360 Degrees of Culture: Creating Culture Wheels
Students will look at other cultures by making a circle graph.

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Grade Level
6-8
Duration
2-3 class periods

National Geography Standards

ELEMENT TWO
PLACES AND REGIONS
6. How culture and experience influence people's perceptions of places and regions.

ELEMENT FOUR:
HUMAN SYSTEMS
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

Arizona Geography Standards

CONCEPT 1
World in Spatial Terms
GRADE 6, 7, and 8
PO 1 Construct maps, charts and graphs to display geographic information.

CONCEPT 2
Places and Regions
GRADE 6
PO 1 Identify regions studied using a variety of criteria (e.g., climate, landforms, culture, vegetation).
GRADE 7
PO 1 Describe the human and physical characteristics of places and regions.
GRADE 8
PO 1 Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.

Arizona Math Standards

STRAND 2 Data Analysis, Probability, and Discrete Math
CONCEPT 1 Data Analysis
GRADE 6
PO 3 Interpret data based on simple displays of data: double bar graphs, tally charts, frequency tables, circle graphs, and line graphs.
PO 4 Answer questions based on simple displays of data including double bar graphs, tally charts, frequency tables, circle graphs, and line graphs.

GRADE 7
PO 2 Construct a circle graph with appropriate labels and title from organized data.
PO 4 Interpret data based on simple displays of data: including histograms, stem-and-leaf plots, circle graphs, and double line graphs.
PO 5 Answer questions based on simple displays of data including histograms, stem-and-leaf plots, circle graphs, and double line graphs.

GRADE 8
PO 4 Interpret box-and-whisker plots, circle graphs, and scatter plots.
PO 5 Answer questions based on Interpret box-and-whisker plots, circle graphs, and scatter plots.

STRAND 4 Geometry and Measurement
CONCEPT 4 Measurement
GRADE 6
PO 4 Measure angles using a protractor.

Overview
Learning about other cultures is a way to satisfy children’s curiosity about other peoples, while fostering understanding and acceptance of diversity.

Purpose
Students will practice using math tools to draw a circle and divide it into 12 equal parts of 30 degrees each. Students will use their textbook or other resources, including their own experiences, to create a culture wheel for a specific culture, either current or historic.
360 Degrees of Culture: Creating Culture Wheels

### Materials
- 8” x 11” unlined paper
- Ruler or straight edge
- Compass, protractor, pencil, colored pencils or thin markers or crayons
- Textbook or resource material to use for categories
- Maps of specific areas or countries to adhere to the back of the wheel
- Handout #1 Categories for Culture Wheel
- Handout #2 Additional Categories for Culture Wheel
- Math Assessment
- Answer Key

### Objectives
The student will be able to:

1. Define the word culture by listing various aspects or categories of culture in general.
2. Use math tools (ruler, protractor, and compass) to construct a circle graph with 12 sections.
3. Label each section with one aspect of culture.
4. Describe and illustrate each part of the culture wheel appropriate to that particular section.

### Procedures

#### SESSION TWO
1. Use a ruler to determine the center of an 8 1/2” x 11” unlined paper.
2. Put a dot in the center.
3. Make a circle that has a radius of 10.5 cm.
4. Review information about a circle having 360 degrees.
5. Divide 360 by 12 to determine the degree of each section.
6. Draw a zero line. (Use the radius line)
7. Line up the zero line on protractor with the zero line that is drawn.
8. Locate and mark 30 degrees and draw a line to the edge of the circle.
9. The new line is now the zero line.
10. Continue until there are 12 sections to the circle.

#### SESSION ONE
1. Introduce the term culture, or way of life.
2. Instruct the students to list ideas of culture, first alone, then with a partner, then share with class.
3. Make a master list of culture topics for possible categories on the board.
4. Have the class determine the twelve areas of culture the class will use for their culture wheels.
5. Direct the students to research answers to the guided questions about the culture (Handouts #1 and #2 may be used).
6. Direct the students to write the information they find during research on Handouts #1 and #2. They will use this to complete the culture wheel.
7. When research is completed, the students will illustrate with words and drawings each segment of the culture wheel. They should use color to make it bright and appealing.
360 Degrees of Culture: Creating Culture Wheels

8. A final step is for the student to attach a map to the back of the wheel and color the area where this culture is found.

**Assessment**

Math: Students can be assessed on their accuracy of measurement. Questions on the math assessment can also be considered. Mastery is considered 80% or higher.

Geography: Students can be assessed on the quality of their research and final product. Allow 100 points Color = 10pts, Correct Information = 60 pts (5pts/section), Labeling = 10 pts, Map work =10 pts, and Drawings = 10 pts. Mastery is considered 80% or higher.

**Extensions**

Once students understand the idea of culture they can create culture wheels for different time periods in history, for example the Paleolithic Age, Neolithic Age, Ancient Greeks, etc. The number of segments in the wheel may vary according to the culture.

Students could also create culture wheels for subcultures within mainstream cultures, like the Amish, Orthodox Judaism, New York City life vs. California beach life, etc.

**Sources**

National Geography Standards 1994, *Geography for Life*

Special thanks to Patti Gonzales, Apollo Middle School, Tucson, AZ for help with math procedures.