



## World Traveler - Unit 2 - Cultural Sensitivity

### Unit Focus

In the second unit of the course, students will continue to grapple with the question of how to appreciate the cultures of different places around the world by considering how to authentically represent those cultures without slipping into stereotypes. Students will explore more deeply how the architecture, food, music, sports, geography, etc. of a place are representative of that place's history and cultural identity. Then, students will investigate the nature of stereotyping and why people are prone to use stereotypes in order to develop a set of guidelines for how to avoid presenting those stereotypes. Those guidelines will be used as students engage in a performance task which asks them to represent the culture of a place as authentically as possible by designing a new pavilion for inclusion in Epcot's World Showcase. The performance task engages students on three levels of thinking - thinking about how to represent cultures with resorting to stereotypes, thinking about how a traveler can seek out greater understanding of another culture through those experiences, and thinking about the obstacles to truly understanding another place without actually going there.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>C3 Framework for Social Studies State Standards</b>  <i>Social Studies: 10</i>            921845 Dimension 1. Developing Questions &amp; PLANNING INQUIRIES            921854 Determining Helpful Sources            921855 INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>921857 Dimension 2. Applying Disciplinary Concepts &amp; TOOLS            921903 GEOGRAPHY            921909 Human-Environment Interaction: Place, Regions, and Culture            921910 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <ul style="list-style-type: none"> <li>• D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> <li>• D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> </ul> <p>921950 Dimension 3. Evaluating Sources &amp; USING EVIDENCE            921951 Gathering and Evaluating Sources            921952 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <ul style="list-style-type: none"> <li>• D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul> <p>921959 Dimension 4. Communicating Conclusions &amp; Taking INFORMED ACTION            921969 Taking Informed Action</p>	<p><i>Students will be able to independently use their learning to...</i>  <b>T1</b> Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.  <b>T2</b> Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i>  <b>U1</b> Travelers seek to broaden their understanding of and empathy for other people by trying to learn about their cultures.  <b>U2</b> The representation of different cultures involves a process of selection, and the representations included/excluded shape other's understandings of the culture  <b>U3</b> Cultures are varied and complex, and cannot be represented fairly by resorting to stereotypes</p>	<p><i>Students will keep considering...</i>  <b>Q1</b> What are some cultural non-negotiables we should be exploring as travelers?  <b>Q2</b> To what extent can a culture be replicated and/or fairly represented?  <b>Q3</b> Where is the line between representing culture and stereotyping, and how can I avoid the latter?</p>
	Acquisition of Knowledge and Skill	
Knowledge	Skill(s)	
<p><i>Students will know...</i>  <b>K1</b> The purpose of Epcot's World Showcase</p>	<p><i>Students will be skilled at...</i>  <b>S1</b> Close reading and summarizing</p>	

## Stage 1: Desired Results - Key Understandings

<p><i>921970 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> <li>• D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> </ul> <p><b>School-specific (only available to this unit)</b>  <i>Social Studies: 10</i></p> <ul style="list-style-type: none"> <li>• 10050598 D2.Soc.6.9-12. Identify the major components of culture.</li> <li>• 10050597 * D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.</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>• Product Creation: Effectively use a medium to communicate important information. (POG.3.2)</li> </ul>	<p><b>K2</b> Strengths and limitation of representing culture through artifacts</p> <p><b>K3</b> Vocabulary: Prejudice, discrimination, stereotype</p> <p><b>K4</b> Reasons that humans form stereotypes, and the dangers of stereotypes</p>	<p><b>S2</b> Analyzing cultural elements</p> <p><b>S3</b> Identifying ways of learning about culture</p> <p><b>S4</b> Sharing ideas through socratic seminar</p> <p><b>S5</b> Oral presentation</p> <p><b>S6</b> Differentiating between cultures</p>
---	--	---