

How Does Where You Live Shape How You Live?

Topic: Anthropology
Subtopic: General
Type: Activity
Level: for grades 6 and up
Time: Less than a week
Origin: Petra

Keywords:
Biotic communities • Habitat (Ecology) • Human beings--Effect of environment on

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This activity is a supplement to the Petra Educator's Guide. Here, students analyze photographs to learn about the influence ecosystems have on living conditions and cultures. It includes:

- a list of materials
- step-by-step instructions

STANDARDS

National Science Education Standards

Grades K-4:

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:

- 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:

- populations, resources, and environments
- natural hazards
- risks and benefits

History and Nature of Science CONTENT STANDARD G:

- science as a human endeavor

Grades 9-12:

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:

- natural resources
- environmental quality
- natural and human-induced 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.
- 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.
- compare ways in which people from different cultures think about and deal with their physical environment and social conditions.

People, places and environment

- locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans.
- describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle.
- describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.
- examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

Grades 5-8:*Culture*

- compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- 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.

People, places and environment

- locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans, and explain their relationships within the ecosystem.
- describe physical system changes such as seasons, climate and weather, and the water cycle and identify geographic patterns associated with them.
- 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.

Grades 9-12:*Culture*

- analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.

People, places and environment

- describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population.
- use knowledge of physical system changes such as seasons, climate and weather, and the water cycle to explain geographic phenomena.
- describe compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, 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.

Michigan Framework for Social Studies Education**Strand 2 – Geographic Perspective**

- **Standard 2.2 – (Human/Environment Interaction)** – Students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.
 - **Benchmark 2.2.2 – (Early Elementary)** – Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.
 - **Benchmark 2.2.5 – (Later Elementary)** – Describe the location, use and importance of different kinds of resources and explain how they are created, and the consequences of their use.
 - **Benchmark 2.2.7 – (Later Elementary)** – Explain how various people and cultures have adapted to and modified the environment.
 - **Benchmark 2.2.10 – (Middle School)** – Explain the importance of different kinds of ecosystems to people.
 - **Benchmark 2.2.11 – (Middle School)** – Explain how humans modify the environment and describe some of the possible consequences of those modifications.
 - **Benchmark 2.2.12 – (Middle School)** – Describe the consequences of human/environment interactions in several different types of environments.

Strand 5 – Inquiry

- **Standard 5.1 – (Information Processing)** – Students will acquire information from books, maps, newspapers, data sets, and other sources, organize and present the information in maps, graphs, charts, and time lines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.
 - **Benchmark 5.1.1 – (Early Elementary)** – Locate information using people, books, audio/video recordings, photos, simple maps, graphs, and tables.

- **Benchmark 5.1.7 – (Middle School)** – Locate and interpret information about the natural environments and cultures of countries using a variety of primary and secondary sources and electronic technologies including computers and telecommunications where appropriate.
- **Benchmark 5.1.10 – (High School)** – Locate information pertaining to a specific social science topic in depth using a variety of sources and electronic technologies.