



# What is Culture? Learning the Basic Components of Culture

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Grades K-2



## Introduction

What is culture? Students will explore the basic components of culture as well discover the culturally based likeness and differences of their peers through whole-group, small-group, and independent activities.

## Learning Objectives

- ([1. Culture](#)) Learners interact with class members and discover culturally based likenesses and differences.
- ([CCSS.ELA-Literacy.W.1.8](#)) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## Materials Needed

- [Video on What is Culture](#)

## Procedure

To begin the lesson, explain to students that today they will be exploring what makes them unique. Then, ask students to share something that is special about them. Next, discuss how everyone is different and that these differences make us unique. Ask students what they think the world would be like if everyone was the same. Ask, "What if everyone looked the same? Acted the same? Spoke the same?" Explain that our differences make the world a special place to live in.

### Activity 1: Culture video

1. Write the word 'culture' on the front board and ask students if they have ever heard of this word and if they know what it means. Write down students' correct answers.
2. Next, show students the video "What is Culture." Then, discuss what they learned.
3. Explain that culture is made of many things that include: food, language, clothing, customs, beliefs, religion, music, and so much more.

### Activity 2: Whole group

1. Together as a class, ask students to share a few of their cultural characteristics. Choose one characteristic at a time and have students share with the class. For example, traditional foods they eat, the celebrations they take part in, the language they speak, etc.

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2. Continue this process going through one characteristic at a time until you've covered all students.

### Activity 3: Partner talk

1. Separate students into partners and ask them to discuss a few of their cultural characteristics. Then, ask them to think about the similarities and differences amongst themselves.
2. Have students choose one thing that is similar and one thing that is different about themselves and their partner and write it down or draw it.

### Activity 3: Independent practice

1. Instruct students to make a cultural poster. This poster must include the following: my family, my language, my traditions, what I eat, where I live, what I wear, arts and music.
2. Once students have completed their posters, have them share them with the class and then hang in the hallway for all to see.

## Evaluation

Assess students on their knowledge of culture by their partner-talk activity (have they included one similarity and one difference?) and cultural poster. Students will be graded on whether they have included the required components on their cultural poster.