

Iceberg Concepts of Culture

**Above the surface are
examples of culture that we
can see or hear**

holidays language clothing
music religion drama
dance language games

humor concepts of beauty
personal space rules of conduct
eye contact modesty dating
ideals of raising children
attitudes toward the elderly
concepts of cleanliness
concepts of time
nonverbal communication
facial expressions

**Below the surface are
examples of culture that we
cannot easily see or hear.**

Features of Culture

Directions: For each feature of culture, think of one example common to people in the United States or in the country where you were born.

Holidays/Customs:	Style of dress:
Greetings:	Foods:
Attitudes about personal space:	Religious beliefs:
Concepts of beauty:	Nonverbal Communication:
Rules of polite behavior:	Family Roles:
Rules about raising children:	Work ethic:

Compare and Contrast Chart

PARTNER #1	PARTNER #2
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Finally, _____ and _____ are alike because _____. But, they are different because _____.

Rubric for Formative Assessment

Formative Assessment Points	Exceeds Expectations	tMeets Expectations	Approaches Expectations	Fails to Meet Expectations
	Student finds more than 3 similarities between their cultural identity and their partner's cultural identity	Student finds at least 3 similarities between their cultural identity and their partner's cultural identity.	Student finds only 2 similarities between their cultural identity and their partner's cultural identity.	Student finds 0 or 1 similarity between their cultural identity and their partner's cultural identity.

	Student finds more than 3 differences between their cultural identity and their partner's cultural identity	Student finds at least 3 differences between their cultural identity and their partner's cultural identity.	Student finds only 2 differences between their cultural identity and their partner's cultural identity.	Student finds only 0 or 1 difference between their cultural identity and their partner's cultural identity.
	Student fully and clearly uses the compare-contrast summary paragraph frame to write a cohesive and well written paragraph.	Student basically uses the compare-contrast summary paragraph frame to write a cohesive paragraph but the writing lacks full clarity of all points made	Student attempts to use the compare-contrast summary paragraph frame to write a cohesive paragraph, but lacks inclusion of all parts of it.	Student doesn't use the compare-contrast summary paragraph frame to write a cohesive paragraph.

Comments:

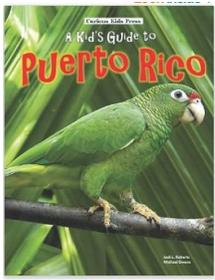
Podcast/Article Graphic Organizer

	How is a territory different from a state?	How might being a territory affect its cultural identity?	Other observations or conclusions
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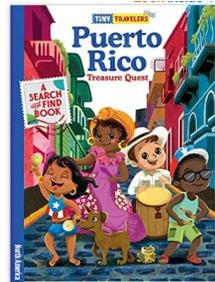
Podcast: Civics101			
National Geographic website			

Resources/Links for Student Puerto Rico Research Options: (Books & Websites)

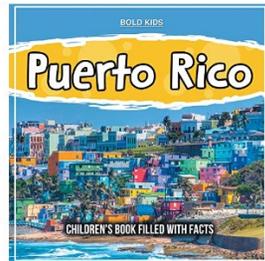
Books:



A Kid's Guide to Puerto Rico by [Jack L. Roberts](#) (Author), [Michael Owens](#) (Author)



Tiny Travelers Puerto Rico Treasure Quest by [Susie Jaramillo](#) (Author)



Puerto Rico: Children's Book Filled With Facts

Additional Culture of Puerto Rico Books:

https://www.abebooks.com/servlet/SearchResults?kn=culture%20of%20Puerto%20Rico&sts=t&cm_sp=SearchF-_-topnav-_-Results

Websites:

- History.com editors. "Puerto Rico." *History.com*, <https://www.history.com/topics/us-states/puerto-rico-history>

- Britannica Kids editors. “Puerto Rico.” *kids.britannica.com*. <https://kids.britannica.com/students/article/Puerto-Rico/276577>
- Van Dopp de Jesus, Jessica. “Puerto Rico.” *kids.nationalgeographic.com*. <https://kids.nationalgeographic.com/geography/states/article/puerto-rico>
- Worldcultureusa.com editors. “Puerto Rican Culture USA.” *Worldcultureusa.org*. https://www.worldcultureusa.org/puerto-rican?gclid=CjwKCAjwrranBhAEEiwAzbhNtdtK-FZJlwXWMXsV0A2yTa97dbxeiL9QnwefDi7_t5eiyv6DPSk8phoCWdkQAvD_BwE

Project Rubric

Project Rubric	Fails to Meet Expectations 1	Approaches Expectations 2	Meets Expectations 3	Exceeds Expectations 4
I can identify and explain elements of my cultural	Student identifies and explains 1 element of their	Student identifies and explains 2 elements of their	Student identifies and explains 3 elements of their	Student identifies and explains 4 or more elements

identity.	cultural identity.	cultural identity.	cultural identity.	of their cultural identity.
I can compare and contrast my cultural identity with a peer.	Student includes 1 comparison and/or contrast between their cultural identity and that of a peer.	Student includes 2 comparisons and/or contrasts between their cultural identity and that of a peer.	Student includes 3 comparisons and/or contrasts between their cultural identity and that of a peer.	Student includes 4 or more comparisons and/or contrasts between their cultural identity and that of a peer.
I can compare and contrast elements of my cultural identity with those of Puerto Rico.	Student includes 1 comparison and/or contrast between their cultural identity and that of Puerto Rico.	Student includes 2 comparisons and/or contrasts between their cultural identity and that of Puerto Rico.	Student includes 3 comparisons and/or contrasts between their cultural identity and that of Puerto Rico.	Student includes 4 or more comparisons and/or contrasts between their cultural identity and that of Puerto Rico.
I can explain various factors that influence one's cultural identity.	Student explains 1 factor that influence one's cultural identity in their writing.	Student explains 2 factors that influence one's cultural identity in their writing.	Student explains 3 factors that influence one's cultural identity in their writing.	Student explains 4 or more factors that influence one's cultural identity in their writing.
I have used examples of surface culture in my writing.	Student includes 1 example of surface culture in their writing.	Student includes 2 examples of surface culture in their writing.	Student includes 3 examples of surface culture in their writing.	Student includes 4 or more examples of surface culture in their writing.
I have identified examples of deep culture in my writing.	Student includes 1 example of deep culture in their writing.	Student includes 2 examples of deep culture in their writing.	Student includes 3 examples of deep culture in their writing.	Student includes 4 or more examples of deep culture in their writing.