

# CULTURE SHOCK

**6****GRADE 6**

This guide links the *Culture Shock* unit to the Texas Essential Knowledge and Skills (TEKS) for sixth graders. *Culture Shock* is a social studies unit that allows students to study and explore the history, geography, and culture of a foreign country from a tourist's perspective. This unit also has interdisciplinary connections to English language arts and technology applications. For example, students will use geographic tools to answer geographic questions, as addressed in the Social Studies TEKS. Students will also ask open-ended research questions and develop a plan for answering them, as addressed in the English Language Arts and Reading TEKS; and students will acquire, analyze, and manage content from digital resources, as addressed in the technology applications TEKS. The following document includes the applicable TEKS and the details of the *Culture Shock* unit. The final section of this document presents the applicable Texas College and Career Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

## Description of Unit

In this project, students will begin by exploring a different country. Students will become familiar with the culture, geography, and landmarks that are significant in that country. Students will create a trip to the country including a guidebook, maps, and important language phrases. Students will complete a travel blog to record the events of their journey.

## Goals

Students will meet these goals in their explorations:

- Develop the essential skills of logical thinking, creative problem solving, intellectual risk taking, and communicating
- Have opportunities to generate new ideas
- Become familiar with a particular country and its culture
- Understand and describe the impact of learning about another culture

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## Phase I. Learning Experiences

1. A group of students are coming to a specific region of America from another country for an extended stay. Where should they stay? What should they see during their trip? Use the following discussion questions with students:
  - How long should this trip last?
  - How much money should be budgeted?
  - What are the cultural traits of our country that should be explored?
  - What historical events has this region experienced?
  - How does the geography of this region influence the people who live there?
  - What is the current situation in the U.S.? Are we at peace or war? Could this affect travel to the U.S.?
2. After the class brainstorms possible answers, provide the class with resources to explore their questions. Have a group discussion to help guide subsequent independent research.

## Phase II. Independent Research

### A. Research process

1. Selecting a country. The student will choose and investigate in-depth another country.
2. Asking guiding questions. Once the student has selected a country, the student should think of three to five guiding questions to explore, such as:
  - How will you get there? What will be some of the obstacles?
  - Where will you stay and what do you need to consider (safety, proximity to infrastructure, etc.)?
  - What will you have to know before you go?
  - What will you learn while you are there? (Consider language, social norms, cultural influences, etc.)

While these examples are general, the student's questions should be specific to the chosen country. The questions should lead him/her to form individual research-based opinions. The student should develop a hypothesis or some possible answers to the questions.

3. Designing and submitting a research proposal. The student should include numerous components in the research proposal:
  - The country he/she will study
  - Three to five guiding questions he/she will investigate
  - Primary and secondary resources he/she will need to find answers to questions such as museums and exhibitions, geographic locations, famous landmarks, navigation systems or maps, and an expert on the country or traveling outside the U.S.

In the process of writing the research proposal, students may refine their guiding questions. Here are some questions to guide student identification of resources:

- What libraries, research centers, archival institutions, museums, or organizations will have information about their country?
- What are some key words, events, or people related to the subject?
- What types of primary sources might exist? Who might you interview to gather information?
- What letters, diaries, or other first person narratives are available?

Students may generate remaining unanswered questions.

4. Conducting the research. After you have approved student proposals, students begin using the resources they have identified and others they may encounter. Students should conduct an oral interview with an expert who has traveled abroad, especially if they have traveled to the country the student is studying. Students should document the interview for future reference.

## B. The product

The student shows what he/she has learned by creating a long-term trip itinerary including a guidebook, maps, and important language phrases. Students will complete a travel blog to record the events of their journey.

He/she must complete a Reference List/Works Cited Page that includes at least ten references. The references should include a mix of primary and secondary sources.

## C. Communication

Each student presents his research. The student is free to design and create a presentation fitting for the topic and information that includes key aspects of the product. The presentation may range from 10-20 minutes in length and should be followed by an unscripted Q&A session with audience members.

## D. A completed project consists of:

1. The Topic Proposal including TEKS addressed
2. A log, notes, or resource process sheets
3. The product
4. A Works Cited page
5. The presentation

## Resources

The following resources may be helpful to students:

- <https://www.cia.gov/library/publications/the-world-factbook/>
- <http://www.infoplease.com/countries.html>

Share the article “8th Grader Travels the World” at <http://www.scholastic.com/browse/article.jsp?id=3746827> or read the book *SIHPROMATUM, How One 14-Year-Old’s Journey Around the World Changed Her Life*.

## Texas Essential Knowledge and Skills

The unit may address the following TEKS:

### English Language Arts and Reading:

- 6.1 Reads grade-level text with fluency and comprehension
- 6.2 Understands new vocabulary and uses it when reading and writing\* (Testable on the Grade 6 Reading STAAR, Reporting Category 1)
- 6.3 Analyzes, makes inferences, and draws conclusions about theme and genre in different cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding\* (Testable on the Grade 6 Reading STAAR, Reporting Category 1, Reporting Category 2)
- 6.7 Understands, makes inferences, and draws conclusions about the varied structural patterns and features of literary nonfiction and provides evidence from text to support their understanding\* (Testable on the Grade 6 Reading STAAR, Reporting Category 1)
- 6.9 Analyzes, makes inferences, and draws conclusions about the author's purpose in cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding\* (Testable on the Grade 6 Reading STAAR, Reporting Category 1)
- 6.10 Analyzes, makes inferences, and draws conclusions about expository text and provides evidence from text to support their understanding\* (Testable on the Grade 6 Reading STAAR, Reporting Category 3)
- 6.14 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text\* (Testable on the Grade 7 Writing STAAR, Reporting Category 1, Reporting Category 2, Reporting Category 3)
- 6.19 Understands the function of and use the conventions of academic language when speaking and writing\* (Testable on the Grade 7 Writing STAAR, Reporting Category 3)
- 6.20 Writes legibly and uses appropriate capitalization and punctuation conventions in their compositions\* (Testable on the Grade 7 Writing STAAR, Reporting Category 3)
- 6.21 Spells correctly
- 6.22 Asks open-ended research questions and develops a plan for answering them
- 6.26 Uses comprehension skills to listen attentively to others in formal and informal settings
- 6.27 Speaks clearly and to the point, using the conventions of language

### Mathematics:

- 6.1 Uses mathematical processes to acquire and demonstrate mathematical understanding
- 6.12 Applies mathematical process standards to use numerical or graphical representations to analyze problems
- 6.13 Applies mathematical process standards to use numerical or graphical representations to solve

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problems

- 6.14 Applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor

### Science:

- 6.3 Uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists\* (Testable on the Grade 8 Science STAAR)

### Social Studies:

- 6.1 Understands that historical events influence contemporary events
- 6.2 Understands the influences of individuals and groups from various cultures on various historical and contemporary societies.
- 6.3 Uses geographic tools to answer geographic questions
- 6.4 Understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations
- 6.5 Understands how geographic factors influence the economic development, political relationships, and policies of societies
- 6.6 Understands that geographical patterns result from physical environmental processes
- 6.7 Understands the impact of interactions between people and the physical environment on the development and conditions of places and regions
- 6.8 Understands the factors of production in a society's economy
- 6.9 Understands the various ways in which people organize economic systems.
- 6.10 Understands categories of economic activities and the data used to measure a society's economic level
- 6.12 Understands various ways in which people organize governments
- 6.13 Understands that the nature of citizenship varies among societies
- 6.14 Understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments
- 6.15 Understands the similarities and differences within and among cultures in various world societies
- 6.17 Understands relationships that exist among world cultures
- 6.19 Understands the relationships among religion, philosophy, and culture
- 6.20 Understands the influences of science and technology on contemporary societies
- 6.21 Applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology\* (Testable on the Grade 8 Social Studies STAAR)
- 6.22 Communicates in written, oral, and visual forms\* (Testable on the Grade 8 Social Studies STAAR)
- 6.23 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

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**Technology Applications:**

- 6.1 Uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products
- 6.2 Collaborates and communicates both locally and globally to reinforce and promote learning
- 6.3 Acquires, analyzes, and manages content from digital resources
- 6.4 Makes informed decisions by applying critical thinking and problem solving skills
- 6.5 Practices safe, responsible, legal, and ethical behavior while using technology tools and resources
- 6.6 Understanding of technology concepts, systems, and operations

**Texas College and Career Readiness Standards**

This unit may address the following Texas College and Career Readiness Standards:

**English Language Arts:**

- I.A.2 Generates ideas and gathers information relevant to the topic and purpose, keeping careful records of outside sources
- I.A.3 Evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulates thesis
- II.A.6 Analyzes imagery in literary texts
- II.A.7 Evaluates the use of both literal and figurative language to inform and shape the percepts of readers
- II.A.10 Identifies and analyzes how an author's use of language appeals to the senses, creates imagery, and suggests mood
- II.A.11 Identifies, analyzes, and evaluates similarities and differences in how multiple texts present information, argue a position, or relate a theme
- II.B.1 Identifies new words and concepts acquired through study of their relationships to other words and concepts
- II.B.2 Applies knowledge of roots and affixes to infer the meanings of new words
- II.B.3 Uses reference guides to confirm the meanings of new words or concepts
- II.C.1 Reads a wide variety of texts from American, European, and world literatures
- II.C.3 Analyzes works of literature for what they suggest about the historical period and cultural contexts in which they were written
- II.C.4 Analyzes and compares the use of language in literary works from a variety of world cultures
- II.D.1 Describes insights gained about oneself, others, or the world from reading specific texts
- II.D.2 Analyzes the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film
- III.A.1 Understands how style and content of spoken language varies in different contexts and influences the listener's understanding

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- III.A.2 Adjusts presentation (delivery, vocabulary, length) to particular audiences and purposes
- III.B.1 Participates actively and effectively in one-on-one oral communication situations
- III.B.2 Participates actively and effectively in group discussions
- III.B.3 Plans and delivers focused and coherent presentations that convey clear and distinct perspectives and demonstrates solid reasoning
- IV.A.3 Uses a variety of strategies to enhance listening comprehension
- IV.B.1 Listens critically and responds appropriately to presentations
- IV.B.2 Listens actively and effectively in one-on-one communication situations
- IV.B.3 Listens actively and effectively in group discussions
- V.A.2 Explores a research topic
- V.A.3 Refines research topic and devises a timeline for completing work
- V.B.1 Gathers relevant sources
- V.B.2 Evaluates the validity and reliability of sources
- V.B.3 Synthesizes and organizes information effectively
- V.C.1 Designs and presents an effective product
- V.C.2 Uses source material ethically

### Mathematics:

- VIII.A.1 Analyzes given information
- VIII.A.2 Formulates a plan or strategy
- VIII.B.2 Uses various types of reasoning
- VIII.C.1 Formulates a solution to a real world situation based on the solution to a mathematic problem
- IX.A.2 Uses mathematical language to represent and communicate the mathematical concepts in a problem
- IX.A.3 Uses mathematics as a language for reasoning, problem solving, making connections, and generalizing
- IX.B.1 Models and interprets mathematical ideas and concepts using multiple representations
- IX.B.2 Summarizes and interprets mathematical information provided orally, visually, or in written form within the given context
- IX.C.1 Communicates mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words
- IX.C.2 Creates and uses representations to organize, record, and communicate mathematical ideas
- IX.C.3 Explains, displays, or justifies mathematical ideas and arguments using precise mathematical language in written or oral communications
- X.A.1 Connects and uses multiple strands of mathematics in situations and problems
- X.A.2 Connects mathematics to the study of other disciplines
- X.B.1 Uses multiple representations to demonstrate links between mathematical and real-world situations

- X.B.2 Understands and uses appropriate mathematical models in the natural, physical, and social sciences
- X.B.3 Knows and understands the use of mathematics in a variety of careers and professions

**Science:**

- I.C.1 Collaborates on joint projects
- I.D.1 Demonstrates literacy in computer use
- I.D.2 Uses computer models, applications, and simulations
- III.B.3 Recognizes scientific and technical vocabulary in the field of study and uses this vocabulary to enhance clarity of communication
- III.B.4 Lists, uses and gives examples of specific strategies before, during, and after reading to improve comprehension
- III.C.1 Prepares and represents scientific/technical information in appropriate formats for various audiences
- III.D.1 Uses search engines, databases, and other digital electronic tools effectively to locate information
- III.D.2 Evaluates quality, accuracy, completeness, reliability, and currency of information from any source
- X.C.1 Recognizes variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations
- X.D.2 Understands the types, uses and regulations of the various natural resources
- X.E.1 Describes the different uses for land
- X.E.5 Understands how human practices affect air, water, and soil quality

**Social Studies:**

- I.A.1 Uses the tools and concepts of geography appropriately and accurately
- I.A.2 Analyzes the interaction between human communities and the environment
- I.A.3 Analyzes how physical and cultural processes have shaped human communities over time
- I.A.4 Evaluates the causes and effects of human migration patterns over time
- I.A.5 Analyzes how various cultural regions have changed over time
- I.A.6 Analyzes the relationship between geography and the development of human communities
- I.B.3 Analyzes causes and effects of major political, economic, and social changes in U.S. and world history
- I.C.1 Evaluates different governmental systems and functions
- I.D.2 Analyzes the basic functions and structures of international economics
- I.E.1 Identifies different social groups and examines how they form and how and why they sustain themselves
- I.E.2 Defines the concept of socialization and analyzes the role socialization plays in human development and behavior
- I.E.3 Analyzes how social institutions function and meet the needs of society

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- II.A.1 Defines a “multicultural society” and considers both the positive and negative qualities of multiculturalism
- II.A.2 Evaluates the experiences and contributions of diverse groups to multicultural societies
- II.B.1 Explains and evaluates the concepts of race, ethnicity, and nationalism
- II.B.3 Analyzes diverse religious concepts, structures, and institutions around the world
- II.B.4 Evaluates how major philosophical and intellectual concepts influence human behavior or identity
- II.B.5 Explains the concepts of socioeconomic status and stratification
- II.B.6 Analyzes how individual and group identities are established and change over time
- III.A.1 Distinguishes spatial patterns of human communities that exist between or within contemporary political boundaries
- III.A.2 Connects regional or local developments to global ones
- III.A.3 Analyzes how and why diverse communities interact and become dependent on each other
- III.B.1 Applies social science methodologies to compare societies and cultures
- IV.A.1 Identifies and analyzes the main idea(s) and point(s) of view in sources
- IV.A.2 Situates an informational source in its appropriate contexts
- IV.A.3 Evaluates sources from multiple perspectives
- IV.A.4 Understands the differences between a primary and secondary source and uses each appropriately to conduct research and construct arguments
- IV.A.6 Reads research data critically
- IV.B.1 Uses established research methodologies
- IV.B.2 Explains how historians and other social scientists develop new and competing views of past phenomena
- IV.B.3 Gathers, organizes, and displays the results of data and research
- IV.B.4 Identifies and collects sources
- IV.C.1 Understands/interprets presentations critically
- V.A.1 Uses appropriate oral communication techniques depending on the context or nature of the interaction
- V.A.2 Uses conventions of standard written English
- V.B.1 Attributes ideas and information to source materials and authors

### Cross-Disciplinary Standards:

- I.A.1 Engages in scholarly inquiry and dialogue
- I.D.1 Self-monitors learning needs and seeks assistance when needed
- I.D.2 Uses study habits necessary to manage academic pursuits and requirements
- I.D.3 Strives for accuracy and precision
- I.D.4 Perseveres to complete and master tasks
- I.E.1 Works independently
- I.E.2 Works collaboratively

- I.F.1 Attributes ideas and information to source materials and people
- I.F.2 Evaluates sources for quality of content, validity, credibility, and relevance
- II.A.2 Uses a variety of strategies to understand the meanings of new words
- II.A.3 Identifies the intended purpose and audience of the text
- II.A.4 Identifies the key information and supporting details
- II.A.5 Analyzes textual information critically
- II.A.6 Annotates, summarizes, paraphrases, and outlines texts when appropriate
- II.A.7 Adapts reading strategies according to structure of texts
- II.A.8 Connects reading to historical and current events and personal interest
- II.B.1 Writes clearly and coherently using standard writing conventions
- II.B.2 Writes in a variety of forms for various audiences and purposes
- II.C.2 Explores a research topic
- II.C.3 Refines research topic based on preliminary research and devises a timeline for completing work
- II.C.4 Evaluates the validity and reliability of sources
- II.C.5 Synthesizes and organizes information effectively
- II.C.6 Designs and presents an effective product
- II.C.7 Integrates source material
- II.C.8 Presents final product
- II.D.2 Uses statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data
- II.D.3 Presents analyzed data and communicates findings in a variety of formats
- II.E.1 Uses technology to gather information
- II.E.2 Uses technology to organize, manage, and analyze information
- II.E.3 Uses technology to communicate and display findings in a clear and coherent manner
- II.E.4 Uses technology appropriately