

UNIT VI

THE MEETING OF CULTURES



UNDERSTANDING CULTURE

Students will collect cultural data to identify present-day trends and understand how interests and culture influence people's actions. They will complete an individual cultural questionnaire, make a presentation, and participate in discussion and debate.

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ENCOUNTER

Through guided visualization, discussion and story writing, students will examine their feelings about encounters between new people and cultures.

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UNIT VI - ARIZONA STATE STANDARDS - 2006

Lesson 11 - Understanding Culture

SUBJECT	STANDARD	DESCRIPTION
SOCIAL STUDIES	S1 C5 PO4 S1 C10 PO4 S3 C1 PO4 (a, b, c) S4 C4 PO4	describe the impact of Native Americans, Hispanics and others on Arizona discuss contributions of diverse populations to Arizona describe the varied backgrounds of people living in Arizona describe the cultural characteristics of Arizona's populations
READING	S1 C4 PO1 S1 C4 PO2 S2 C6 PO6 S3 C2 PO1 S3 C2 PO2 S3 C3 PO2	use knowledge of root words/affixes to determine word meaning use context to determine word meaning use reading strategies to comprehend text (compare/contrast) locate information from functional text (menus, ads, coupons) interpret details from functional text (to complete a form) identify persuasive vocabulary
WRITING	S1 C1 PO4 S3 C2 PO1 S3 C3 PO1 S3 C6 PO2	use organizational strategies for writing record information (notes, lists) write a variety of functional text (forms, menus, charts) organize notes in a meaningful sequence
LISTENING/ SPEAKING	LS-E1	prepare and deliver an organized speech

Lesson 12 - Encounter

SUBJECT	STANDARD	DESCRIPTION
SOCIAL STUDIES	S3 C1 PO4 S3 C4 PO1	describe the varied backgrounds of people living in Arizona discuss ways an individual contributes to a community
READING	S1 C4 PO1 S1 C4 PO2 S1 C6 PO3 S1 C6 PO5 S1 C6 PO6	use knowledge of root words/affixes to determine word meaning use context to determine word meaning generate clarifying questions connect information and events to the experience use reading strategies to comprehend text
WRITING	S2 C2 PO6 S3 C1 PO1	construct a paragraph around a topic write a story based on real or imagined events

A Clash of Cultures

Within every group of people there are things that they share. It might be the same language, religious beliefs, manners, foods, the way they build their homes or boats, etc.

All of these things are part of culture. When people of different cultures meet, two things can happen. They can adopt part of each other's culture or the two cultures can come into conflict.

Language

When the Spanish missionaries first came to the Santa Cruz valley, they tried to learn the language of the Pimans. As more and more Spaniards came, Spanish became the common language of business and communication. Misunderstandings between Spanish and other cultures occurred.

Food

Before the arrival of the Spaniards, the native people of the Santa Cruz river valley lived in small farming communities. They moved to temporary camps during harvesting seasons for mesquite beans or other desert plant crops.

Crops were planted to take advantage of the seasonal rains and monsoon flooding. Hunting parties went into the mountains for wild game.

Spaniards brought new crops and irrigation methods, which allowed farms to be more permanent. They kept livestock in pens or grazing nearby, so they did not rely so much on hunting and gathering. They knew different methods of preserving foods other than drying them as the Indians did.

It is supposed that they learned from each other. The Spaniards learned to make flour from mesquite beans and to take advantage of seasonal rains. The Native Americans learned about new foods to grow and different methods to preserve them. Periods of near starvation for the native Americans became less.

Religion

Perhaps the biggest clash of cultures came with the beliefs that the Spaniards brought about religion. The Native Americans' beliefs were based on their understanding of nature and its cycles. The Spaniards felt that this was complicated and uncivilized.

- a. They came to convert the Native Americans to their religion—Catholicism.
- b. They urged them to give up their beliefs and take up the Christian way of life.

In some cases the local beliefs were mixed up with the Spaniards beliefs. If you attend the Native American ceremonies today, you can often see this mixture of native and Catholic beliefs.

Village Life

Both groups had similar customs related to family groups and development of communities. However, the Spaniards brought a system of laws and taxes unknown to the Native Americans. Spanish officials demanded that they act in certain ways whether they were in agreement, or not. If one did not follow the laws, then swift and harsh punishment might follow. This brought clashes between the two groups, even rebellion of the Pimas on two occasions. Whenever these conflicts happened, people were in great danger on both sides.

Land Ownership

The Pimas did not claim to own the land on which they lived, farmed and hunted. However, they did protect their right to live there. The Spaniards brought the idea of land ownership with boundaries. Sometimes the natives were paid for the land; sometimes it was just taken and claimed. In time this brought conflict between the groups. When the area became part of the United States, land ownership claims again became a source of conflict.

Work

The Pimas knew how to work to take care of their needs for food and shelter. The idea that one would work for someone else was new to them. They spent long hours working on the mission buildings, in the fields, and with the animals. Later they were used by the Spaniards to work the mines. Sometimes they were paid; sometimes they were abused.

The Apaches were nomadic and they made their living, at least in part, by raiding other people for food, horses and materials they wanted. These raids were a great source of conflict between the tribes and the Spaniards.

ENCOUNTERS

Many people think that U.S. history began with Sir Walter Raleigh's first expedition, or Jamestown. North American exploration is viewed as Anglo-centric.

The problem with such a view is that it ignores Native American peoples and cultures that have been on the continent long before. They spoke 150 or more different languages and their cultural traditions varied from those of nomadic, hunter-gatherers to farmers and organized villagers. But European conquerors and Anglo-Americans - including historians - have tried to deny these groups by calling them "Indians," and unfairly addressed the meetings or "encounters" with English speaking cultures. In much the same way, the written history of Spaniards in North America has been the product of non-Hispanic historians.

Nearly half a century before the English arrived, Spaniards had already explored half of the United States, as far north as Kansas and to California in the west. Thirty-seven years before Jamestown was established, Spanish Jesuit priests founded Ajacan not far from Williamsburg, Virginia.

The Mayflower landed a century after Hernan Cortez began his conquest of Mexico, and Spain was well established in the new world. In New Spain, (Mexico, Central, South America and the Caribbean), the Spanish had already created universities, cathedrals, cities, palaces, libraries as well as roads, hospitals and other accomplishments one could find in Europe during the 1600s.

All of this left a Hispanic-American footprint to the history of the United States, a heritage that we need to learn to respect. In many areas of what once was colonial North America there remain Spanish descendants of Europeans that came long before the English arrived. Language, religion, architecture and law are just a few things the Spanish left us that are woven into what we today know as America. The Spanish introduced cities such as San Francisco, San Antonio, Santa Fe, and the states of Florida, New Mexico, Colorado and California. The first cowboys were vaqueros. As for foods, who doesn't like chips and salsa?

- Extracted from, "*The Great Encounter*," by Bernard L. Fontana.



LESSON OVERVIEW

Students will collect cultural data to identify present-day trends and understand how interests and culture influence people's actions. They will complete an individual cultural questionnaire, make a presentation, and participate in discussion and debate.

Subjects

Social Studies, Art, Reading, Writing and Listening/Speaking

Preparation

Review background information. Make copies and cut into individual cards (or provide the information for students to make their own) of "Cultural ID Cards," *Master Page 6.5* and "Cultural Cuisine" on *Master Page 6.6*.

Materials

Copies for each student of "Cultural ID Cards," *Master Page 6.5* and "Cultural Cuisine" on *Master Page 6.6*.

Time

Parts I and II - one to two sessions.
Part III - one session

Vocabulary

culture, encounter, stereotype

Reference to the Encounters Box

G-3 *Encounters- Our Columbus legacy*, video and booklets;
G-14 *Our Fragile Legacy*

UNDERSTANDING CULTURE

Part I

1. Define and discuss "Culture" with your students.

2. Hand out copies of "Cultural ID Cards" (*Master Page 6.5*) and ask each student to complete it.

3. Once finished, summarize their answers on the board while discussing similarities and differences. Are there trends?

Does cultural identity affect answers? How and why?

4. Further define and discuss culture by asking students to think of unique things that make up border culture (people, Spanglish, menudo, etc.).

Expand this to include unique "American" cultural highlights (hot dogs, baseball, etc.). Discuss all American cultures such as Italian, German, Native American, etc.

5. As a hypothetical situation, ask the class to plan for a dinner party. Ask them to agree on one of the following:

American (*steak, potatoes, etc.*), Mexican (*enchiladas, tacos, etc.*), Chinese (*chow mein, fried rice, etc.*), Italian (*spaghetti, lasagne, etc.*), East Indian (*curry, chapatis, etc.*), Japanese (*tempura, teriyaki, etc.*), Thai (*pad thai, curry, etc.*), Greek (*gyros, baklava, etc.*), Other. (*If possible, get sample restaurant menus for references.*)

6. Break into groups and assign each group to select/organize a meal from distinct cultural groups. Give each group a different menu from local ethnic restaurants.

7. Discuss the following as each student-group presents their menu to the class:

- Compare and contrast similarities and differences.
- Discuss the process of how the students made their decision. Was it easy? Why or why not?
- Were there differences that hindered their ability to choose?
- Did their culture influence their choices?

Part II

Before, during or after lunch, explore the origins of different foods the students are eating.

1. Have students write down the contents of their lunch, snack, etc.

2. Hand out or post *Master Page 6.6* for student reference.

Using the handout, ask students to trace and write the origin of the foods they listed in step 1.

3. Continue discussing the origin of foods. Consider expanding the discussion to include dinner and other items.

- *Where do these foods come from?*
- *Can they trace the foods' natural origins? (milk, cheese and beef comes from a cow, and bread and cookies come from wheat)*
- *How about the foods' cultural origins? (cows, sheep, wheat from Spain, tortilla chips from Mexico, sugar from the Indies)*
- *Are there any foods that come from Mexico or are Mexican- American?*

Part III

1. As a homework assignment, ask each student to take a trip to the supermarket (or alternatively do their shopping from advertisements) and write down at least five foods (not in the Mexican food section) that are Mexican-American.

2. Using grocery store or coupon advertisements, have the students augment their list from the assignment in Part I.

3. Using the students' lists, ask them to write down the natural origins (bread from wheat, etc.) and if known, the cultural origins (Spain, a specific state in Mexico, etc.) of the foods.

4. Discuss and brainstorm the students' findings.

CULTURE

- a) A particular stage, form, or kind of civilization,*
- b) the beliefs, social practices, and characteristics of a racial, religious, or social group,*
- c) the characteristic features of everyday life shared by people in a particular place or time.*

RESOURCES AND REFERENCES

A Kino Keepsake, Kieren McCarthy, editor, Friends of the Univ. of AZ Library, Tucson, 1991;

Sonora, Ignaz Pfeffercorn, Univ. of AZ Press, Tucson, 1989:

Who are We?, National Park Service WebRangers link, www.nps.gov/webangers;

Sonora: Its Geographical Personality, Robert C. West, Univ. of Texas Press, Austin, 1993;

They Lived in Tubac, Elizabeth R. Brownell, Westernlore Press, Tucson, 1986;

Tubac, Richard Wormser, Tubac Historical Society, 1975;

Water in the Hispanic Southwest, Michael C. Meyer, Univ. of AZ Press, Tucson, 1984.

ENRICHMENT

- Have students research different cultures, completing the "Cultural ID Card" for each.
- Use menus from local restaurants, introducing various American sub-cultures.
- Use magazines, etc. to find examples of stereotypes, special-interest groups, or cultural groups.
- Have students do the *Who are we?* activity, part of the National Park Service website:

<http://65.39.199.136/webangers/activities/whoarewe/?id=40>

CULTURAL ID CARD

Name: _____ Nickname: _____

Birthplace: _____ What is your favorite.....

First Language: _____ Color? _____

Second Language: _____ Music? _____

Grandparents' Birthplaces: _____ Dance? _____

Grandparents' 1st Languages: _____ Game? _____

Cultural Background: _____ Clothing? _____

Religion (optional): _____ Hobby? _____

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Cultural Background: _____ Clothing? _____

Religion (optional): _____ Hobby? _____

CULTURAL CUISINE	
ITEM	ORIGIN
Beef	Cattle
Bread	Wheat
Pork Chops	Pig
Olives	Olive Tree
Tortillas	Wheat
Queso	Milk - cows
Cilantro	Plant/Herb
Corn	Plant/Grain
Chicken	Chicken
Salsa	Vegetables
Chips	Corn
Potatoes	Roots
Oats	Plant/Grain
Onions	Roots
Rice	Plant/Grain



LESSON OVERVIEW

Through guided visualization, discussion, and story writing, students will examine their feelings about encounters between new people and cultures.

Subjects

Art, Reading, Writing and Social Studies

Preparation

Review the guided visualization and story; write on board or make student copies of *Page 6.8*.

Materials

Paper and pen.

Time

One session.

Vocabulary

encounter, visualization

Reference to the Encounters Box

G-3 Video: *Encounters: Our Columbus Legacy*
 G-3a Flier
 G-3b Booklet

ENCOUNTER

Definition of Encounter:

Webster's New World Dictionary

From the French word *encontrer*.

1. To meet unexpectedly; come upon.
2. To meet in conflict; engage in battle.
3. To meet with; face (difficulties, trouble, etc.).

Verb: To meet accidentally or in opposition.

Noun: A meeting in conflict; battle; fight;

An unexpected meeting.

PART I

1. Define and discuss the idea of an "encounter," a casual or unexpected meeting with a person or a thing. Use students' experiences of different encounters, such as a new student in a new school, meeting a new neighbor, emigrating from Mexico or another country, etc.

2. Lead the students through a guided visualization similar to the following. Explain that you will be asking questions. The students are not to answer them aloud, but to imagine and picture the answers in their minds. As you read, allow ample silent time between phrases for the students to visualize.

"Relax, close your eyes, and lay your head on the table. . . . take a few deep breaths. . . . remember a time when you met a new person. . . . What were your first thoughts? . . . What did you think of their appearance? . . . How old were you? . . . Where were you? . . . Were you afraid? How did you feel? . . . How did they feel? . . . Did they like you? . . . Take a minute to re-experience what happened. . . . When you are ready, slowly imagine seeing the walls of the room, your desk, etc, again. . . . Open your eyes."

3. Discuss with your students their experiences stimulated by the visualization.

PART II

1. Write the questions below on the board or make student copies available.

2. Have each student complete the following story and answer the associated questions:

It is now the year 2020 and a spaceship with two extra-terrestrial aliens lands on the playground.

You go to meet them and you find out that they are weird looking but friendly. Finish writing the story, while answering the following:

- *What would you say to them?*
- *Would you welcome them right away? How?*
- *What concerns would you have? What things might you worry about?*
- *What would you tell them about our life on earth.*
- *What would you want to learn from them?*
- *They claim that they have things to teach us and would like to set up a school. Would you let them?*



RESOURCES AND REFERENCES

A Kino Keepsake, Kieren McCarthy, editor, Friends of the University of Arizona Library, Tucson, AZ, 1991;

Cycles of Conquest, Edward H. Spicer, Univ. of AZ Press, 1962;

Kino: A Legacy, Charles W. Polzer; SJ, Jesuit Fathers of Southern Arizona, Tucson, 1998;

Rim of Christendom, Herbert Eugene Bolton, The Macmillan Company, New York, 1936;

The Padre on Horseback, Herbert Eugene Bolton, Loyola University Press, Chicago, 1986;

The Pimería Alta: Missions and More, The Southwest Mission Research Center Tucson, AZ 1996;

Spain in the Southwest, John I. Kessell, Univ of Oklahoma Press, 2002;

Tumacácori: from Rancheria to National Monument, Nicolas Blesser, Southwest Parks and Monuments, Tucson, 1984;

Tumacácori National Historical Park, Susan Lamb, Southwest Parks and Monuments, Tucson, AZ, 1993.

ENRICHMENT

- The Encounters Box (teachers' resource box) contains many examples of cultural encounters and information about different cultures.