

Name _____

The Forces of Culture



Many forces change our culture, and culture is a force that acts upon us as individuals. We can travel the world and see our cultures' similarities and differences. Culture changes over time and place. The arts, buildings, clothing, money, food... are all artifacts of culture. A culture's identity is rooted in the forces that create it. Now is your time to explore and present the forces of culture that define this earth.

Essential Questions

1. How is culture a force that acts upon individuals?
2. How would you describe the forces of art and artifacts in making culture unique?
3. What else is in the world, that I might never get to see?

Culminating Event

MMA International Festival December 19.
Families are invited to tour this school-wide event.

Students will learn:

ELA

1. Research methods
2. Explanatory writing techniques

Geography

3. Cultural forces
4. Country geography

Art

5. 2d & 3d design principles
6. Gallery curation techniques

Students will do:

Together

1. Tour an Art Museum

ELA

2. Write a research paper.

Geography

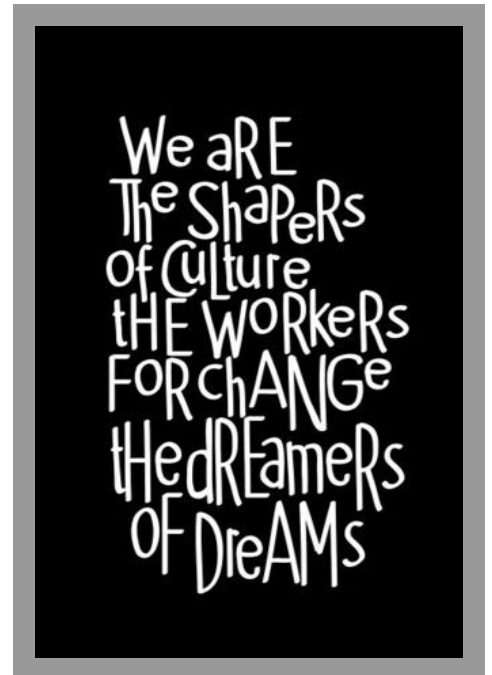
3. Design an informational poster.

Art

4. Create art and artifacts.

Together

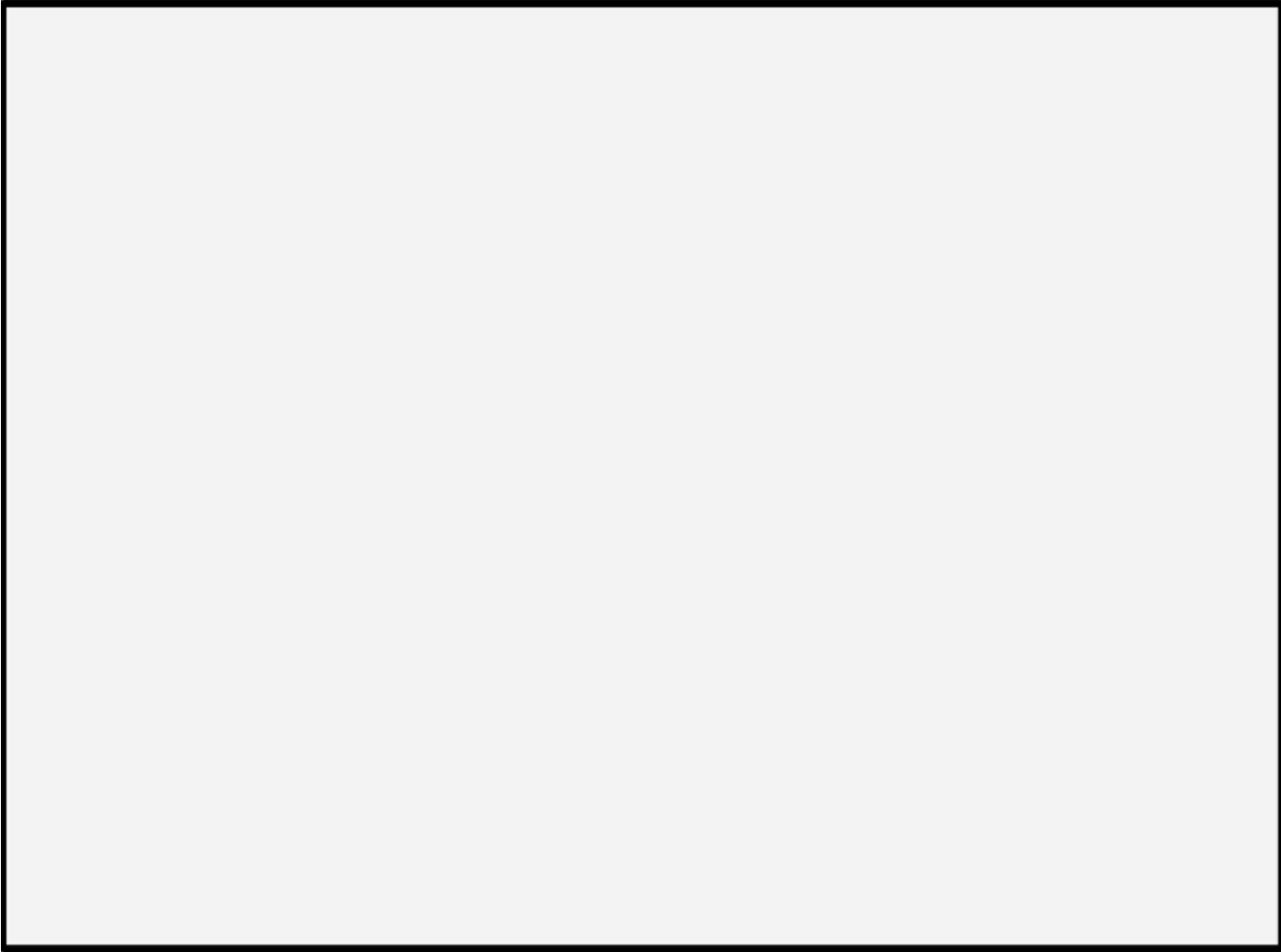
5. Present your findings in a show.



The Forces of Culture (Kick off Activity)

Utah Museum of Fine Arts

Sketch an artwork that has inspired you:



Title _____

Artist _____

What does the artwork mean?

Describe how was it made...

Museum Etiquette Rubric

	4	3	2	1
UMFA	Helped Others Maintain Museum Etiquette	Maintained Museum Etiquette	Needed 1 Reminder for Museum Etiquette	Needed More Than 1 reminder for Museum Etiquette
	Well-developed Sketch	Detailed Sketch	Rough Sketch	Outlined Sketch
	Well written and Detailed Description	Detailed Description	Bullet Point Description	Only 1-2 Words

Brainstorm Sketches: to Help You Narrow Your Area of Research

Country selected _____

Government

Money, headquarters, defense, holidays...

Title _____

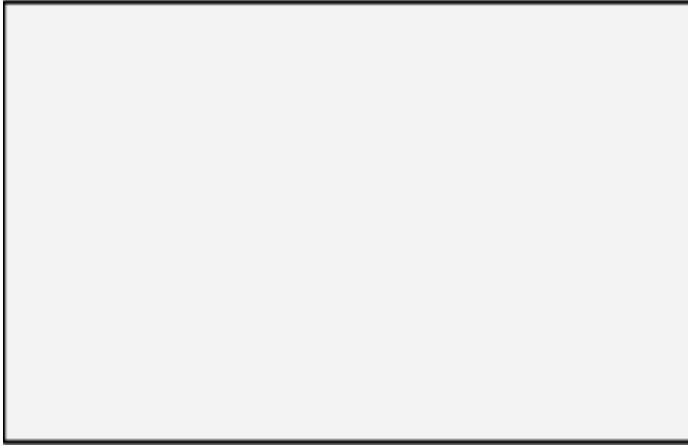
Language

Alphabet, book, scroll, story...

Title _____

Religion

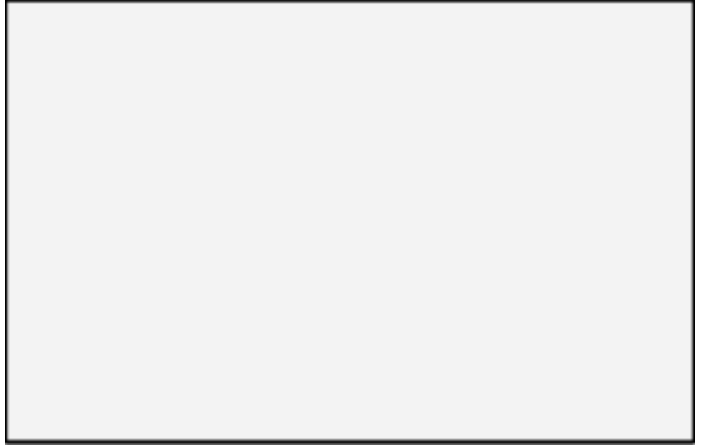
Figurines, temples, symbols, rituals...



Title _____

Geography

Landscapes, map borders, gardens...



Title _____

Lifestyle

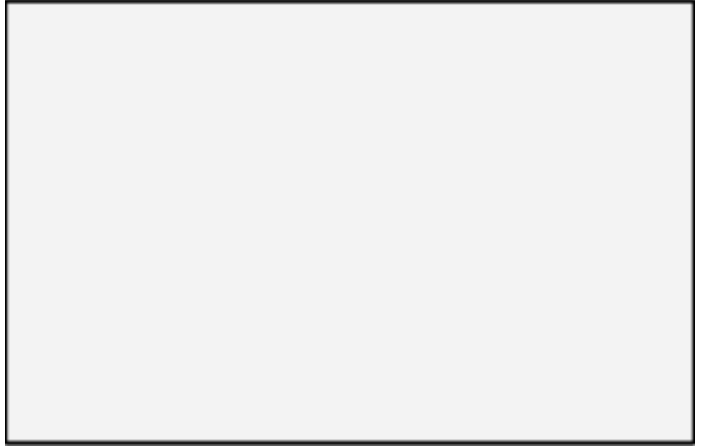
Cars, fashion, architecture, art...



Title _____

Other

Your Choice Here:



Title _____

Geography Project Specifics

- 1) How would you describe the forces of art and artifacts in making cultures uniquely themselves?
- 2) What do you think are the forces that act upon culture? How is culture a force that acts upon individuals?
- 3) What are some ways religions from around the world are represented through artistic creations?

Standards covered

WG 3.1 Students will identify and describe the essential defining characteristics and functions of culture.

WG 3.4 Students will identify the causes, methods, and effects for the diffusion and distribution of cultural characteristics among different places and regions

WG 3.5 Students will explain how the basic tenets of world religions affect the daily lives of people

Check ins and Progress dates

1. Field Experience at the Utah Museum of Fine Arts - November 1
2. Approve research project with Mr. Adrian - November 6 & 7
3. Progress check - November 13 & 14
4. Progress check - November 27 & 28
5. How to make a poster-board presentation lesson December 4 & 5
6. Progress check - December 6 & 7
7. Progress check - December 11 & 12
8. International Festival Presentation - December 19
9. Reflection Questions Due - January 4 & 5

Reflections

- 4) How did your thinking change during the research process?
- 5) Summarize the process of developing your project for presentation. What parts were easy? What parts were hard? Did the finished product end up the way you predicted at the beginning, or differently? In what ways?
- 6) What would you do differently if you had to do this project again?
- 7) How would you evaluate your work during this process? Explain in detail.

Presentation preparation guidelines

Design and create a display board illustrating the country you chose to research and the ways culture is expressed in that country for presentation at the International Festival. Your display should be an eye-catching, attractive, and informative poster-board that illustrates the rich diversity of cultural expression in the country you chose to research.

Overall Design

1. Your display should have a clear theme

2. Your display should use two or three colors for the background and lettering
3. Items should be attached to your board
4. Your display should be neat and orderly. There should not be a lot of blank space. There should not be a lot of clutter either.
5. Think about what you can do with your board to make it unique and distinct from anyone else's presentation.

Poster-board Presentation Rubric

	Distinguished	Proficient	Approaching	Developing
Development	<p>Develops the topic with insightful analysis of the most significant and relevant:</p> <ul style="list-style-type: none"> · Facts · Details · Quotations · Relevant information and examples <p>Examples are appropriate to the audience's knowledge of the topic.</p>	<p>Develops the topic with insightful analysis of the most significant and relevant:</p> <ul style="list-style-type: none"> · Facts · Details · Quotations · Relevant information and examples <p>Examples are somewhat appropriate to the audience's knowledge of the topic.</p>	<p>Develops the topic with minimal analysis of well-chosen:</p> <ul style="list-style-type: none"> · Facts · Details · Quotations · Relevant information and examples <p>Few examples are appropriate to the audience's knowledge of the topic</p>	<p>Develops the topic but analyzes the following sparsely and/or ineffectively:</p> <ul style="list-style-type: none"> · Facts · Details · Quotations · Relevant information and examples <p>Examples are not appropriate to the audience's knowledge of the topic.</p>
Organization	<p>Organizes information so that each new idea builds on the one before.</p> <p>The whole poster-board is used. The layout is attractive. There is a central image that clearly represents the project's theme. The poster-board has plenty of information but it is not cluttered.</p> <p>The theme is clear, relevant, and creative. Time and effort spent on the project is obvious.</p>	<p>Organizes information to make important connections and distinctions.</p> <p>The whole poster-board is used. The layout is attractive. There is a central image that mostly represents the project's theme. The poster-board has plenty of information but might be a little cluttered.</p> <p>The theme is clear and relevant. Time and effort spent on the project is obvious.</p>	<p>Somewhat organizes information, but not all connections and distinctions are made.</p> <p>The poster-board has some obvious bare patches. The layout is not attractive. The central image is not obvious and/or it is difficult to see how the image represents the theme. The poster board does not have plenty of information but may still be cluttered.</p> <p>The theme is not clear, relevant, and/or creative. It is not apparent that sufficient time was spent.</p>	<p>Attempts to organize information, but connections and distinctions are not made.</p> <p>The poster-board is mostly bare. The layout is not attractive. The central image does not represent the theme. The poster-board does not have very much information.</p> <p>The theme is not clear, relevant, and/or creative. It is apparent that not much time or effort were spent.</p>

<p>Synthesis of Form and Content</p>	<p>Images are relevant and interesting.</p> <p>Text is relevant and informative. Standards of grammar, style, and usage are observed at all times.</p> <p>Text and image are well balanced and support each other at all times.</p>	<p>Images are mostly relevant and interesting.</p> <p>Text is mostly relevant and informative. Standards of grammar, style, and usage are observed most of the time.</p> <p>Text and image are well balanced and usually support one another.</p>	<p>Images are sometimes relevant and interesting.</p> <p>Text is sometimes relevant and informative. Standards of grammar, style, and usage are sometimes observed.</p> <p>Text and image are sometimes out of balance and don't always support one another.</p>	<p>Images are occasionally relevant and interesting.</p> <p>Text is occasionally relevant and informative. Standards of grammar, style, and usage are sometimes observed.</p> <p>Text and image are out of balance and it is difficult to see how they support one another.</p>
---	---	--	---	--

Language Arts Project Specifics

Standards covered:

RI.9-10.1 Cite textual evidence.

RI.9-10.8 Evaluate claims and arguments for relevance and sufficiency.

W.9-10.7 Conduct research and determine credibility of sources.

W.9-10.8 Gather information from authoritative sources. Avoid plagiarism.

W.9-10.9 Draw evidence from literary and informational text.

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SL.9-10.4 Present information appropriate to task, audience, and purpose clearly, concisely, and logically.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assignment:

On our trip to the Utah Museum of Fine Arts, you will be exposed to a wide variety cultural artifacts from around the world and throughout the ages. Use this time to choose a country or culture that you would like to study further. Then select a specific *force of culture* to narrow your studies down with:

Possible Forces of Culture:

- Religion
- Geography
- Government
- Language
- Food
- Your Choice_____ (must be approved)

Next, you will write a 5 paragraph informative essay about your country or culture. Your essay will connect to your research project in World Geography and your art project if you have Ms. Andria's class. It will also cite four or more unique sources using the MLA formatting style, including one non-internet based source. In addition, you will also write and submit bi-weekly journal reflections on the process and the things you learn.

ELA Check-in and Progress Dates:

1. Field Experience at the Utah Museum of Fine Arts - November 1st, 2017.
2. Approve research project with Ms. Shilo - November 3 & 6, 2017.
3. Progress check - November 13 & 14, 2017.
 - a. Must have a well-developed outline **or** a rough draft.
4. Progress check- November 30 & December 1, 2017.
 - b. Must have a complete rough draft.
5. Progress check - December 12 & 13, 2017.
 - c. Must have a final draft to turn in.
6. International Festival - December 19, 2017
7. Reflection Questions Due - January 3 & 4

ELA Student Checklist

✓	Date	Checklist	
	Nov. 1	UMFA (Utah Museum of Fine Arts) Field Trip <ul style="list-style-type: none"> ● Reflection due end of day ● Curating Techniques 	
	Nov 3 & 6	Forces of Culture Research Project Subject Approval <ul style="list-style-type: none"> ● Religion ● Geography ● Government ● Language ● Choice_____ 	
	Nov 9 & 10	<ul style="list-style-type: none"> ● Learning reflection journal due 	
	Nov 13 & 14	<ul style="list-style-type: none"> ● Progress check-in <ul style="list-style-type: none"> ○ Well developed outline due 	
	Nov 28 & 29	<ul style="list-style-type: none"> ● Learning reflection journal due 	
	Nov 30 & Dec 1	<ul style="list-style-type: none"> ● Progress check-in <ul style="list-style-type: none"> ○ Rough draft due 	
	Dec 6-7	<ul style="list-style-type: none"> ● Learning reflection journal due 	
	Dec 12 & 13	<ul style="list-style-type: none"> ● Final essay due 	
	Dec 19	International Festival	
	Jan 3 & 4	After action discussion and reflection questions due	

Explanatory Essay Rubric

	Distinguished	Proficient	Approaching	Developing
Statement of Purpose/ Focus and Organization	<p>The topic is fully sustained and consistently focused:</p> <p><i>Main idea is clearly introduced focused, and strongly maintained.</i></p> <p>The essay has a clear and effective organizational structure creating unity and completeness:</p> <p><i>Transitional strategies are used effectively.</i></p> <p><i>There is a logical progression of ideas from beginning to end.</i></p> <p><i>Writer presents an effective introduction and conclusion.</i></p>	<p>The topic is adequately sustained and generally focused:</p> <p><i>Focus is clear and for the most part maintained, though some loosely related material may be present.</i></p> <p>The essay has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <p><i>Adequate use of transitional strategies with some variety between and among ideas.</i></p> <p><i>Adequate progression of ideas from beginning to end adequate introduction and conclusion</i></p>	<p>The topic is somewhat sustained and may have a minor drift in focus:</p> <p><i>May be clearly focused on the controlling or main idea, but is insufficiently sustained</i></p> <p>The essay has an inconsistent organizational structure, and flaws are evident:</p> <p><i>Inconsistent use of transitional strategies with little variety and uneven progression of ideas from beginning to end.</i></p> <p><i>Conclusion and introduction, if present, are weak weak connection among ideas.</i></p>	<p>There little or no focus or defined topic:</p> <p><i>May be brief.</i></p> <p><i>May have major drift.</i></p> <p>The response has little or no discernible organizational structure:</p> <p><i>Few or no transitional strategies are evident.</i></p> <p><i>Frequent extraneous ideas may intrude.</i></p>

<p>Evidence and Elaboration</p>	<p>The essay provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <p><i>Use of evidence from sources is cited, smoothly integrated, comprehensive, and relevant.</i></p> <p><i>The essay clearly and effectively expresses ideas, using precise academic and domain-specific vocabulary that is appropriate for the audience and purpose.</i></p>	<p>The essay provides adequate support/evidence for the main idea and includes the use of sources, facts, and details:</p> <p><i>Some evidence from sources is integrated, though citations may be general or imprecise.</i></p> <p><i>The essay adequately expresses ideas, employing a mix of precise with more general language.</i></p>	<p>The essay provides uneven, cursory support/ evidence for the main idea that includes partial or uneven use of sources, facts, and details:</p> <p>Evidence from sources is weakly integrated, and citations, if present, are uneven.</p> <p><i>The essay expresses ideas unevenly, using simplistic language.</i></p>	<p>The essay provides minimal support/evidence for the controlling idea or main idea with little or no use of sources, facts, and details:</p> <p><i>Evidence from sources is minimal, absent, in error, or irrelevant</i></p> <p><i>The essay's presentation of ideas is vague, lacks clarity, or is confusing. Language is simplistic.</i></p>
<p>Command and Conventions of Language</p>	<p>The essay demonstrates a strong command of conventions:</p> <p><i>There are no errors in usage and sentence formation.</i></p> <p><i>There is precise and correct use of punctuation, capitalization, and spelling throughout the paper.</i></p>	<p>The essay demonstrates a command of conventions:</p> <p><i>Few errors in usage and sentence formation are present, but no systematic pattern of errors is displayed.</i></p> <p><i>There is correct use of punctuation, capitalization, and spelling throughout the paper.</i></p>	<p>The essay demonstrates an increasing command of conventions:</p> <p><i>Several errors in usage and sentence formation are present, but no systematic pattern of errors is displayed.</i></p> <p><i>There is adequate use of punctuation, capitalization, and spelling.</i></p>	<p>The essay demonstrates a partial command of conventions:</p> <p><i>There are many errors in usage that may obscure meaning.</i></p> <p><i>There are inconsistent uses of punctuation, capitalization, and spelling.</i></p>

