

Main Idea 4:

Culture Changes Over Time

CONTRIBUTING QUESTIONS



Core Question: 'Is cultural change always a good thing?' (for the majority of students)



Structured Question: 'How is our culture different from the way it was when our parents were our age?' (for those students who require help and support)



Extended Question: 'How important is it to maintain your culture?' (for gifted and high achievers)

BACKGROUND INFORMATION FOR TEACHERS

No culture is static although many communities resist change. Why does it change?

- International commerce is expanding (China is rapidly embracing western culture).
- The mass media is increasingly global.
- The world population will double in less than 50 years.
- New inventions bring change.
- Traditional gender roles have changed.
- Change in interrelationship between culture and environment (depleting energy resources, global warming, greenhouse gases).

References

- Culture Change: An Introduction to the Processes & Consequences of Culture Change (2008)
- Global Education: <http://www.globaleducation.edu.au/>
- Think, Pair, Share: <http://olc.spsd.sk.ca/DE/PD/instr/strats/think/>
- Extent Barometer (p65). Other examples can be found at: <http://www.teacherpd.com.au/bar>
- Using Cartoons & Comic Strips: BBC English: <http://www.teachingenglish.org.uk/language-assistant/teaching-tips/using-cartoons-comic-strips>

Main Idea 4: 'Culture Changes Over Time'

Learning Experiences

Learning Experiences	Resources
<p>1. Survey: Conduct a survey of parents and grandparents about their life as a 10 to 12 year old. Have a Think/Pair/Share session where students examine survey results. Are the changes all for the better? Are the changes all tied to advancements in technology? Has anything not changed over time?</p> <p>2. Timeline: Take one aspect of culture that has changed over time (fashion, entertainment, attitude to the environment etc). Create a timeline for change. Timelines should include dates and be mainly visual. Gathering the visuals could be a research task set for home and the timeline constructed at school. This could be done individually or with a partner.</p> <p>3. Comic Strip: Students create a cartoon strip which sends a character (possibly themselves) via their time machine into the past to discover how much their culture has changed!</p> <p>4. Differentiated Task – 'Culture Changes Over Time': Divide class into 3 ability groups. Groups should sit together but work in pairs within groups for greater efficiency.</p> <p>Core Question: 'Is cultural change always a good thing?' Identify three aspects of cultural change that you believe are positive and find three aspects of cultural change that you would not like to see change. Use p62 to record your views.</p> <p>Structured Question: 'How is our culture different from the way it was when our parents were our age?' Students create a 'Pros and Cons' chart for at least 5 changes in our culture previously identified.</p> <p>Extended Question: 'How important is it to maintain your culture?' Group to discuss the aspects of culture specified on p63. Group to decide how important it is to not allow change over time. Opinions to be represented with a numeric score. If group cannot reach consensus, individual responses are kept.</p> <p>At the conclusion of this activity, groups to report back to the class explaining their task and the results of their collaboration.</p>	<p>Culture Survey of Parents and Grandparents (p59)</p> <p>Comic Strip (p60) Web2.0 Tools: http://www.comicmaster.org.uk/ http://www.bitstripsforschools.com/</p> <p>Is Cultural Change Always Good?: Plus & Minus (p62)</p> <p>'How Did Our Parents Live?' Pros & Cons Chart (p61)</p> <p>Extent Barometer (p63)</p>

Assessment

- Quality of survey results.
- Quality of research and timeline produced.
- Continued anecdotal records of group work.
- Post-test of unit (teachers to decide based on unit content covered).
- Teacher administered rubrics to assess group and classwork (p64).



Culture Survey of Family Members

Conduct a survey of family members of different ages to see how the following aspect of culture has changed since they were your age. Add 2 survey topics of your own.

	Parents/Guardian	Older Family member
Holidays		
Toys		
Hobbies		
House hold Chores		
TV Programs		
Clothing Styles		
Favourite Foods		



Comic Strip

Directions: You are a time traveller. Your mission: go back in time to your older family member's childhood and discover how life was back then. Your comic strip should focus on aspects of cultural change.

1	2
3	4
5	6



How Did Our Parents Live?

Instructions: In the first column, list 5 aspects of culture which may have changed from when your parents were your age. In the middle column, write down any good things or advantages (pros) of this change. In the right-hand column, list any negative aspects to these changes (cons). Be prepared to report back to the class.



Purple Group 1

	Cultural Change	Pros	Cons
1			
2			
3			
4			
5			

Instructions: Work with a partner to find 3 cultural changes that you think are a good thing. Record these explaining why such change is a good thing. Then think of 3 cultural changes that you believe are not for the better. Again, explain your thinking. Be prepared to report back to the class.



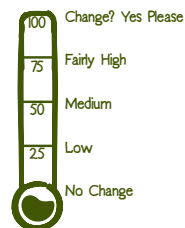
Pink Group 2

Cultural Change	Why is change a good thing?
Cultural Change	Why is change not a good thing?



Extent Barometer

Directions: We have found that culture changes over time. But is that always a good thing? Examine each of the following aspects of cultural change and decide whether you would rather it stayed as it is. Use the extent barometer to express your view: 0 (zero) if you want no change to 100 if change is a very positive thing. Explain your view in each box.



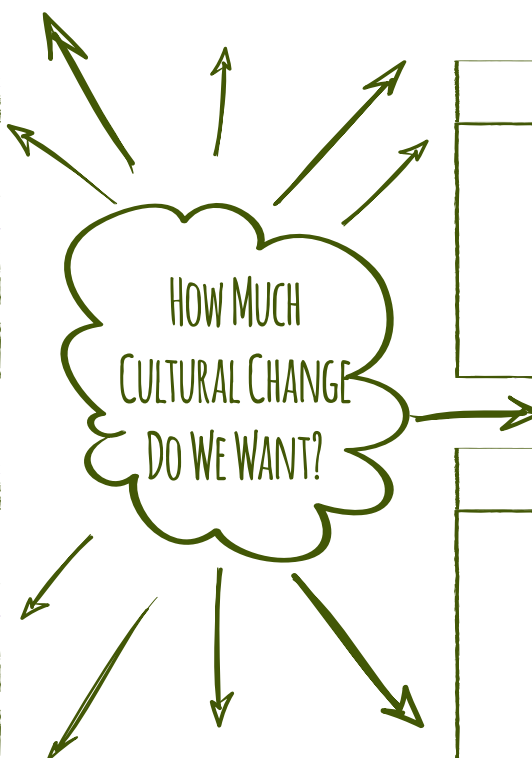
Green Group

Australia's Flag	Family Relationships	Hairstyles
View	View	View

Fashion	Music
View	View

Sport	Transport
View	View

Food	Language	Entertainment
View	View	View





Unit Rubric

NAME: _____ DATE: _____

Criteria	1	2	3	Score
Participates in class discussions	Little or no participation	Occasional participation or when called upon	Regular, enthusiastic participation	
Working with a partner	Uncooperative or regularly off-task	Cooperative and mostly on-task	Reliable, collaborative and always on task	
Engagement in lessons	Regularly off-task and distracting to others	Mostly on-task. A fairly independent worker	Enthusiastic, always on-task, independent	
Completes set tasks	Unreliable. Needs constant reminding. Work often late.	Most work completed on time	Work always on time	
Quality of work produced	Below requirements of task	Meets requirements of task	Exceeds requirements of task	
Total				

Group Work Rubric

NAME: _____ DATE: _____

Criteria	1	2	3	Score
Social interaction	Frequently interrupts or 'puts down' others or does not contribute	Listens to others and co-operates most of the time	Respects the views of others; a real team player	
Leadership	Uncooperative; accepts few or no tasks	Co-operative: accepts tasks	Organises and plans tasks	
On-task behaviour	Easily distracted and often off-task	On-task most of the time	Consistently on-task	
Contribution to group	Unreliable; completes few or no tasks	Completes set tasks	Goes beyond what is necessary	
Total				