



Social Studies

Cultural Studies

2025-2026

**Aligned with the College, Career, and Civic
Life (C3) Framework**

**Department of Academic Services
Office of Teaching and Learning
Curriculum Division**

COLUMBUS CITY SCHOOLS

Curriculum Map

Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Units;
- Standards/Learning Targets; and
- Timeframes.



Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Units;
- Standards/Learning Targets;
- Timeframes;
- Big Ideas and Essential Questions; and
- Strategies and Activities.



Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Content Elaborations;
- Sample Assessments;
- Instructional Strategies; and
- Instructional Resources.

Year-at-a-Glance

Grading Period 1 or 3	Unit 1. Global Cultures	9 weeks
	<p>1.1 Cultural Concepts, Change and Diffusion - CS Learning Target 1</p> <p>1.2 Cultural Regions of the World - CS Learning Target 2</p> <ul style="list-style-type: none"> ● North Africa and the Middle East ● Africa South of the Sahara ● Asia (East Asia, South Asia, Southeast Asia) ● Europe and Russia ● Oceania ● Latin America <p>Note: Dimensions 1-4 of the C3 Framework should be incorporated throughout the course</p>	
Grading Period 2 or 4	Unit 2. Cultural Groups in the United States	9 weeks
	<p>2.1 Understanding Race and Ethnicity - CS Learning Target 3</p> <p>2.2 Cultural Groups in the U.S. - CS Learning Target 4</p> <ul style="list-style-type: none"> ● Indigenous Studies ● Black Studies ● Latinx Studies ● Asian and Pacific Islander Studies 	

Scope and Sequence

Unit 1. Global Cultures 9 weeks			
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities
Grading Period 1 or 3	1.1 Cultural Concepts, Change and Diffusion	<p>CS 1. Explain how cultural patterns and processes create recognized cultural identities.</p> <p>Change</p> <ul style="list-style-type: none"> • What are the causes and effects of historical events and patterns? <p>Diversity</p> <ul style="list-style-type: none"> • How can we achieve unity through diversity? • Why is it important to consider multiple diverse perspectives? • How do we resolve conflicts between cultural practices and human rights? 	<ul style="list-style-type: none"> • Vocabulary Word Maps • Cultural Landscapes: Observe, Reflection, and Question • The Sacred Rac short story
	1.2 Cultural Regions of the World	<p>CS 2. Explain how cultural patterns and processes have shaped the diverse cultural identities in contemporary world regions.</p> <p>Diversity</p> <ul style="list-style-type: none"> • What does it mean to value and respect diversity? • Why is it important to consider multiple diverse perspectives? 	<ul style="list-style-type: none"> • CFR Readings: People and Society Jigsaw method • TED Talk - Danger of a Single Story • “I used to think, now I think” activity • Same and Different Discussion on Global Cultures • Object Box Islam as Culture and Religion • Research and discussion on Gender Roles and Status of Women • Graphic Organizer on Africa through the Humanities • African Country Case Studies • See, Think, Wonder on Cultural Practices and Products • Graphic Organizer on Cultural Patterns

Unit 2. Cultural Groups in the United States				9 weeks	
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities		
Grading Period 2 or 4	2.1 Understanding Race and Ethnicity	CS 3. Analyze the social constructs of race and ethnicity and evaluate the impact of stereotypes, prejudice, discrimination, and racism.	Diversity <ul style="list-style-type: none"> How has American identity and diversity changed over time? How have diverse groups struggled for equality? 	<ul style="list-style-type: none"> Concept of Definition Maps: Race and Ethnicity Race and ethnic identity journal Sort characteristics as either race or ethnicity Media analysis on the portrayal of racial and ethnic groups Social construction of race discussion Create a mosaic to represent racial or ethnic identity 	
	2.2 Cultural Groups in the U.S	CS 4. Explain how cultural patterns and processes have shaped the diverse cultural identities in the United States.	Diversity <ul style="list-style-type: none"> How has American identity and diversity changed over time? How have diverse groups struggled for equality? 	<ul style="list-style-type: none"> Multi-tier timeline of ethnic groups in the U.S. Venn diagram comparing cultural groups in the U.S. Gallery walk of primary sources on race and ethnicity Read and discuss primary sources by cultural groups in the U.S. Readings from <i>A Different Mirror</i> RAFT activity 	

Curriculum and Instruction Guide

Unpacked Standards / Clear Learning Targets					
<p>C3 Framework Dimension I. Construct compelling questions that focus on enduring issues and concerns.</p> <p><i>Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <p><u>Essential Understanding</u> The inquiry process begins with compelling questions.</p> </td> <td style="padding: 5px;"> <p><u>Academic Vocabulary</u> compelling questions enduring issues</p> </td> </tr> <tr> <td style="padding: 5px;"> <p><u>Extended Understanding</u> The most compelling questions focus on enduring issues and concerns.</p> </td> <td></td> </tr> </table>	<p><u>Essential Understanding</u> The inquiry process begins with compelling questions.</p>	<p><u>Academic Vocabulary</u> compelling questions enduring issues</p>	<p><u>Extended Understanding</u> The most compelling questions focus on enduring issues and concerns.</p>	
<p><u>Essential Understanding</u> The inquiry process begins with compelling questions.</p>	<p><u>Academic Vocabulary</u> compelling questions enduring issues</p>				
<p><u>Extended Understanding</u> The most compelling questions focus on enduring issues and concerns.</p>					
<p>Ultimate Learning Target Type: Skill</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can construct compelling questions that focus on enduring issues and concerns. <p><u>Underpinning Knowledge Learning Target:</u></p> <ul style="list-style-type: none"> - The student can explain points of agreement and disagreement experts have about a compelling question. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can explain how a question reflects an enduring issue in the field. - The student can explain how supporting questions contribute to an inquiry. - The student can explain how, through engaging source work, new compelling and supporting questions emerge. <p><u>Underpinning Skills Learning Target:</u></p> <ul style="list-style-type: none"> - The student can 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. 				

Content Elaborations

From the *College, Career, and Civic Life Framework*

Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Students might begin with key events or individuals introduced by the teacher or identified by educational leaders at the state level, and then investigate them further. Or they might take a source from a seemingly insignificant individual and make connections between that person and larger events, or trace the person’s contributions to a major development. Scholars, teachers, and students form an understanding of what is and what is not significant from the emergence of new sources, from current events, from their locale, and from asking questions about changes that affected large numbers of people in the past or had enduring consequences. Developing historical knowledge in connection with historical investigations not only helps students remember the content better because it has meaning, but also allows students to become better thinkers.

Instructional Strategies

Use [K-W-L Charts](#) (Know, Want to Know, Learned) to support effective pre-reading, during reading, and post-reading analysis of primary and secondary sources.

Create a [Thesis-Proof Chart](#) to consider a thesis and look for information that either supports or refutes a thesis.

Have students use a [History Frame](#) to map out the elements of historical events: Where and when did the event take place? Who was involved? What was the problem or goal that set events in motion? What were the key events? How was it resolved? and so what?

Students analyze a variety of primary source types using a three step process: [observe, reflect, and question](#).

When conducting an OUT ([Opening Up the Textbook](#)), the teacher juxtaposes a short excerpt from the course’s textbook with an additional document or two. These documents are chosen to open up the textbook’s story and engage students in comparing and cross checking sources.

Sample Assessments and Performance Tasks

Students can demonstrate the results of original research by writing a traditional research paper or investigation paper. An investigation paper is a written account of between 1,500 and 2,000 words divided into six sections: a plan of the investigation, a summary of evidence, an evaluation of sources, an analysis, a conclusion, and a bibliography or list of sources.

Create an original video documentary using primary and secondary sources, including photographs, texts, audio narration, and sound track.

Project Citizen - http://oclr.org/aws/OCLRE/pt/sp/programs_projectcitizen or Civic Action Project (CAP) - <http://www.crfcap.org>. Students can complete a civic action project to address a current issue.

Instructional Resources

Points of View Reference Center (INFOhio) – <https://www.infohio.org/resources/item/points-of-view>

Reading Like a Historian (Stanford History Education Group) - <https://sheg.stanford.edu/history-lessons>

What is Historical Thinking? (TeachingHistory.org) - <https://www.teachinghistory.org/historical-thinking-intro>

Historical Thinking Skills (American Historical Association) - <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/teaching-and-learning-in-the-digital-age/the-history-of-the-americas/the-conquest-of-mexico/for-teachers/setting-up-the-project/historical-thinking-skills>

Unpacked Standards / Clear Learning Targets

C3 Framework Dimension 3. Gather and evaluate sources and use evidence to support claims.	<p><u>Essential Understanding</u> Claims must be supported using evidence.</p> <p><u>Extended Understanding</u> Sources of evidence must be evaluated and refined.</p>	<p><u>Academic Vocabulary</u> evaluate evidence sources claims</p>
Ultimate Learning Target Type: Skill	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can gather and evaluate sources and use evidence to support claims. <p><u>Underpinning Skills Learning Target:</u></p> <ul style="list-style-type: none"> - The student can gather relevant information from multiple sources representing a wide range of views. - The student can use the origin, authority, structure, context, and corroborative value of the sources to guide the selection of sources. - The student can evaluate the credibility of a source by examining how experts value the source. - The student can develop claims and counterclaims while pointing out the strengths and limitations of both. - The student can identify evidence that draws information from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. - The student can refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. 	

Content Elaborations**From the *College, Career, and Civic Life Framework***

Students should use various technologies and skills to find information and to express their responses to compelling and supporting questions through well-reasoned explanations and evidence-based arguments. Through the rigorous analysis of sources and application of information from those sources, students should make the evidence-based claims that will form the basis for their conclusions.

In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve deeper into the available sources, they construct more sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted.

Instructional Strategies

Have students curate a collection of resources on a selected topic or issue. Based on a set of criteria, have students evaluate and rank the credibility of each source.

A [Structured Academic Controversy](#) is a discussion that moves students beyond either/or debates to a more nuanced historical synthesis. The SAC method provides an alternative to the "debate mindset" by shifting the goal from winning classroom discussions to understanding alternative positions and formulating historical syntheses.

In the [Philosophical Chairs](#) strategy, one student from each team will provide a summary of the viewpoints presented during the discussion by his/her team. A student in the neutral zone must take notes on both sides of the argument, and if his/her position changes, he/she must explain why he/she came to a new conclusion.

[Defeating Counterarguments Class Challenge](#): Students are put into groups of three and the whole class is given an argument that they must defend along with a counterargument. The groups have three minutes to come up with the best response to the counterargument that they can muster.

Sample Assessments and Performance Tasks

What type of evidence would support the following claim: _____?

Read the statement below. Which claim does the statement support?

Read the sources below. Then, choose the claim that historians could make based on these sources.

Using the data provided, support or refute the following claim: _____.

Using the sources below, construct a claim about _____ and provide two pieces of evidence that support it.

Instructional Resources

Reading Like a Historian: Evaluating Sources - <https://inquirygroup.org/history-lessons/evaluating-sources>

Civic Online Reasoning (Digital Inquiry Group) - <https://cor.inquirygroup.org/>

Points of View Reference Center (INFOhio) - <https://www.infohio.org/resources/item/points-of-view>.

Logic in Argumentative Writing - <https://owl.english.purdue.edu/owl/resource/659/01/>

The Writing Center at UNC-Chapel Hill: Evidence - <http://writingcenter.unc.edu/handouts/evidence/>

Thesis-Proof Chart (Reading Quest) - <http://www.readingquest.org/thesis.html>

Unpacked Standards / Clear Learning Targets

C3 Framework Dimension 4. Communicate conclusions and take informed action.	<u>Essential Understanding</u> Conclusions must be formed with sound reasoning and evidence. <u>Extended Understanding</u> Informed action based on sound conclusions	<u>Academic Vocabulary</u> conclusions evidentiary claims counterclaims deliberative individual action collective action
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Ultimate Learning Target Type: Skill	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can communicate conclusions and take informed action. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can construct arguments using precise claims, evidence and sound reasoning from multiple sources. - The student can acknowledge counterclaims and evidentiary weaknesses of an argument. - The student can critique the credibility and validity of claims, evidence and reasoning in arguments. - The student can present arguments with meaningful ideas and perspectives on issues to a range of audiences outside the classroom. - The student can use print and oral technologies and digital technologies to communicate ideas. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can assess options for individual and collective action to address local, regional, and global problems. - The student can apply a range of deliberative and democratic strategies to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
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Content Elaborations**From the *College, Career, and Civic Life Framework***

Having worked independently and collaboratively through the development of questions, the application of disciplinary knowledge and concepts, and the gathering of sources and use of evidence and information, students formalize their arguments and explanations. Products such as essays, reports, and multimedia presentations offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students' primary audiences will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.

Social studies is the ideal staging ground for taking informed action because of its unique role in preparing students for civic life. In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups. It is important to note that taking informed action intentionally comes at the end of Dimension 4, as student action should be grounded in and informed by the inquiries initiated and sustained within and among the disciplines. In that way, action is then a purposeful, informed, and reflective experience.

Instructional Strategies

Invite a group of policy makers and community leaders to a class forum and discuss recent efforts to address issues of social inequality.

Start a social media hashtag/campaign in support or opposition to a public policy.

Write an editorial or create a public service announcement highlighting a social problem in the community or nation.

Write a letter or email to a legislator on a pending bill.

Create print or digital posters for publication/distribution advocating for a particular public policy change.

Provide testimony to the city council or school board for how local officials can address issues of inequality.

Prepare and deliver lessons to introduce Cultural Studies to middle or elementary school students.

Sample Assessments and Performance Tasks

Identify two strategies that you could use to address social reform at the state or national level.

Which action below would be appropriate for addressing a social problem in your local community?

How could you use social media to take informed action on racial inequality?

Instructional Resources

PVLEGS - <http://pvlegs.com> - emphasize effective speaking and listening skills: Poise, Voice, Life, Eye Contact, Gestures, Speed

C3 Teachers: Taking Informed Action video - https://youtu.be/PC6j4tc3_TY

Civic Action Project (Constitutional Rights Foundation) - <https://www.crfcap.org/mod/page/view.php?id=205>

Unpacked Standards / Clear Learning Targets

<p>Cultural Studies Learning Target 1. Explain how cultural patterns and processes create recognized cultural identities.</p>	<p><u>Essential Understanding</u> Regions have recognized cultural identities.</p> <p><u>Extended Understanding</u> Historical cultural patterns and processes influence current cultural Patterns and processes.</p>	<p><u>Academic Vocabulary</u> culture cultural diffusion cultural identities cultural landscapes cultural patterns cultural traits</p>
<p>Ultimate Learning Target Type: Reasoning</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can explain how cultural patterns and processes create recognized cultural identities. <p><u>Underpinning Knowledge Learning Target:</u></p> <ul style="list-style-type: none"> - The student can define the characteristics and traits that influence the study of culture. - The student can describe the characteristics of cultural landscapes. - The student can explain patterns and landscapes of language, religion, ethnicity, and gender. - The student can define the types of diffusion. - The student can explain the causes and effects of diffusion. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can explain how landscape features and land and resource use reflect cultural beliefs and identities. - The student can explain how historical processes impact current cultural patterns. 	

Content Elaborations

Culture is defined as the beliefs, values, practices, behaviors and technologies shared by a society and passed down from one generation to the next.

Cultural traits refer to material objects (such as food and clothing) and nonmaterial shared practices (such as language and religion). Cultural traits vary greatly across regions and within societies.

Cultural landscapes are natural landscapes that have been modified by human involvement. They consist of physical features, agricultural and industrial practices, religion and language, architectural styles and land-use patterns. Land and resource use reflect cultural beliefs and identities. Attitudes toward race, ethnicity and gender, ethnic neighborhoods and indigenous communities help shape the use of space in societies.

Cultural diffusion refers to the spread of cultural traits from one place to another over time. The different types of diffusion include relocation and expansion (contagious, hierarchical, and stimulus). Diffusion leads to cultural changes including acculturation, assimilation, syncretism and multiculturalism.

Cultural patterns evident in today's world have been shaped by historical processes of diffusion. These processes include imperialism and colonialism, military conquest, trade, migration, urbanization and globalization. Patterns in language, religion, and ethnicity contribute to a sense of place and the cultural landscape.

Instructional Strategies

Use vocabulary word maps/concept organizers to have students unpack key cultural concepts in the course. In the [Concept of Definition Map](#), students consider words in light of three properties or attributes: category (what is it?) properties/characteristics (what is it like?) and illustrations (what are some examples?). Other models include the [Frayer Model](#) (essential/non-essential characteristics and examples/non-examples) and [Word Maps](#) (definition, synonyms, using it in a sentence, and draw a picture). Establish a Word Wall to give students constant access to the important content vocabulary for the class.

Have students analyze photos of various cultural landscapes across the globe. Have students work in small groups to analyze a series of photographs showing cultural landscapes across the globe. Students can use the [Observe, Reflect, and Question strategy](#) to analyze the photographs.

Read and discuss "[The Sacred Rac](#)," a short story that focuses on "othering" and ethnocentrism vs. cultural relativism. Discussion points: Are their similarities between the Asu culture and American culture? Should the Asu be considered a developing culture or modern culture?

Have students examine gender and ethnicity around the world using maps, videos, and readings.

Have students watch/listen to various Disney films in various languages.

Hold a class discussion using a [Ted Talk](#) on major world religions or other culture related topics.

Sample Assessments and Performance Tasks

What is culture?

What is a cultural trait? What are some of the material objects and non-material practices that are considered cultural traits?

Define the concept of cultural landscape.

Explain the difference between ethnicity and race.

How does where people live and what resources they have access to impact their cultural practice?

How does the interaction of people contribute to the spread of cultural practices?

Match the examples below with the types of diffusion.

How and why do cultural ideas, practices, and innovations change or disappear over time?

Instructional Resources

[Illustrated Human Geography Textbook](#) (Human Imprint) - provides comic-book style readings in human geography

[World Regional Geography](#) (Press Books) - Open Ed textbook with region-by-region chapters on physical and human characteristics

[“The Sacred Rac”](#) - a short story that focuses on “othering” and ethnocentrism vs. cultural relativism.

[Google Voyager](#) (Google Earth) - interactive guided tours, quizzes, and layers; provides curated stories weave in rich media, such as 360 videos and Street View

[Culture Hearths and Diffusion](#) (ThoughtCo.) - article explaining the concepts of culture hearths, culture regions, and cultural diffusion

[UNESCO](#) (United Nations) - United Nations Educational, Scientific and Cultural Organization; seeks to build peace through international cooperation in Education, the Sciences and Culture.

Unpacked Standards / Clear Learning Targets

Cultural Studies Learning Target 2. Explain how cultural patterns and processes have shaped the diverse cultural identities in contemporary world regions.	<u>Essential Understanding</u> Diverse cultural identities exist in contemporary world regions. <u>Extended Understanding</u> Regional cultural patterns and processes shape diverse cultural identities.	<u>Academic Vocabulary</u> cultural identity diversity indigenous
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Ultimate Learning Target Type: Reasoning	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can explain how cultural patterns and processes have shaped the diverse cultural identities in contemporary world regions. <p><u>Underpinning Knowledge Learning Target:</u></p> <ul style="list-style-type: none"> - The student can describe the diversity of cultural patterns, religions, and languages in Africa. - The student can describe the diversity of cultural patterns, religions, and languages in the Middle East. - The student can describe the diversity of cultural patterns, religions, and languages in the Asia. - The student can describe the diversity of cultural patterns, religions, and languages in the Europe. - The student can describe the diversity of cultural patterns, religions, and languages in Latin America. - The student can explain historical forces that have shaped cultures in Africa. - The student can explain historical forces that have shaped cultures in the Middle East. - The student can explain historical forces that have shaped cultures in Asia. - The student can explain historical forces that have shaped cultures in Europe. - The student can explain historical forces that have shaped cultures in Latin America.
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Content Elaborations**Overview: People in Societies in World Regions Today**

The Middle East is a region of great diversity, being the birthplace of Christianity, Islam, and Judaism. While Arabs are the majority, the region also includes Berbers, Kurds, Jews, Persians, Turks, and other ethnic and religious minorities. Despite this diversity, minorities often face legal discrimination, and women struggle for equal rights in a region with low female political participation. However, the region's culture thrives despite these challenges. Religion reinforces community, gender relations are evolving, government representation is improving, and healthcare and education are advancing.

Africa South of the Sahara is a diverse region with over one billion people in forty-nine countries, featuring significant ethnic and linguistic diversity. The region has the world's youngest and fastest-growing population. Migration due to conflict and environmental changes is altering demographics, with many refugees remaining within the region. Climate change is causing displacement, and urbanization is increasing. Literacy rates are low, but primary school enrollment has increased, leading to better outcomes for educated girls.

Asia is a region characterized by dense populations and immense diversity. There are six major cultural regions of Asia: Central Asia, East Asia, North Asia, South Asia, Southeast Asia and Southwest Asia (Middle East). Asia is home to every major language family except the Bantu languages, and all major religious traditions are practiced in the region with Islam, Hinduism, and Buddhism as the largest. Religion unites millions but also causes divisions and conflicts. Pollution, overcrowding, aging populations, climate change, and disease are significant issues. Many Asians live in megacities, which offer economic benefits but also face challenges like natural disasters and disease spread.

Europe is known for its high living standards and democratic institutions. The region is generally wealthy, with EU residents earning about three times the global average. Europe invests heavily in social institutions, offering universal health coverage and high literacy rates. A majority of Europeans identify as "European," with a sense of European identity growing. Historically considered part of the Christian realm, Europe has experienced a high level of immigration in recent years leading to a growing Muslim population. Religious diversity and secularism coexist, with most Western Europeans being non-practicing Christians. Three main Indo-European language groups dominate Europe: the Slavic language group (east), the Germanic language group (north), and the Romance language (south).

Latin America is the region colonized by the speaking Latin-based countries of Spain and Portugal. The region is diverse, with a blend of ethnicities, languages, and cultural heritages, including significant indigenous, African, and immigrant populations. Christianity, mostly Roman Catholicism, is the dominant religion, though its numbers are declining. Spanish is the most widely-spoken language, with Portuguese, French, and Creole languages also present. Indigenous societies and languages also have a strong presence. Rampant violence and economic hardship in many Latin American countries have caused the number of immigrants to the United States to surge in recent years. However, about 70 percent of people leaving their home country have stayed in the region.

Instructional Strategies

Although this unit covers all world regions, an in-depth study of each cultural region is not feasible. Instead, instruction should focus on the broad patterns in each region and use a comparative approach to the study of world cultures. Additionally, students can be provided with an opportunity for independent research on a cultural region of their choice.

Use the People and Society readings from the Council on Foreign Relations to survey the cultural landscape of each region. Using the [jigsaw strategy](#), articles can be divided up by sections with home groups and expert groups.

Conduct a class discussion on the importance of multiple perspectives using the TED Talk: “[The Danger of a Single Story](#).”

Create a “[I used to think, now I think ...](#)” activity in which students reflect on what they have learned about each region.

Conduct a [Step in, step out, step back](#) activity in which students reflect on the cultures of each region.

Conduct a [Same and Different](#) discussion on global cultures.

Create graphic organizers analyzing the causes and effects of major historical events that shaped a particular region’s culture. Cause and effect organizers may include underlying and immediate causes/short term and long term effects. Organizers can also divide causes and effects into categories (e.g., social, political, economic, environmental).

Have students research gender roles and the status of women in each region. To what extent have the roles and status of women changed over time? Use the [Circle of Viewpoints strategy](#) to prompt class discussion from multiple perspectives.

Using Unit Three, [Studying Africa through the Humanities of the Exploring Africa website](#), have students create graphic organizers/notes to summarize one of the following sections: African Literatures, African Art, African Music, Religion in Africa. Students can share in home groups and expert groups using [jigsaw](#).

Have students choose a country from the [Exploring Africa Case Studies](#) page. Using the information about geography, history, culture and contemporary issues in the country, students can construct original thesis statements and support them with evidence from the case studies.

Create an object box to introduce Islam as culture and religion in the Middle East.

Use the [See Think Wonder strategy](#) with various images to introduce cultural practices and products of Asia.

Create graphic organizers to show cultural patterns in Asia such as major language families, and a comparison of major religions.

Use the site, [An Overview of Latino and Latin American Identity](#) to lead an interactive lecture/discussion on the diversity of Latin American and Latino geography, culture, and heritage.

Sample Assessments and Performance Tasks

Describe the components of a region's cultural landscape.

How can the spread of a religion change the cultural landscape?

What can the study of religion and/or language tell us about the culture of each region?

Compare and contrast the role of religion across the various regions.

Explain the historical forces and conflicts that have shaped each region.

- Explain how colonization has shaped Sub-Saharan Africa
- Explain how the Middle East's history has shaped its cultural landscape.
- Explain how Asia's history has shaped its cultural landscape.
- Explain how the Industrial Revolution and migration has shaped the cultural landscape of Europe.
- Explain how urban development and globalization has shaped the cultural landscape of Latin America.

Compare and contrast students' own culture with those of other regions.

Instructional Resources

Council on Foreign Relations Readings:

- [People and Society: Middle East and North Africa](#)
- [People and Society: Sub-Saharan Africa](#)
- [People and Society: Asia](#)
- [People and Society: Europe and Eurasia](#)
- [People and Society: The Americas](#)

[Exploring Africa](#) (African Studies Center, Michigan State) - activities on African history, religion, language, and culture (Michigan State University)

[Teaching about Africa](#) (Learning for Justice) - article challenging misperceptions about the African continent

[Tips for Teaching About Africa](#) (African Studies Center, Boston University) - pedagogical tips, podcasts, and discussion points for teaching about Africa

[Teaching the Middle East](#) (Penn State University) - resources for teaching about Islam and current issues in the Middle East.

[Women in Islam](#) (TeachMidEast) - lesson plans, videos, and resources for teaching about women in Islam

[Asia Society](#) (Asia Society Center for Global Education) - articles and resources for teaching about countries and issue in Asia

[East Asia Lesson Plans](#) (Ohio State University, National Consortium for Teaching about Asia) - lesson plans on art, geography, culture, and history

[Muslim Population Growth in Europe | Pew Research Center](#) (Pew Research Center) - article and data on Europe's growing Muslim population

[EU Learning Materials](#) (European Union) - maps, fact sheets, games, and other teaching resources on the European Union

[Teaching Central America](#) (Teaching Central America, A Project for Change. Lesson plans for Middle and High School)

[Latin America Curriculum Resources](#) (Vanderbilt Center for Latin American Studies) - lesson plans on history, geography, and culture of Latin America

[Thinking Routines](#) (Harvard Graduate School, Project Zero)

Unpacked Standards / Clear Learning Targets

<p>Cultural Studies Learning Target 3. Analyze the social constructs of race and ethnicity and evaluate the impact of stereotypes, prejudice, discrimination, and racism.</p>	<p><u>Essential Understanding</u> Difference between race and ethnicity and among stereotype, prejudice, discrimination and racism</p> <p><u>Extended Understanding</u> Impact of stereotypes, prejudice, discrimination, and racism.</p>	<p><u>Academic Vocabulary</u> race ethnicity minority stereotype prejudice discrimination racism</p>
<p>Ultimate Learning Target Type: Reasoning</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can analyze the social constructs of race and ethnicity and evaluate the impact of stereotypes, prejudice, discrimination, and racism. <p><u>Underpinning Knowledge Learning Target:</u></p> <ul style="list-style-type: none"> - The student can explain the difference between race and ethnicity. - The student can define a majority (dominant) group. - The student can define a minority (subordinate) group. - The student can explain the difference between stereotypes, prejudice, discrimination, and racism. - The student can identify different types of discrimination. - The student can view racism through a sociological lens. 	

Content Elaborations

The terms race, ethnicity, and minority group are often conflated. However, these three terms have distinct meanings in sociology. Race refers to superficial physical differences that a society considers significant. Ethnicity describes shared culture. Minority groups describe groups that are subordinate, or that lack power in society regardless of skin color or country of origin.

A human race is a grouping of humankind based on shared physical or social qualities that can vary from one society to another. Historically, the concept of race has changed across cultures and eras, and has eventually become less connected with ancestral and familial ties, and more concerned with superficial physical characteristics. In the past, theorists developed categories of race based on various geographic regions, ethnicities, skin colors, and more. Today, the social construction of race is a more accepted way of understanding racial categories. Research shows that race is not biologically identifiable and that previous racial categories were used to justify racist practices.

Ethnicity is sometimes used interchangeably with race, but they are different concepts. Ethnicity is based on shared culture—the practices, norms, values, and beliefs of a group that might include shared language, religion, and traditions. The meaning of ethnicity has changed over time. And as with race, individuals may be identified or self-identify with ethnicities in complex ways.

A minority group can be defined as: any group of people who, because of their physical or cultural characteristics, are singled out from the others in society for different and unequal treatment, and therefore regard themselves as objects of collective discrimination. The term minority connotes discrimination; and the term subordinate group can be used interchangeably with the term minority group. The term dominant group is often substituted for the group that represents rulers or is in the majority who can access power and privilege in a society.

Stereotypes are oversimplified generalizations about groups of people. Stereotypes are often based on race, ethnicity, age, gender, sexual orientation.

Prejudice refers to the beliefs, thoughts, feelings, and attitudes someone holds about a group. A prejudice is not based on personal experience; instead, it is a prejudgment, originating outside actual experience.

While prejudice refers to biased thinking, discrimination consists of actions against a group of people. Discrimination can be based on race, ethnicity, age, religion, health, and other categories.

Racism is a stronger type of prejudice and discrimination used to justify inequalities against individuals by maintaining that one racial category is superior or inferior to others, Racism is a set of practices used by a racial dominant group to maximize advantages for itself by disadvantaging racial minority groups.

- Definitions and explanations above are derived from [OpenStax, Sociology 3E](#).

Instructional Strategies

Have students create [Concept of Definition Maps](#) for the terms race and ethnicity. Students consider words in light of three properties or attributes: category - what is it? properties - what is it like? and illustrations - what are some examples?

Ask students to write a short journal entry reflecting on their own racial or ethnic identity. If they don't identify with a specific group, they can write about how they think society views them or how they have seen others treated based on race or ethnicity.

Race vs. Ethnicity Sorting Activity - Create a list of characteristics (e.g., skin color, language, religion, traditions, facial features, country of origin). Have students sort them into two columns: one for race and one for ethnicity. Then, discuss why some items might be hard to place in just one category.

Have students choose a TV show, movie, or social media page and analyze how race or ethnicity is portrayed. Are certain groups shown in stereotypical ways? Are minority groups represented fairly? What messages are being sent?

Have students create a mosaic (digital or paper) that represents their racial or ethnic identity. They can include images, words, symbols, and colors that reflect their background and values. Afterward, they can share their collages in small groups or with the class.

Conduct a class discussion on the social construction of race:

- Why do you think people often confuse race and ethnicity?
- How does understanding that race is a social construct change the way we think about racism?
- Why is it important to respect how people choose to identify themselves in terms of race or ethnicity?
- What are some examples of minority groups in our community? How are they treated?
- How can learning about race and ethnicity help us become more inclusive and respectful of others?

Sample Assessments and Performance Tasks

Explain what it means to say that race is a “social construct.”

Give an example of how someone’s ethnicity might be different from their race.

How has the idea of race changed over time, and why is it important to understand this history?

How can understanding the difference between race and ethnicity help reduce stereotypes?

Instructional Resources

[Association for Ethnic Studies](#) - provides an interdisciplinary forum for ethnic studies scholars

[Learning for Justice](#) - community education program of the Southern Poverty Law Center (SPLC)

[OpenStax, Sociology 3E](#) - open-ed textbook resource on Sociology with chapter on Race and Ethnicity

[Pew Research Center: Race and Ethnicity](#) - public opinion polling, demographic research, content analysis and other data-driven social science research

[Ethnic Studies Model Curriculum](#) - model curriculum from the California Department of Education

Unpacked Standards / Clear Learning Targets

<p>Cultural Studies Learning Target 4. Explain how cultural patterns and processes have shaped the diverse cultural identities in the United States.</p>	<p><u>Essential Understanding</u> Cultural patterns exist among diverse groups of Americans.</p> <p><u>Extended Understanding</u> Historical influences have shaped contemporary cultures in the U.S.</p>	<p><u>Academic Vocabulary</u> indigenous Americanization native assimilation immigrant</p>
<p>Ultimate Learning Target Type: Reasoning</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can explain how cultural patterns and processes have shaped the diverse cultural identities in the United States. <p><u>Underpinning Knowledge Learning Target:</u></p> <ul style="list-style-type: none"> - The student can describe the cultural patterns and processes that have shaped contemporary cultural identities in Native American communities in the U.S. - The student can describe the cultural patterns and processes that have shaped contemporary cultural identities in African American communities in the U.S. - The student can describe the cultural patterns and processes that have shaped contemporary cultural identities in Asian American communities in the U.S. - The student can describe the cultural patterns and processes that have shaped contemporary cultural identities in Latinx communities in the U.S. - The student can describe the cultural patterns and processes that have shaped contemporary cultural identities in Middle Eastern communities in the U.S. 	

Content Elaborations

Before European contact, indigenous Native Americans lived in a range of environments, each group with its own distinct culture. Since European contact, Native American culture has been marked by *Americanization*--forced assimilation into mainstream European American culture.

African-American culture is rooted in the historical experience of the African-American people. It is a blend of native cultures of West and Central Africa and the European culture of the American South. African-American identity was established during the period of enslavement, producing a culture that continues to impact American culture and the world.

AAPI is a diverse group of people who trace their ancestry to countries or regions within Asia and the Pacific Islands. Asian immigrants have been coming to the United States since the mid-1800s and their history has been marked by policies of inequity and exclusion. Representing more than thirty different nationalities and ethnic groups, Asian Americans have emerged as the nation's fastest growing racial group in recent years. In addition to the differences in languages, cultures and histories present among Asian Americans, there are also differences in class, education level, politics, and religion.

Latinx (also Latino/a) Americans trace their origins to Latin America and other Spanish colonies, both in the Caribbean and in the contemporary United States. These include Indigenous peoples, Mestizos, Afro-Latinos, and other mixed-race people.

The Middle East consists of 20 countries with many different religions and a variety of ethnic and linguistic groups. Most of the countries in this region are multiethnic. Immigrants from this region are one of the fastest growing cultural groups in America.

Instructional Strategies

Have students create a timeline for each of the cultural groups in this unit: Native Americans, African Americans, Asian Americans, Latinx Americans, and Middle Eastern Americans. At the conclusion of the unit, students can select events to create a multi-tier timeline with comparative events.

Use a [Venn diagram](#) to compare governmental policies toward the cultural groups in this unit (e.g. paternalism, anti-marriage laws, preferential immigration, etc.).

Use the [gallery walk](#) strategy to have students analyze a series of primary source excerpts, images, maps, and data sets that reflect significant historical developments and cultural practices for each culture group in this unit. Primary source analysis guides are available from the [National Archives](#) and [Library of Congress](#).

Have students read and discuss primary sources (letters, diaries, speeches) from members of the cultural groups in this unit. The [Four Reads strategy](#) provides a tool to support close reading of sources.

Have students create a [RAFT writing activity](#) from the perspective of someone in a cultural group situated in a specific time period or significant event. First, students select a Role (e.g., a Lakota at Wounded Knee, an African American at a civil rights march, a Chinese immigrant working on the transcontinental railroad). Then, students determine the Audience (e.g., a family member, government official, big business owner). Next, students decide on the Form (e.g., a letter, speech, poem). Finally, students determine the Topic of the writing (e.g. to express grievances, persuade others to take action, propose changes in law).

Use data sets to have students analyze how immigration patterns have changed over time. Using spreadsheet software, such as Google Sheets, students can convert data tables into various types of graphs. Have students construct thesis statements from the data sets.

Invite guest speakers (may include students, parents, or community members) from the cultural groups in this unit to discuss cultural identities and practices.

Have students search the city to identify the influence of various cultural groups in Columbus past (e.g. river names, street names, etc) and present (e.g., places of worship, community organizations, restaurants, etc.).

Read and discuss selected chapters from *A Different Mirror* by Ronald Takaki. Discuss: What information was new to you in this chapter? How does the narrative in this chapter differ from what you learned in other history textbooks? What questions do you still have after reading this chapter?

Use Google Street view to take a virtual tour of ethnic neighborhoods in large cities (e.g., San Francisco, New York City, Washington D.C.).

Research and compile a list of organizations that help immigrants get settled. Note the types of services provided by each organization.

Sample Assessments and Performance Tasks

What is the meaning of equality of opportunity? With respect to various cultural groups, has the U.S. lived up to this ideal throughout history?

Analyze the results of assimilation on a cultural group in the United States.

What significant historical events have shaped the cultural identities and practices of African Americans?

Explain the impact of discriminatory practices (e.g., disenfranchisement, restrictive laws, housing discrimination, relocation) on one cultural group in this unit.

Instructional Resources

[Understanding Our Perceptions of Asian Americans](#) (Asiasociety.org)

[Asian Customs and Values](#) (Asiasociety.org)

[Asian Americans Then and Now](#) (Asiasociety.org)

A Different Mirror, A History of Multicultural America, Ronald Takaki, Back Bay Books, 2008

[Mapping the Great Migration](#) (University of Washington) - Charts, graphs and maps comparing African American population before and after the Great Migration

[The Racial Dot Map](#) (University of Virginia, Weldon Cooper Center for Public Service) - Offers an interactive “dot” map where students can see demographics down to the neighborhood level.

Article: "[All recent US population growth comes from people of color, new census estimates show](#)" (Brookings Institution)

[List of Native American Tribes by State](#) (World Population Review)

[Newsela](#) - articles on culture including Native American language, third culture kids and celebrations of culture each month.

[World Directory of Minorities and Indigenous Peoples](#) (Minority Rights Group International)

[C-Span Classroom](#) - large collection of articles on current topics; many include short 3-5 minute video clips to start discussion.

[Celebrating Native Cultures Through Words: Storytelling and Oral Traditions](#) (Smithsonian Institute) - lesson plans for teaching Native American history