

4D – Cultural Leadership

MCCC SS060407, expanded

6th Grade Social Studies Network – 2015-6

Part D of Unit 4 – Cultural Geography

GLCEs: 6G221 human characteristics of regions; 6G222 cultural change; 6G412 role of women; 6G413 cultures including religion; 6G441 conflict and cooperation among cultural groups

- 1. Review:** four key definitions: *culture*; *culture shock*; *cultural adaptation*; *cultural diffusion*
- 2. Setup Activity:** The spread of Islam (if not done in Part C)
6th 4C Spread of Islam set 6th 4C Spread of Islam presentation
- 3. Activity:** Who controls the resources? – a brief peek at the historical roots of complex politics in Southwest Asia – Arab/Persian, Sunni-Shia, Israeli/Palestinian, etc. This is not a comprehensive lesson in world history – it is a look at some geographic patterns that form a foundation for a future history lesson!
6th 4D Southwest Asia Religion activities B17 Southwest Asia Big Idea presentation
B17 Southwest Asia clickable miniAtlas
B17 Chapter on Resources in Southwest Asia
- 4. Extension Activity:** Cultural leadership. Many times in human history, an individual emerged in a particular place and shaped the cultural ideas there. The lives and influence of leaders is a great topic for readings and/or individual/group-inquiry-and-reporting activities. We will discuss various ways to look at this idea in Southwest Asia. This will also help students enlarge their mental maps of an important world region that has a rich array of individuals who inspired cultural change (e.g., Seth, Hammurabi, Abraham, Moses, Xerxes, Christ, Muhammad, Ottoman sultans, TH Lawrence, Sikes-Picot, Saddam Hussein, ISIS, and so forth – the goal is illustration of basic principles, not comprehensive “coverage” of any list).
Readings/inquiries/posters about cultural leaders 6th 4D GeoHistoGram Basics

Pages from MCCC

- **MCCC SuppMaterials.SS060407** has photos of famous fads, such as beehive hairdos and phonebooth stuffing. These can be dramatic discussion starters, but these topics are rather trivial. Meanwhile, a much more important kind of “cultural fad” is missing from the MCCC package, namely the key role of influential individuals – like the people listed in the extension activity above. This point can also be made by looking at leaders in South Asia (e.g., Buddha, Ashoka, Akbar, Shah Jahan, Gandhi), or for that matter any other world region.

Takehome: People can debate whether leaders shape their times, or the times bring forth suitable leaders. Regardless of your answer to that question, a culturally literate citizen should have some knowledge of the influence of a number of key individuals in history – and part of that influence depends on the conditions in the place where they lived and its connections with other places.

Note: Our Part D has several region-specific map activities and materials that focus on cultural leaders in different regions. These activities also help build a foundation for Grade 7 World History and Geography.

Part E. Global culture (MCCC Lessons 8,9,10) – we suggest postponing lessons about globalization of culture until after discussions of trade, economic globalization, and global material culture. One could use short examples of global culture in Unit 4 as a kind of “teaser” to set the stage for a discussion of the causal role of economic globalization in Parts 5 and 6, but putting the cart too far before the horse may require a lot of careful scaffolding.