

Ceremonies - Development of Cultural Understanding

Summary

Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.

Main Core Tie

Social Studies - 4th Grade

[Standard 2 Objective 1](#)

Life Skills

Aesthetics, Thinking & Reasoning, Communication, Character, Social & Civic Responsibility

Materials

This curriculum complements the Center for Documentary Expression and Art's exhibit "Ceremonies: A Tale of Sister Cities" that celebrates the 50th anniversary of the Sister City relationship between Salt Lake City, Utah and Matsumoto, Japan.

Background for Teachers

Teachers should read the introduction to the social studies core curriculum where the following is stated: "Today's students need a comprehensive understanding of the people's of many cultures who have developed ideas, institutions, and ways of life different from students' own. If they are to see our shared humanity and common problems, they must learn of the world's many cultures." This lesson was modeled after the 4 keys from the Smart and Good High School. See website for more information.

Student Prior Knowledge

Students should have prior knowledge of what a sister city is, where Matsumoto, Japan is located, what a ceremony is and what do we mean by "culture."

Intended Learning Outcomes

Students will be able to explore cultural influences found in Utah today using the exhibit *Ceremonies* portraying the sister city relationship between Salt Lake City and Matsumoto, Japan. Students will research the ways people maintain and preserve cultural identity; e.g., language, custom, holidays, ceremonies and traditions.

Instructional Procedures

Activity 1: Other Study

What examples of cultural influences do you see in the exhibit such as clothing, architectural design of the exhibit, customs, food, etc.?

What examples of cultural exchanges did you see in the exhibit? (Springmeyer wedding, student exchanges, float on July 24th Pioneer Day Parade, etc.)

What do you think about the differences that Randolph Taylor talks about between Americans being more individualistic and self sufficient and Japanese working more cooperatively in groups? What is the advantage and disadvantage of each cultural style? What culture mode do you prefer and why?

Pair up with another student and discuss this question. Defend your position.

Activity 2: Self Study

What cultural customs, ceremonies or practices do you have in your life? Are they similar to those in the exhibit? How are they similar and/or different?

What ceremonies have you attended? (marriage, baptism, religious) How are they similar and/or different from those in the exhibit?

Activity 3: Public Performance/Presentation

Choose one example from the exhibit of a cultural influence. Research this example and present your research to the class. You can also select an example of a cultural example from your culture and research the ways people maintain and preserve cultural identity through language, holidays, traditions, and customs. Make a presentation to your class.

Activity 4: Community that Supports and Challenges

Is there a sense of development in the exhibit? Does it reflect the development of a friendship between two people?

Explore diversity in your school and recognize the unique lifestyles of various cultural or ethnic groups in your community.

Have a multicultural festival at your school with food, dancing, stories, etc. from the diverse cultures. Discuss whether a "People-to-People" program would be beneficial for your school. What would it take to start such a program?

Discuss the pros and cons of the sister city program and the possibility of participating in such a program.

What relationship would you like to develop with the children of Matsumoto? What would you like to write to them?

Extensions

Lessons in literature can be included. Since the exhibit takes in many stories, students can be asked to choose a particular story of one individual and identify the components of the story.

Students can also study the photography in the exhibit and compare the story told by photographs and those told by written text.

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