



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.

This unit and those that follow will largely be driven by performance tasks and the associated choices and inquiries that go along with them. As a level 1 course, teachers should embrace opportunities to let students explore independently, grapple with difficult decisions, and take intellectual risks.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
C3 Framework for Social Studies State Standards <i>Social Studies: 10</i> 921845 Dimension 1. Developing Questions & PLANNING INQUIRIES 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. 921857 Dimension 2. Applying Disciplinary Concepts & TOOLS 921903 GEOGRAPHY 921909 Human-Environment Interaction: Place, Regions, and Culture 921910 INDIVIDUALLY AND WITH OTHERS, STUDENTS... • D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. • D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. 921950 Dimension 3. Evaluating Sources & USING EVIDENCE 921951 Gathering and Evaluating Sources	T1 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.	
	T2 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 Travelers seek to broaden their understanding of and empathy for other people by trying to learn about their cultures.	Q1 What are some cultural non-negotiables we should be exploring as travelers?
	U2 The representation of different cultures involves a process of selection, and the representations included/excluded shape other's understandings of the culture	Q2 To what extent can a culture be replicated and/or fairly represented?
	U3 Cultures are varied and complex, and cannot be represented fairly by resorting to stereotypes	Q3 Where is the line between representing culture and stereotyping, and how can I avoid the latter?
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
	K1 The purpose of Epcot's World Showcase	S1 Close reading and summarizing
K2 Strengths and limitation of representing culture through artifacts	S2 Analyzing cultural elements	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

921952 *INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
 • 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.
 921959 *Dimension 4. Communicating Conclusions & Taking INFORMED ACTION*
 921969 *Taking Informed Action*
 921970 *INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
 • 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.
School-specific (only available to this unit)
Social Studies: 10
 • 10050598 D2.Soc.6.9-12. Identify the major components of culture.
 • 10050597 * D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.

Student Growth and Development 21st Century Capacities Matrix
Critical Thinking
 • Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.
Creative Thinking
 • Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry.

K3 Vocabulary: Prejudice, discrimination, stereotype

 K4 Reasons that humans form stereotypes, and the dangers of stereotypes

S3 Identifying ways of learning about culture

 S4 Sharing ideas through socratic seminar

 S5 Oral presentation

 S6 Differentiating between cultures