

Becoming A Cultural Researcher

Topic: Anthropology
Subtopic: Tools and Methods
Type: Curriculum Materials
Level: for grades Kindergarten through 8
Time: Less than a week
Origin: Moveable Museum

Keywords:

Anthropology--Study and teaching • Antiquities • Ethnology • Field work (Educational method) • Manners and customs • Material culture • Science--Methodology

MORE ABOUT THIS RESOURCE

Students learn about material culture in this Moveable Museum lesson plan by taking a firsthand look at how culture influences the kinds of things we do. The 12-page PDF guide has:

- Educator materials—background information, teacher strategies, assessment guidelines, and detailed notes about the curriculum standards addressed.
- Becoming a Cultural Researcher activity worksheet—a series of questions that prompts students to reflect on the material culture of daily activities, customs, or ceremonies.
- Vocabulary—a kid-friendly glossary of related terms.

STANDARDS

National Science Education Standards

Grades K-4:

Science as Inquiry CONTENT STANDARD A:

- abilities necessary to do scientific inquiry
- understanding about scientific inquiry

Physical Science CONTENT STANDARD B:

- properties of objects and materials

Science in Personal and Social Perspectives CONTENT STANDARD F:

- characteristics and changes in populations
- types of resources
- changes in environments

History and Nature of Science CONTENT STANDARD G:

- science as a human endeavor

Grades 5-8:

Science as Inquiry CONTENT STANDARD A:

- abilities necessary to do scientific inquiry
- understanding about scientific inquiry

Science in Personal and Social Perspectives CONTENT STANDARD F:

- personal health
- populations, resources, and environments
- natural hazards

History and Nature of Science CONTENT STANDARD G:

- science as a human endeavor

Curriculum Standards for Social Studies

Grades K-4:

Culture

- explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.
- describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.
- give examples and describe the importance of cultural unity and diversity within and across groups.

Time, continuity and change

- demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views.

People, places and environment

- describe how people create places that reflect ideas, personality, culture, and wants and needs as they design

homes, playgrounds, classrooms, and the like.

Individual Development and Identity

- identify and describe ways family, groups, and community influence the individual's daily life and personal choices.

Individuals, Groups, and Institutions

- identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member.
- give examples of and a plain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.

Global Connections

- explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding.

Grades 5-8:

Culture

- compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- explain how, information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.
- explain why individuals and groups respond differently to their physical and social environments and or changes to them on the basis of shared assumptions, values, and beliefs.

Time, continuity and change

- demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views.
- identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

People, places and environment

- describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like.
- examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.

Individual Development and Identity

- describe personal connections to place-as associated with community, nation, and world.
- describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity.
- identify and describe ways region-al, ethnic, and national cultures influence individuals' daily lives.

Individuals, Groups, and Institutions

- demonstrate an understanding of concepts such as role, status, and social class in describing the inter-actions of individuals and social groups.
- analyze group and institutional influences on people, events, and elements of culture.

Production, Distribution, and Consumption

- give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.
- describe the role of specialization and exchange in the economic process.
- explain and illustrate how values and beliefs influence different economic decisions.

Global Connections

- describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.

Michigan Framework for Social Studies Education

Strand 2 – Geographic Perspective

- **Standard 2.1 – (People, Places and Cultures)** – Students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.
 - **Benchmark 2.1.1 – (Early Elementary)** – Describe the human characteristics of places and explain some basic causes for those characteristics.
 - **Benchmark 2.1.5 – (Later Elementary)** – Locate and describe the major places, cultures, and communities of the nation, and compare their characteristics.
 - **Benchmark 2.1.6 – (Middle School)** – Locate and describe the diverse places, cultures, and communities of major world regions.
 - **Benchmark 2.1.8 – (Middle School)** – Explain why people live and work as they do in different regions.