



# World Traveler - Unit 1 - Considering Culture

## Unit Focus

Life devoted to travel can profoundly shape one's personal view of the world and politics. Thoughtful travel can broaden every person's perspectives, challenge outdated assumptions, and create a force for peace in the world. In this first unit of study, students will thoughtfully consider the purpose of travel, the meaning of culture, and what they hope to get out of experiencing other places. Students will begin by exploring different ideas about why people travel, and consider how traveling to grow and learn is fundamentally different from traveling for leisure. Then, students will investigate the meaning of culture; when people travel to learn about or immerse themselves in a different culture, what exactly are they learning about? After developing a list of cultural "non-negotiables" that they seek to learn about through travel, students will complete a performance task in which they will apply these understandings in order to evaluate a travel guide for a place they are already familiar with, and consider the strengths and limitations of the guide in giving the traveler an authentic cultural experience.

## Stage 1: Desired Results - Key Understandings

| Standard(s)   | Transfer  |   |
|---|---|---|
| <p><b>C3 Framework for Social Studies State Standards</b><br/> <i>Social Studies: 10</i><br/>           921845 Dimension 1. Developing Questions &amp; <b>PLANNING INQUIRIES</b><br/>           921846 Constructing Compelling Questions<br/>           921847 <b>INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</b><br/>           • D1.1.9-12. Explain how a question reflects an enduring issue in the field.<br/>           921854 <i>Determining Helpful Sources</i><br/>           921855 <b>INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</b><br/>           • D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.<br/>           921959 Dimension 4. Communicating Conclusions &amp; Taking <b>INFORMED ACTION</b><br/>           921960 <i>Communicating Conclusions</i><br/>           921961 <b>INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</b><br/>           • D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).<br/>           • D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches,</p> | <p><i>Students will be able to independently use their learning to...</i><br/> <b>T1</b> Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.<br/> <b>T2</b> Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.</p>   |   |
|   | Meaning   |   |
|   | Understanding(s)  | Essential Question(s)   |
|   | <p><i>Students will understand that...</i><br/> <b>U1</b> Through travel, people can gain more understanding and empathy for other people and cultures<br/> <b>U2</b> Culture can be understood in many different ways, but generally describes the values and beliefs of a group of people transmitted through the generations<br/> <b>U3</b> Some cultural curiosities can only be truly understood when immersed in the environment and among the people of a destination.</p> | <p><i>Students will keep considering...</i><br/> <b>Q1</b> Why travel?<br/> <b>Q2</b> What is culture?<br/> <b>Q3</b> What are some cultural non-negotiables we should be exploring as travelers?</p> |

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| <p>reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p><b>School-specific (only available to this unit)</b><br/> <i>Social Studies: 10</i></p> <ul style="list-style-type: none"> <li>10050596 D2.Soc.6.9-12. Identify the major components of culture.</li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)</li> <li>Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)</li> </ul> | Acquisition of Knowledge and Skill   |   |
|--|--|---|
|  | Knowledge  | Skill(s)  |
|  | <p><i>Students will know...</i></p> <p><b>K1</b> Benefits and obstacles to travel</p> <p><b>K2</b> Personal goals when considering travel experiences</p> <p><b>K3</b> Definitions, conceptions, and misconceptions of culture</p> <p><b>K4</b> Elements (both material and non-material) that make up a culture</p> | <p><i>Students will be skilled at...</i></p> <p><b>S1</b> Reflecting upon personal goals for travel</p> <p><b>S2</b> Evaluating the costs and benefits of travel experiences</p> <p><b>S3</b> Close reading and summarizing</p> <p><b>S4</b> Analyzing cultural elements</p> <p><b>S5</b> Identifying ways of learning about culture through travel</p> |