**HSP3U Cultural Discoveries Assignment**

**Purpose**:

National Geographic has decided to create a television series that gives viewers insight into some of the cultures of the world. The series will be called “Cultural Discoveries.” The creators of the show would like to have teens research and share their findings on various cultures.

Pretend that our Anthropology class has been asked to contribute to the new National Geographic series. The producers would like our class to explore 5-6 different cultures. Specifically, they would like students to work in teams. Each team will be assigned a different culture. Student teams must prepare a 10-15 minute segment/presentation on the culture they were assigned. Each presentation must address certain topics – these are listed below. Students should use at least 4 different sources to gather information on their assigned culture and follow APA guidelines.

**Presentation to do list:**

1. Include a map of the world that shows where members of this culture live. Identify what countries and/or regions members of this culture commonly live in.
2. Provide information on the following topics:

* Beliefs, values, and/or virtues important to the culture
* Language(s) commonly spoken among members of the culture
* Gender roles within the culture
* Rites of passage (ceremonies, rituals, and events that mark a change in life or status)
* Marriage: common forms of marriage and traditions associated with weddings
* The arts: examples of music, art, and/or literature that have originated in the culture
* Foods/dishes that are common to the culture

1. Be creative! Look for strategies that you can use to engage your audience (ex. Video clips, images, food samples, etc.).
2. Learn your research! You will be marked on how well you communicate your findings.
3. Include APA style in-text citations when visually presenting research (ex. PowerPoint slides) and a typed, works cited/reference page. \*Submit a copy of your script as well.

**HSP3U Cultural Discoveries Rubric**

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| Achievement Category | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge & Understanding:**  The students demonstrate a strong understanding of the beliefs, languages, gender roles, rites of passage, marriage practices, art, and food that define their chosen culture. | -demonstrates a limited understanding of the:   * Beliefs, values, virtues * Language(s) * Gender roles * Rites of passage * Marriage * The arts * Food | -demonstrates some understanding of key elements of the:   * Beliefs, values, virtues * Language(s) * Gender roles * Rites of passage * Marriage * The arts * Food | -demonstrates a considerable understanding of key elements of the:   * Beliefs, values, virtues * Language(s) * Gender roles * Rites of passage * Marriage * The arts * Food | -demonstrates a thorough understanding of key elements of the:   * Beliefs, values, virtues * Language(s) * Gender roles * Rites of passage * Marriage * The arts * Food |
| **Thinking & Inquiry:** The students demonstrate strong creative thinking skills when presenting their culture. | -uses creative thinking skills with limited effectiveness | -uses creative thinking skills with some effectiveness | -uses creative thinking skills with considerable effectiveness | -uses creative thinking skills with a high degree of effectiveness |
| **Communication**: Individual group members orally communicate their knowledge through speaking at a good volume, making regular eye contact, and correctly pronouncing their findings. | -orally communicates his or her knowledge with limited effectiveness as evidenced by:   * The volume of their voice * The frequently of eye contact * The pronunciation of content | -orally communicates his or her knowledge with some effectiveness as evidenced by:   * The volume of their voice * The frequently of eye contact * The pronunciation of content | -orally communicates his or her knowledge with considerable effectiveness as evidenced by:   * The volume of their voice * The frequently of eye contact * The pronunciation of content | -orally communicates his or her knowledge with a high degree of effectiveness as evidenced by:   * The volume of their voice * The frequently of eye contact * The pronunciation of content |
| **Application:** The students apply the APA guidelines correctly to their presentation ( Works cited) | -applies the APA style with limited effectiveness when referencing their sources | -applies the APA style with some effectiveness when referencing their sources | -applies the APA style with considerable effectiveness when referencing their sources | -applies the APA style with a high degree of effectiveness when referencing their sources |