

How does Ethnicity and Culture Influence Identity?

WebQuest Description: Society and Culture: Personal and Social Identity

Grade Level: 9-12

Curriculum: Social Studies

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Introduction

Welcome Year 11! Today you are going to investigate the way ethnicity and culture influences the formation of identity. You are going to do this by researching some culturally specific rites of passage that mark a change in identity for its individuals and groups. Before we get started on the details for the activity, let's re-cap from last lesson. Last lesson you learnt how gender and the media can influence identity identified continuities and changes in gender stereotypes over time began your own research, finding examples of what gendered expectations for males and females look like in the media Today we are going to continue developing our research skills, exploring how our ethnicity and culture influences socialisation, identity development and the coming of age for individuals in a variety of social and cultural settings. Specifically, you will look into how rituals and rites of passage associated with particular ethnicities and cultures create an identity and sense of inclusion into a group or culture. Key concepts for this lesson: culture ethnicity identity ritual rites of passage Before moving on to the 'Tasks' tab, take a minute to write down your understanding/definitions of the key terms for this lesson. Do this by starting a new word document which you will use to complete the entire lesson.

Tasks

Your task for today: In groups of three you are going to research a rite of passage specific to a particular ethnicity or culture. You are going to watch a short 5 minute video on the rite of passage and then begin your own research There will be questions on the following page that you will need to answer individually but work collaboratively to find. The aim of your research is to understand how this ritualistic rite of passage influences the formation of identity for the individual and acceptance into the group or culture. At the end of research time, your group will collate your findings into a short presentation and will present to the class on your allocated culture, rite of passage and its links to identity. Next step: Click the 'Process' tab to find out the details of the task.

Process

Task Instructions

1. Based on the groups that have been assigned to you, you will research a particular ethnicity or culture based on the following table:
Group 1 Apache Tribe- New Mexico <https://www.youtube.com/watch?v=5B3Abpv0ysM>
Group 2 Fulani People - Benin, Africa <https://www.youtube.com/watch?v=81JPj8BqBBQ&t=1s>
Group 3 Xhosa People - Bantu, Southern Africa <https://www.youtube.com/watch?v=Zw-124t993c>
Group 4 Padung Tribe - North West Thailand <https://www.youtube.com/watch?v=0FME1At3vml>
2. Watch the short video about your assigned cultural group to find out about the rite of passage that you will be learning about.
3. Work collaboratively in your groups to find out the following questions about this group of people:
a) Who are they? (who is this group of people, where to they come from, what culture or ethnicity to they belong to?)
b) What is the rite of passage that occurred during the video?
c) How long has this rite of passage been around for? (Describe this rite of passage in terms of its cultural tradition)
d) Describe the rite of passage (What are the sequential steps of this ritual)
Note: Work collaboratively here. Think about dividing the research questions between group members. You will find some of these answers in the video but you are expected to do your own further research to add depth to your answers.
4. Working independently now, answer the following questions in the same word document:
a) Evaluate the change in identity that occurs once the rite of passage is over (What happens to the individual? What changes about their sense of self, their identity? Does failure to complete the rite affect their inclusion into the group?)
b) Describe a rite of passage (coming of age event) from your own ethnicity or culture that affects the formation of identity in a similar way
(e.g. 18th birthdays, Bar/Bat Mitzvah, Quinceanera, Sweet 16)
c) What change or influence on identity does this rite of passage bring to the individual?
d) Analyse some other examples of the way your own ethnicity or culture has shaped your identity? (Beliefs and values that you follow, physical identifiers, your behaviour, the way you see yourself etc.)

Next Step: Click the 'Evaluation' tab to find out the requirements for your class presentation

Evaluation

Woo Hoo! If you have made it to this page, you must have completed all of the research questions and are ready to organise your presentation. In your groups you will have around 2 minutes to explain to your peers your research

findings from the task Your presentation must address all the questions from task 3 and by the end of your presentation your peers should know:- Who the people from the cultural or ethnic group are- Where they come from - What the rite of passage was (a brief explanation)- How long the ritual has been around for- It's links to the formation of identity (what changes about the individuals identity and sense of self and their inclusion into the wider culture or group occur)One member from your group should also volunteer to provide the class with an example of how their ethnicity or culture has shaped their own identityNote: It might be helpful if your group collates your information into a brief paragraph or dot points for your presentationYou will need to save and print your word document and hand it at the end of the lesson. This activity will not be considered complete unless all questions have been answered in full sentences with the use of course concepts.Extension ActivityIf you finish all of this before presentation time you can start on the following activity:Using you allocated cultural or ethnic group from the research task, imagine you are an individual in this group and are about to undergo the ritual/rite of passageWrite a diary entry the day before the ritual is set to begin. Include your emotions, thoughts and feelings about leaving your old identity behind and forming a new enhanced version of your sense of self. Include you awareness for this rite as a traditional necessity of your culture or ethnicity.

Category and Score					Score
				Total Score	

Conclusion

That's all for today Year 11! Great work. This lesson you have:worked primarily using ICTworked collaboratively in research groups learnt about ethnicity and culture and how it can influence the development of identity through rites of passagelearnt about the process of identity from a variety of different cultural perspectivesreflected on the way your own culture or ethnicity has helped shape who you are today learnt about how culture or ethnicity has shaped the identity of your peers communicated your ideas in both written and oral forms Where to next? Next lesson we will continue looking at the the formation of identity. This time moving on to how location, class and status influence identity.

Teacher Page

- N/A
- Standards**
- N/A
- Credits**
- N/A
- Other**
- N/A