

Curriculum Map Module 2: Kite Culture Around the World

Essential Questions

1. How can learning about a culture's art tell us about who they are and what they value?
2. How do kites create connection and community in various cultures?
3. How could learning and teaching others about kite cultures around the world be useful and important?

Learning Objectives – In this Module, students will:

1. Identify and describe film and literature that articulate culture through kites in Afghanistan;
2. Gather details and engage in inquiry from media and text;
3. Interact with digital storytelling as a learning tool;
4. Listen for and present details about kite culture and how it teaches us about kites as an artform, and also traditions, customs, and values;
5. Engage in research and practice selecting relevant information;
6. Design a visual representation that presents clear and concise information about an aspect of another country's culture;
7. Present, provide meaningful feedback on peers' creative work, and reflect.

Learning Outline

This module is on the Kite Culture video presentation by Scott Hampton. It can be used as a whole learning experience, or in chosen sections as time allows.

- 15 minutes: Launch Activity–Pre-Viewing: An Introduction to Kites in Afghanistan
- 10 minutes: While Viewing: Learning about Kite Festivals and Culture Across the World
- 15 minutes: Post-Viewing: Sharing and Inquiry
- 75+ minutes: Demonstration: Researching Kite Cultures Around the World
- 45+ minutes: Making Connections: Arts Integration Project - Kite Culture Infographic Posters From Around the World

Standards Targeted Throughout Curriculum(Expanded Version Below) Module 1: Storytelling and Science Communication

Core Standards for Social Studies (7-12):

World Geography (WG) Strand 3: Culture (WG3.1- 3.4)

Core Standards for English Language Arts (7-12):

Reading Informational Text (RI 7.3-12.3)

Writing: (W7.4-12.4; W7.9-12.9)

Speaking and Listening: (SL7.1-12.1; SL7.4-12.4; SL7.5-12.5)

National Arts Standards (Visual & Media Arts 7-12):

Creating: Anchor Strands (1-3)

Performing, Presenting, Producing: Anchor Strands (4-6)

Responding: Anchor Strands (7-9)

Connecting: Anchor Strands (10-11)

National Film Study Standards (NFSS)

Standard 5.0 Cross-Curricular Connection

AASL National School Library Standards:**Shared Foundations Anchors:**

Inquire

Include

Collaborate

Standards: Expanded**Core Standards for Social Studies (7-12):**

World Geography Strand 3: Culture (grades 9 & 10)

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

3.2 Students will explain how the physical environment influences and is influenced by culture.

3.3: Students will identify how culture influences sense of place, point of view and perspective, and the relative value placed upon people and places.

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

Core Standards for English Language Arts (7-12):

Reading: Informational Text (RI):

RI 7.3-12.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Writing (W):

W7.4-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7.9-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening (SL):

SL7.1-12.1: Initiate and participate effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL7.4-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective with well-chosen details, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate

(appropriate eye contact, adequate volume, and clear pronunciation) to purpose, audience and a range of formal and informal tasks.

SL7.5-12.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

National Arts Standards (Visual & Media Arts 7-12):

Creating: (Anchor Strands 1-3)

Anchor Strand 1: Generate and conceptualize artistic ideas and work.

Anchor Strand 2: Organize and develop artistic ideas and work.

Anchor Strand 3: Refine and complete artistic work.

Performing, Presenting, Producing: Anchor Strands (4-6)

Anchor Strand 4: Select, analyze and interpret artistic work for presentation.

Anchor Strand 5: Develop and refine artistic techniques and work for presentation.

Anchor Strand 6: Convey meaning through the presentation of artistic work.

Responding: Anchor Strands (7-9)

Anchor Strand 7: Perceive and analyze artistic work.

Anchor Strand 8: Interpret intent and meaning in artistic work.

Anchor Strand 9: Apply criteria to evaluate artistic work.

Connecting: Anchor Strands (10-11)

Anchor Strand 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Strand 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

AASL National School Library Standards

Shared Foundations Anchors:

INQUIRE

Display curiosity and initiative by: Formulating questions about a personal interest or a curricular topic; Recalling prior and background knowledge as context for new meaning.

Engage with new knowledge by following a process that includes: Using evidence to investigate questions; Devising and implementing a plan to fill knowledge gaps; Generating products that illustrate learning.

Adapt, communicate, and exchange learning products with others in a cycle that includes: Interacting with content presented by others; Providing constructive feedback; Acting on feedback to improve; Sharing products with an authentic audience.

Participate in an ongoing inquiry-based process by: Continually seeking knowledge; Engaging in sustained inquiry; Enacting new understanding through real-world connections; Using reflection to guide informed decisions.

INCLUDE

Contribute a balanced perspective when participating in a learning community by: Articulating an awareness of the contributions of a range of learners; Adopting a discerning stance toward points of view and opinions; expressed in information resources and learning products; Describing their understanding of cultural relevancy and placement within the global learning community.

Adjust their awareness of the global learning community by: Interacting with learners who reflect a range of perspectives; Evaluating a variety of perspectives during learning activities; Representing diverse perspectives during learning activities.

Exhibit empathy with and tolerance for diverse ideas by: Engaging in informed conversation and active debate; Contributing to discussions in which multiple viewpoints on a topic are expressed.

Demonstrate empathy and equity in knowledge building within the global learning community by: Seeking interactions with a range of learners; Demonstrating interest in other perspectives during learning activities; Reflecting on their own place within the global learning community.

COLLABORATE

Identify collaborative opportunities by: Demonstrating their desire to broaden and deepen understandings; Developing new understandings through engagement in a learning group; Deciding to solve problems informed by group interaction.

Participate in personal, social, and intellectual networks by: Using a variety of communication tools and resources; Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

Work productively with others to solve problems by: Soliciting and responding to feedback from others; Involving diverse perspectives in their own inquiry processes.

Actively participate with others in learning situations by: Actively contributing to group discussions; Recognizing learning as a social responsibility.