**Teacher Resources**

**Objective 11.5**

**Research and Describe Cultural Backgrounds**

**All activities and handouts in this packet are provided for your convenience as you teach this unit. They are optional. However, spending a total of 30 hours on this objective is expected according to CASAS EL Civics requirements.**

**Task 1: Identify and Describe Classmate’s Culture**

**Level: Beginning 2 - Advanced**

**Introduce the Topic**

1. Write the word “Culture” on the board.
2. Ask,

* “What does it mean?”
* “What kind of things come to mind when someone says “culture”?

1. Have the students brainstorm. Write their ideas down on the board. Aspects of culture like food and holidays may be more obvious to most students but make a point of explaining how things like gender, the calendar, transportation and driving can also be cultural.

**Culture is...**

|  |  |  |
| --- | --- | --- |
| * Customs * Beliefs * Way of Life * Religion * Ethnicity/Race * Language * Gender * Sports * Traditions and holidays * Food/Drink/Eating Customs | * Group membership * Hobbies * City/State/Country * Sexual Preference * Material Goods * Immigration * Calendar * Agriculture * Dress * Entertainment * Art | * Rites of Passage * Rituals * Transportation * Written Information (for example, books, sacred texts) * Unwritten Information (for example, sayings, stories, jokes) * Family Unit * Economy/Money * Education |

**VOCABULARY: IDENTIFY & DESCRIBE CULTURE**

Adapted from Longman Dictionary of Contemporary English Online ([www.ldoceonline.com](http://www.ldoceonline.com))

[**https://quizlet.com/\_8i6d24?x=1qqt&i=gz2xz**](https://quizlet.com/_8i6d24?x=1qqt&i=gz2xz)

**belief**: what you feel is true or right.  
*Example: My belief is that family should always come first.*

**culture**: system of beliefs, values, rules and customs that is shared by a group.

**custom**: something that is done by people in a particular culture because it is traditional.  
*Example: It's the custom for the bride's family to pay for the wedding.*

**habit**: usual and repeated behavior or custom.  
*Example: My family has dinner together every Sunday.*

**home (native) country**: where you were born and/or grew up.

**stereotype**: a belief or idea of what a particular type of person or thing is like. May be unfair or untrue, or partially true. *Example: All Californians have blond hair, blue eyes and tanned skin.*

**typical behavior**: common or usual among many, but not necessarily all, people in a culture.  
*Example: Many Americans leave home when they are 18 years old.*

**value**: belief or idea that you consider important or desirable.  
*Example: Relationships with family are most important to me.*

**Descriptive Words: Places** [**https://quizlet.com/\_8i6dg1?x=1qqt&i=gz2xz**](https://quizlet.com/_8i6dg1?x=1qqt&i=gz2xz)

* Landmarks
* Urban
* Suburban
* Rural
* A small village
* A suburb of
* An urban environment
* A rural agricultural community
* A mountain village

**TASK 1 PRACTICE: WHERE ARE YOU FROM?**

In the U.S., we have people who are from many different native cultures. Think about meeting someone for the first time. We cannot assume we know where they are from based simply on the way they look, dress or speak. To find out where someone is from, we must ask them. Below is a sample dialog:

ENRIQUE: Hello. My name's Enrique. What's your name?

JANET: Janet.

ENRIQUE: Where are you from, Janet?

JANET: I'm from Seattle. Where are *you* from?

ENRIQUE: I'm from Madrid, Spain.  
JANET: Is that in Europe?

ENRIQUE: Yes, it is. Are you American?

JANET: Yes I am.  
  
ENRIQUE: Nice to meet you, Janet.

JANET: Nice to meet you, too, Enrique.

Now, work with a partner and write your own dialog here. Use the model above for ideas:

SPEAKER1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SPEAKER2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SPEAKER1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SPEAKER2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SPEAKER1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SPEAKER2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SPEAKER1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SPEAKER2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SPEAKER1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SPEAKER2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WHERE ARE YOU FROM: Intermediate – Advanced**

1. [www.esl-lab.com/intro2/intro2.htm](http://www.esl-lab.com/intro2/intro2.htm) (Randall’s ESL Listening Lab).  
   Play this sound clip for the class & have the class work together to answer the follow-up/comprehension questions. Replay clip. As a class, take notes on the questions used in the conversation.
2. Ask students to use the conversation model to ask two other students in the class where they are from (higher proficiency levels may use more questions to get more info).

**Transcript:**

**Tom**: Hi. I don't think we've met. My name's Tom.

**Jenny**: Hi, Tom. Nice to meet you. My name is Juanita, but everybody calls me Jenny.

**Tom**: Nice to meet you, Jenny. So, where are you from?

**Jenny**: Well, originally I'm from Argentina, but we moved to the United States when I was about five years old. My parents now live in Chile. That's where they first met. How about you, Tom?

**Tom**: I was born in Fresno, California, and we lived there until I was seven. Then, since my father worked for the military, we moved all over the place.

**Jenny**: Oh yeah? Where are some of the places you've lived?

**Tom**: Mostly, we were overseas. We spent ten years in Korea, Germany, and Okinawa, Japan, and then, we were transferred back to the States three years ago.

**Jenny**: Wow. It sounds like you've had an interesting life. So, what do you do now?

**Tom**: I'm a university student.

**Jenny**: Oh really? What are you studying?

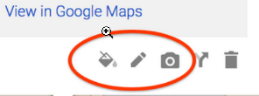
**Tom**: I'm majoring in psychology. How about you? What do you do?

**Jenny**: Well, I'm working as a sales representative for computer company called CompTech downtown.

**Tom**: No kidding! My brother works there too.

**Find students’ countries on the map**

* In this online activity students will enter their native country (and town) and their names to create a class map in Google Maps.

1. Go to <http://maps.google.com> (Google Maps)
2. In the top left corner, click the 3 bars.
3. Click **Your Places**.
4. Click **Maps**.
5. Click **Create** **Map**.
6. In the new window, name your class map (click on **Untitled Map,** select text to rename).
7. Enter your native country (and town) in the top bar.
8. The marker will appear – click **Add to Map**
9. Double-click on the marker , click Edit pencil 
10. Add student’s name to the location
11. In the classroom, each student can enter his/her information on the map. If this activity is done over Zoom, students can enter their countries and towns in Chat and the teacher can enter the info to view via Share Screen.

**Review this map at the beginning every class period during this unit, giving the students an opportunity to review the locations their classmates are from.**

Alternately, project <http://www.mapsofworld.com> to have students identify their native countries.

**Possible Grammar Activities to Include in This Unit:**

1. **Present tense** verbs
2. **Questions** with do/does
3. **Wh- Questions**
4. **Prepositions of location**
5. **Comparative/Superlative adjectives**
6. **Compound/complex sentences** (Advanced students)

TASK 1 Content A

**PRACTICE: IDENTIFY COUNTRY & DESCRIBE CULTURE**

**Directions**: On this map, circle your native country (where you were born). Circle the native country of one classmate.



1. Write the name of **your** native country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
    your native country
2. Write the name of the native country of **your classmate**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
    classmate’s native country

**PRACTICE: IDENTIFY COUNTRY/REGION & DESCRIBE CULTURE**

**Directions**: On this map, circle your state (where you were born). Circle the state that your classmate is from.



1. Write the name of **your** native country/state: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
    your country/ state
2. Write the name of the native/state country of **your classmate**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
    classmate’s country / state

**TASK 1 PRACTICE - CULTURAL CUSTOMS & TRADITIONS**

One of the best ways to learn about people is to look at their customs and traditions. These illustrate the values most important to the people living there, and also show how they connect, relax and have fun.

**What is a custom?**

A custom is the usual way of behaving or acting.

MC900384244[1]Examples:

*In the United States, most brides wear white on their wedding day as a symbol of purity.*

*MC900445410[1]*

*The traditional wedding gown in China is bright red with gold adornments, symbolizing luck for the new couple.*

**What is a tradition?**

A tradition is a custom, opinion or belief handed down from one generation to another, often orally or by practice. For example:

MC900353876[1]

*In Spain on New Year’s Eve, the tradition is to eat twelve grapes,   
one for each month of the new year.*

*MC900112428[1]*

*In Britain, it is traditional to drink tea with milk in the afternoon.*

* What customs do you practice?
* What are your favorite customs?

## CONVERSATION QUESTIONS: CULTURE

Adapted from: © 1997-2010, The Internet TESL Journal (<http://iteslj.org/questions/culture.html> )

In small groups, discuss these questions with your classmates.

1. What is culture? Write some words that help you talk about culture:

|  |  |
| --- | --- |
| * + - *traditions*     - *\_\_\_\_\_\_\_\_\_\_\_\_\_*     - *\_\_\_\_\_\_\_\_\_\_\_\_\_*     - *\_\_\_\_\_\_\_\_\_\_\_\_\_* | * + - *\_\_\_\_\_\_\_\_\_\_\_*     - *\_\_\_\_\_\_\_\_\_\_\_\_\_*     - *\_\_\_\_\_\_\_\_\_\_\_\_\_*     - *\_\_\_\_\_\_\_\_\_\_\_\_\_* |

1. Why is culture important? To have a sense of identity, because it helps me become educated about my origins.
2. What do you like about your native culture? The food, nature, religions, traditional dances, military parade for Independence Day, respect for the elders, respect to the flag, National anthem, national shield, rice.
3. What would you change about your native culture? Pollution, traffic, crime and drug cartels, peace between North Korea and South Korea, corruption, politicians.
4. Are there many people of different cultures in your home country? Yes, Chinese, Japanese, Italian, North American, African, Venezuelan, Spanish, Chinese, Japanese.
5. Are there people of different cultures in your country?
6. What American customs do you like? Thanksgiving, Independence Day, barbeques
7. Are there any American customs you do not like? Shopping during Black Friday, hunting,
8. What parts of American culture confuse you? Immigration.

**More Discussions About Culture**

**Suggested Classroom Activities:**

1. Make cards of questions grouped by topic. Put students in small groups. Rotate the cards from group to group.
2. Put questions on slips of paper. Each student gets one question. In a mixer activity, students find other classmates, ask the question and answer their classmate’s question.
3. Show & Tell. Have students bring in an object that represents their country or is specific to their culture. Practice writing and speaking about it. They can also write and speak about their partner’s culture based on the object.
4. Have students draw, bring a picture, show a picture on their phone, or use google images for each category – tourism, food, police/military, president/leader, tourist sites. Describe to a partner, and then the partner describes back to check for accuracy.
5. After speaking for 2-3 minutes each about their own countries in a small group setting, each person writes 3 – 6 facts about the person on their left.

**General**

* Where is your country?
* How big is your country?
* What is the population of your country?
* How would you describe the landscape?
* Which part of your country do most people live in?
* Tell me about the main industries there.
* How easy is it to travel around your country?
* Has your country changed much since you were a child?

**Food and drink**

* What is the food like in your country? Is it based around meat, fish or vegetables?
* Are there many regional differences in the food eaten and recipes?
* What agricultural products are produced by your country?
* What traditional dishes are served in your country? Which is your favorite? What's the recipe?
* What drinks is your country famous for?
* What alcoholic drinks are produced in your country?

**Cities**

* Where is the capital of your country? Is it on a river, on the coast in the center of the country?
* How would you describe the capital city and any other main cities?
* What special attractions can be found in each city?

**Holidays**

* What is the most popular holiday in your country? When is it celebrated?
* What religious holidays do people celebrate in your country?
* What national holidays do people celebrate in your country?

**Weather**

* What is the weather like?
* Is the weather very different in different parts of the country?
* Can you describe the seasons?
* What is the best time to visit?

**Language**

* What languages are spoken in your country?
* What language do you usually hear on the streets?
* How many people speak English in your country?

**Customs**

* Is there a particular national costume? Can you describe it?
* Are there any sports or games unique to your country?
* Are there any special local dances? What are they like?
* Are the people generally friendly?
* What are some special customs in your country?

**Tourism**

* What are the most popular tourist destinations in your country? What makes them popular?
* Are there many hotels in your country?
* Are there many opportunities to explore the countryside?
* Is it easy to find maps and routes?
* Is there much interesting architecture in your country?
* Are there many famous artists or authors based in your country?
* Are there a wide range of shops in your country?
* Is it safe to drink the water?

**Animals**

* Are there any deer, wild boar, wolves or bears in your country? Can you hunt them?
* Are there many natural parks in your country?
* Is fishing popular in your country?
* Are there many bird species in your country?

**Economic**

* What are the principal economic activities of your country?
* What does it export?
* What are the main industries in your country?

**Political/ History**

* What can you tell me about the history of your country?
* Is it safe to visit your country?
* What is the political system in your country?
* Who is in power at the moment?
* How is your country dealing with the current financial crisis?
* What can you say about the leaders of your country?

**CULTURAL CUSTOMS & TRADITIONS**

**What is a holiday?**

A **holiday** is a day set aside to honor a person or remember an event. It usually involves rest from work. Holidays often include culture-wide activities and rituals.

**Examples (from** [**http://www.earthcalendar.net**](http://www.earthcalendar.net/)**):**



***July 4 – Independence Day in United States*** *Celebration of America’s independence from England in 1776. Traditions include picnics and fireworks.*



***May 5 – Cinco de Mayo in Mexico***

*Commemorates the Mexican army's surprise victory during a battle with French soldiers in 1862. Cinco de Mayo means   
"Fifth of May" in Spanish.*

**Think about some popular holidays in your native country and the U.S.**

1. Which ones are your favorites?
2. How are those holidays typically celebrated?
3. Which U.S. holidays do you enjoy the most?

**WORKSHEET – HOLIDAY TRADITIONS**

**Directions:** Write about a holiday in your country. Then, interview another student and learn about a holiday in his or her native country. Share with your class.

|  |  |  |
| --- | --- | --- |
|  | **My Country: \_\_\_\_\_\_\_\_\_\_\_\_\_** | **Classmate’s Country: \_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name & date of holiday: |  |  |
| Who celebrates: |  |  |
| Food: |  |  |
| Customs: |  |  |

**PRACTICE: TALK ABOUT CULTURE**

**Intermediate - Advanced**

adapted from The Internet TESL Journal (http://iteslj.org/questions/culture.html)

**Watch some of the suggested videos below (or locate others):**

* Greetings Around the World - <https://www.youtube.com/watch?v=3tlNJibk234>
* Cultural Differences - <https://www.youtube.com/watch?v=vO6N0ha22Mk>
* 21 Things in the US that Puzzle Most Foreigners <https://www.youtube.com/watch?v=K1HxW5vc_lU>

**Discuss the following questions:**

1. Have you ever felt confused by the actions of someone from another culture?
   1. If so, describe the situation.
2. In your culture, is it polite to be straightforward and direct when you talk to someone?
3. Would you ever consider marrying or dating someone from another culture?
4. What is considered rude in your culture?
5. How do young people in your culture behave differently from older people?

**Work with your partner/class to come up with more questions about different aspects of culture?**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TASK 1 PRACTICE: WRITE ABOUT CULTURE**

**TASK**

In this assignment, you will write a **short paragraph** about **your culture**.

**Step 1:** **Answer** the questions provided below. You will use the number of questions required by your English proficiency level. Your teacher will tell you what your level is.

**My level** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Beginner 2** - answer questions 1-5.  **Beginner 3** - answer questions 1-6. | **Intermediate 1** level - answer questions 1-7.  **Intermediate 2 - Advanced** level - answer all of the questions. |

1. What country are you from? (name country)

2. Where is your country? (show country)

3. What language do people speak in your country?

4. What is the capital of your country?

5. What is the weather like in your country?

6. When are the important holidays in your country?

7. How do people celebrate that holiday? (Intermediate High – Advanced students, provide *more* details).

8. What are some popular foods/dishes in your country? Why are they popular? (Provide details).

**Step 2:** Use a separate piece of paper to write a paragraph about your culture.

**Example:**

**Yellow – everyone**

**Grey – additional for Beg 3-Adv**

**Green – additional for Int Low-Adv**

**Blue – additional for Int High - Adv**

My name is Sofia, I’m from Spain. In my country, people speak Spanish. Some people also speak Catalan. I live in the capital city of Madrid. Madrid is a beautiful city. The weather is different in different parts of Spain. In the north, it is green and rains a lot. In the south, there is the Mediterranean Sea, which is very beautiful and sunny. Easter, the Feast of Saint James (July 25), and All Saints’ Day (November 1) are important holidays in Spain. New Year’s Day is also an important holiday in Spain. We celebrate it on December 31. We get together with family and friends. It is a custom to stay at home till midnight, and at midnight people eat **doce uvas** (twelve grapes). They also eat paella on New Years’ Eve. Paella is one of the most important foods in Spain. This is a food made with rice, seafood, vegetables and other foods all cooked together. It is very delicious, and it is very special to eat this food together with your family. I love my home country very much because it has beautiful places and beautiful people.

**Note to the Teacher: Similar questions/organization can be used for Task 1 oral report. Questions about other aspects of culture are appropriate as well. Intermediate Low – Advanced students will need to include at least 1 piece of information about civic activity such as a holiday.**

|  |
| --- |
| **TASK 2 PRACTICE: Culture Questionnaire**  Adapted from [www.kqed.org](http://www.kqed.org) |

**Directions: Answer the questions below. Share with your class.**

1. Where are you from? What is your country famous for (products, weather, tourism)?

2. What language(s) do you speak in your country?

3. What is the main religion in your country?

4. If you or your family member gets sick, what do you do to treat the sickness?

5. What holidays do you celebrate?

6. What kinds of traditional dress do you find in your country?

7. What kind of government is there in your country? Do most people trust the government?

8. Who can vote for laws and politicians in your country?

9. What is your home like?

10. What jobs do people in your family do at home?

11. What jobs do people in your family do outside the home?

12. Who makes the decisions at home?

13. Tell me about the education system. How is it different than the USA?

14. How important is education in your culture?

15. Tell me something interesting about the University system.  
  
16. Tell me about environmental issues in your country, such as pollution.

17. Tell me how the government helps poor people.

18. Tell me about the climate of your country.

19.  Tell me about the flora (plant life) and fauna (animal life) in your country.

20. Tell me about some famous places in your country.

**TASK 2**

**Culture Vocabulary – Advanced**

<https://quizlet.com/_8ibg3j?x=1jqt&i=gz2xz>

|  |
| --- |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | **Acculturation** |  | borrowing aspects of other cultures |
| 2. | **Assimilation** |  | forcing others to adopt the majority's culture; adopting the majority culture and abandoning your own |
| 3. | **Cultural diffusion** |  | spread of culture |
| 4. | **Custom** |  | typical behaviors for a group of people |
| 5. | **Dialect** |  | regional speech |
| 6. | **Equalitarian** |  | family structure in which authority is evenly shared between the husband and wife |
| 7. | **Ethnicity** |  | state of belonging to a social group that has a common national or cultural tradition |
| 8. | **Ethnocentrism** |  | Belief that your culture is superior |
| 9. | **Family** |  | Where we learn expected behaviors |
| 10. | **Imperialism** |  | a policy of extending a country's power and influence through diplomacy or military force |
| 11. | **Matriarchal** |  | a social system in which the mother is head of the family |
| 12. | **Monogamy** |  | Having only one wife |
| 13. | **Monotheism** |  | belief in one god |
| 14. | **Nationalism** |  | a feeling of superiority over other countries or groups of people |
| 15. | **Patriarchal** |  | a society in which men hold the greatest legal and moral authority |
| 16. | **Pecking Order** |  | Where one falls in the social structure of society |
| 17. | **Pluralism** |  | multiple cultures coexisting together |
| 18. | **Polygamy** |  | having more than one wife |
| 19. | **Polytheism** |  | belief in many gods |
| 20. | **Popular culture** |  | elements which are practiced by a wide group of people |
| 21. | **Racism** |  | Belief that someone's ethnic background makes them inferior |
| 22. | **Social Structure** |  | the social organization of a society constituting an integrated whole |
| 23. | **Society** |  | people interacting in the tasks necessary for survival; often have common values, beliefs, and traditions |
| 24. | **Taboo** |  | a socially unacceptable act or belief |
| 25. | **Westernization** |  | The spread of culture from Europe and America to other cultures |

**WORKSHEET – CUSTOMS & TRADITIONS: SIMILARITIES**

Think about life in your native country and life in the U.S. Fill in the chart below to compare the two cultures. Show how they are the same, or similar. Then share with your class.

**My native country:**  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The United States**

**What are two ways these cultures are ALIKE?**

|  |  |  |
| --- | --- | --- |
| **With regard to …** | **Example 1:** | **Example 2:** |
| **EDUCATION:** |  |  |
| **MEDICAL CARE:** |  |  |
| **RAISING CHILDREN:** |  |  |
| **MONEY/BANKING:** |  |  |
| **WORK:** |  |  |

**WORKSHEET – CUSTOMS & TRADITIONS: DIFFERENCES**

Think about life in your native country and life in the U.S. Fill in the chart below to compare the two cultures. Show how they are different.

**My native country:**  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The United States**

**What are two ways these cultures are different?**

|  |  |  |
| --- | --- | --- |
| *In my native country …* | **With regard to …** | *In the U.S. …* |
|  | **EDUCATION** |  |
|  | **MEDICAL CARE** |  |
|  | **RAISING CHILDREN** |  |
|  | **MONEY/BANKING** |  |
|  | **WORK** |  |

**TASK 2 MORE PRACTICE: REPORT ABOUT YOUR COUNTRY**

**Directions**: Describe 5 areas of life from your home country that are **different from** life in the United States.

|  |  |
| --- | --- |
| **j0301252**  **EDUCATION** | **In my home country, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   In the U.S., \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **j0240719**  **MEDICAL CARE** | **In my home country, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   In the U.S., \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| C:\Users\Lena Nelson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C2688421.tmp  **RAISING CHILDREN** | **In my home country, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   In the U.S., \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| C:\Users\Lena Nelson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\9E337E5B.tmp  **MONEY/BANKING** | **In my home country, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   In the U.S., \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **C:\Users\Lena Nelson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E42AA105.tmp**  **WORK, JOBS** | **In my home country, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   In the U.S., \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| **C:\Users\Lena Nelson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C4CC7BD7.tmp**  **SAFETY** | **In my home country, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   In the U.S., \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| C:\Users\Lena Nelson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\CFA06AFD.tmp  **GOVERNMENT** | **In my home country, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   In the U.S., \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| C:\Users\Lena Nelson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D9CAF313.tmp  **DESCRIMINATION** | **In my home country, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   In the U.S., \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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**PRACTICE: WRITE ABOUT CULTURE**

**Directions:**

**1.** Answer the questions about yourself and your native country.

**2**. Use the information to prepare a presentation about a culture.

1. **Where were you born? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
     
   Where did you grow up? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
     
   What was your first language? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **What is your favorite holiday from your native country? Write about two (2) customs to celebrate it.**

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**PRACTICE: WRITE ABOUT CULTURE**

**Directions:** To answer Questions #3 & #4, choose one of the topics below to write about.

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| **CIRCLE  YOUR  CHOICE:** | **j0240719C:\Users\Lena Nelson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C2688421.tmp**    **Raising Children Medical Care** | **C:\Users\Lena Nelson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C4CC7BD7.tmp Safety** |
| C:\Users\Lena Nelson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\CFA06AFD.tmp**Government** | **C:\Users\Lena Nelson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E42AA105.tmp C:\Users\Lena Nelson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D9CAF313.tmp**  **Work Descrimination** | **j0301252**  **Education** | |

1. **Give one example (about this topic) that shows how life in your native country is THE SAME AS life in the U.S.:**

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1. **Give one example (about this topic) that shows how life in your native country is DIFFERENT FROM life in the U.S.:**

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**TASK 2 SAMPLE REPORT OUTLINE**

In **Task 2** students will prepare a visual aid (a poster of PPT) AND give an oral report about student's own culture (or that of his/her classmate) which will include up to four areas (Beg. 2 = 1 area; Beg. 3 = 2 areas; Intermediate Low = 3 areas; Int. High – Advanced = 4 areas):

1. **Introduction (2-4 sentences)**
   1. Introduce yourself (or your classmate)
   2. Locate origin country on map
   3. Identify region and or continent, and city, state (or province, district or similar)
   4. Identify name of culture and language(s)
   5. Country's weather, resources, products (Examples)
2. **Describe 1 holiday from the culture/country and how it is celebrated**
   1. Give 3-4 important details with description and depth.
3. **Describe how life in the native country is the same as life in the US in relation to one of the sample topics below.**
4. **Describe how life in the native country is different to life in the US in relation to one of the sample topics below:**

* Work/Employment
* Money/Banking
* Medical Care
* Discrimination
* Raising Children
* Education
* Safety
* Type of Government