



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 Thoughtful travel can broaden every person's perspectives, challenge outdated assumptions, and create a force for peace in the world.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

ESTABLISHED GOALS	TRANSFER	
<p>C3 Framework for Social Studies State Standards <i>Social Studies: 10</i> 921845 Dimension 1. Developing Questions & PLANNING INQUIRIES 921846 Constructing Compelling Questions 921847 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ... • D1.1.9-12. Explain how a question reflects an enduring issue in the field. 921854 Determining Helpful Sources 921855 INDIVIDUALLY AND WITH OTHERS, STUDENTS ... • 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. 921959 Dimension 4. Communicating Conclusions & Taking INFORMED ACTION 921960 Communicating Conclusions 921961 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO... • 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</p>	T1 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.	T2 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 Through travel, people can gain more understanding and empathy for other people and cultures	Q1 Why travel? Q2 What is culture?
	U2 Culture can be understood in many different ways, but generally describes the values and beliefs of a group of people transmitted through the generations	Q3 What are some cultural non-negotiables we should be exploring as travelers?
	U3 Some cultural curiosities can only be truly understood when immersed in the environment and among the people of a destination.	
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
	K1 Benefits and obstacles to travel	S1 Reflecting upon personal goals for travel
	K2 Personal goals when considering travel experiences	S2 Evaluating the costs and benefits of travel experiences

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

given its purpose (e.g., cause and effect, chronological, procedural, technical).

- 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, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

School-specific (only available to this unit)
Social Studies: 10

- 10050596 D2.Soc.6.9-12. Identify the major components of culture.

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.

Global Thinking

- Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews.

K3 Definitions, conceptions, and misconceptions of culture

K4 Elements (both material and non-material) that make up a culture

S3 Close reading and summarizing

S4 Analyzing cultural elements

S5 Identifying ways of learning about culture through travel