. Then have them write a paragraph similar to the one about Dylan. Ask them to show their collages and read their paragraphs to their classmates. At the end of the activity, point out that participating in a variety of cultural groups helps us understand people from different cultures. Remind students that being interested in different things and identifying with different cultures makes life more interesting.

Extension

A. Explain to students that they are going to research a cultural group and make a presentation to the class. Tell them that they can research the culture of a country or a smaller group, such as sports fans, music fans, or a workplace. You may want to let the class brainstorm some ideas and write them on the board. Remind students to include the information from the bullets. Ask them to try to find photos for their presentations and to write as much information as they can on the presentations. If you see students are struggling, ask them to go back and read Dylan's paragraph in Part A. This can be assigned as homework.

B. Students present the culture they researched to their classmates. Provide these questions as a framework:

1. Which culture did you choose?
2. Why did you choose it?
3. What parts of the culture did you focus on?