



Why Cultures Change

A Lesson Plan for Grade Levels 3-5

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OVERVIEW

In this lesson students will review changes that occurred in the Apalachee and Spanish cultures during their contact at Mission San Luis. They will research and discuss how and why these adaptations took place and how similar (or different) factors might prompt changes in coexisting cultures in other parts of the world and/or in different time periods.

OBJECTIVES

- ✓ Students will compare cultural change at Mission San Luis with examples elsewhere
- ✓ Students will understand the process involved in cultural change.

HISTORICAL BACKGROUND

Cultural change usually occurs when two populations of people come into contact with each other, especially if they are very dissimilar. The decision by either group to accept or reject adaptations in the technologies, economies, or intangible aspects (beliefs) of their lives often is based on whether these new traits are advantageous to the society as a whole. However, coercion, domination or force also may cause a group to adopt changes in its lifestyle.



At Mission San Luis, two very different cultures came under each other's influence, and thus it is an ideal place to explore the various facets of cultural change. San Luis represents a complex example of adaptation that was characterized by accommodation and resistance. Both the Spaniards and the Apalachee were forced to alter some of their customs in order to coexist. Some traditions were changed, some more easily than others. Change was particularly profound for the Christianized Indians since, in the minds of the Spaniards, accepting the Catholic faith also meant accepting the sovereignty of the King of Spain and many new religious, social, and political claims.

PREPARATION

1. Read *A Teacher's Guide*, the lesson plans overview, and historical background to prepare for guiding student discussion.
2. Decide how students will be divided into small groups to conduct Activity 2, and create a list of possible research topics. Examples of cultural change within different, coexisting populations include the Chinese and British in Hong Kong, black and white residents of South Africa, Vietnamese immigrants in the U.S., or Native Americans and settlers on the American frontier. It may be necessary to consult with the school media specialist to ensure that sufficient books and articles are available for each topic.

Why Cultures Change

A Lesson Plan for Grade Levels 3-5



MATERIALS

- Pencils
- Paper
- Chalk or Dry-Erase board
- Chalk/Dry-Erase marks
- Articles about culture change researched from school media center.

TIME REQUIRED

Allow 45 minutes to prepare for this activity and two or more class periods to complete it.

PROCEDURE

Why Cultures Change - Activity 1

- a) Begin a class discussion by recalling details about life at Mission San Luis. Explore the roles that the Apalachee and Spanish played in their community. Record student comments on a chalk/dry-erase board.
- b) Review the definition of culture and guide students towards the concept of cultural change by asking: "In what ways did the Apalachee and Spaniards change their behaviors or lifestyles as a result of living together?" Prompt answers with other questions based on information in *A Teacher's Guide*, and encourage students to explain why changes occurred.
- c) Direct the discussion toward cultural change in a personal context by asking students the following questions and documenting their answers on the chalk/dry-erase board:
 1. What different cultural or ethnic groups live in our community?
 2. How have they influenced each other? (*Examples include food, clothing, sports, arts, & holiday traditions*)
 3. How have they influenced you personally?
 4. Why do you think people adopt the customs of other? (*In other words, why do cultures change?*)

If necessary, prompt student responses by suggesting that cultural change may take place because one group wants to be more accepted, or to respect another group, to ensure peaceable coexistence, or to take advantage of more effective ways of doing something.

Why Cultures Change - Activity 2

- a) Explain that students will continue their study of cultural change by exploring examples of coexisting populations in different time periods and areas of the world. Divide the class into small groups and either assign or allow each group to select an example to research using resources in the school media center.
- b) Allow two class periods for groups to conduct their research and answer the following questions:
 1. What cultural change occurred as a result of the different populations living together? (*Examples include clothing, language, food, religion, wealth, status, etc.*)

Why Cultures Change

A Lesson Plan for Grade Levels 3-5



2. Why did these changes occur?
(Examples might include domination or coercion of one group, a desire for cultural admiration or respect, adoption of more efficient customs or products, or the need to ensure peaceful coexistence).
3. How do these changes compare to the adaptations that people make today when different populations live together?

CLOSURE

Review student work and answer any questions the student may have formulated from the activity.

ASSESSMENT

Components for assessment include the class discussion and student worksheet.

ENRICHMENT

Have the students design architectural or engineering “wonders” that reflects the culture of their home region. What would this wonder look like, what is its purpose, and what statement does it make about the region? In order for students to determine what the wonder should be, they should use the internet or the library to research the history, native cultures, and demographics of their region. Students should write captions explaining the reasons they have chosen to design their wonder this way. Captions should include an explanation of how the region’s history, native cultures, and current demographics are reflected in their wonder.

Why Cultures Change

A Lesson Plan for Grade Levels 3-5



SUNSHINE STATE STANDARDS

Completion of *Gender Roles* correlates to the following benchmarks for grades 3 through 5:

Social Studies

- SS3.A.1.1 Analyze primary and secondary sources.
- SS.3.A.1.3 Define terms related to the social sciences.
- SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.
- SS.4.A.3.2 Describe causes and effects of European colonization on the Native American Tribes of Florida.
- SS.4.A.3.4 Explain the purpose of and the daily life on missions (San Luis de Talimali in present-day Tallahassee).
- SS.4.A.3.6 Identify the effects of Spanish rule in Florida
- SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
- SS.5.A.1.1 Use primary and secondary sources to understand history.

Language Arts

- LA.3.4.2.1 The student will write in a variety of informational/expository forms (e.g. rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics).
- LA.3.4.2.2 The student will record information (e.g. observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate.
- LA.3.5.2.1 The student will recall, interpret, and summarize information presented orally.
- LA.3.6.1.1 The student will read informational text (e.g. graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.
- LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly.
- LA.4.2.2.1 The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).
- LA.4.5.2.1 Students will listen to information presented orally and show an understanding of key points.
- LA.4.5.2.4 The student will ask questions of speakers, using appropriate tone and eye contact.
- LA.4.6.1.1 The student will read information text and text features (e.g., format graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).
- LA.5.1.6.1 The student will use new vocabulary that is introduced and taught directly.
- LA.5.6.1.1 The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).