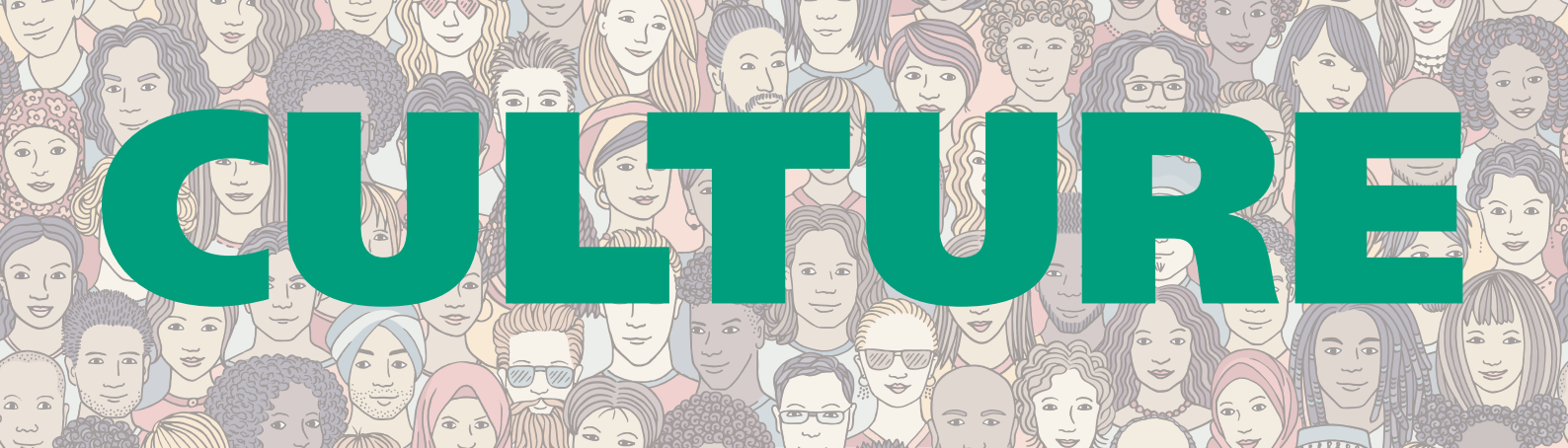


CULTURE

CHARLES
HOPE



Synopsis

Culture can be a tricky word to understand because it has several meanings. One of these is the ideas, customs, and social behaviour of a particular people or society. A person's culture can be determined by the clothes they wear and the language they speak. It may be the difference between going to the movies, the footy or the ballet. Some cultures people are born into, while others they adopt and make their own. Welcome to the fascinating world of *Culture*.

Writing style

Culture has been designed with the needs of both early and more advanced readers in mind. Simple-to-intermediate language is used throughout the book, with no more than a few sentences on each page. The large format images relate directly to the text, so younger readers have multiple entry points to engage with the information. There is also an extensive glossary in the back of the book, which will aid readers in developing the tools of research and analysis.

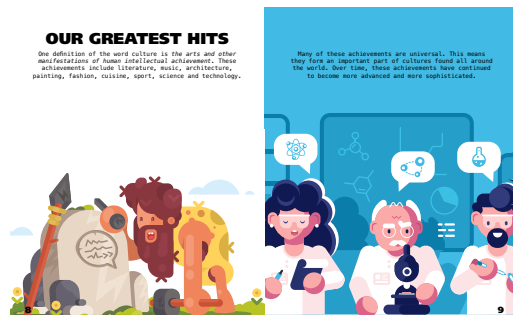
Photographic style

Culture uses dynamic images and a range of layouts to repeatedly capture the imagination of the reader. Colourful single-page and double-page photographs are contrasted with images isolated on white backdrops, which further help to captivate the reader. These photographs are contrasted and complemented by vector illustrations, which will further engage even the most reluctant of readers. The images bring the viewer close to the subject that is being discussed, and also have the advantage of being static, giving the reader the opportunity to explore the image and look at the subject matter and its features in detail. The images are also strongly composed and clearly printed with bright strong colours to increase the appeal to visual readers. Readers can explore how images are used to convey messages.

Specifications

Author	Charles Hope
ISBN	9781742034874
Format	300mm x 240mm
Extent	64pp + cover
Binding	Flexicover
Reading level	7+
Interest level	7+
Category	Junior Non-Fiction

Example spreads taken from the book





CULTURE

Study notes: Themes

- Descriptive words
- Culture
- Human achievements
- Material vs non-material culture
- Physical objects
- Language
- Cultural behaviours
- High vs low culture
- Local vs global culture
- Dominant culture vs subculture
- Dominant culture vs indigenous culture
- Is culture learned or inherited?
- Cultural behaviour around the world
- When culture goes bad

Curriculum link: Literacy

Before reading Culture:

- Brainstorm what students know about culture. What do they think the word means?
- What is their first response when they look at the cover of the book?
- Can they identify any examples of culture that may be relevant to their lives?

While reading Culture:

- Ask the students to take turns reading a paragraph aloud to the rest of the class. Where appropriate, ask the students what they think certain words may mean.

After reading Culture:

- Ask the students to reflect on the words they would use to describe culture and the words that were used in the book. Ask them to draw up a list of words that can be used to describe culture.

Curriculum Theme: Critical and Creative Thinking

After reading Culture, ask the students the following questions:

- What is culture? How can it be defined?
- Are cultures the same in different parts of the world? How are they different?
- What are some examples of material culture? And non-material culture?
- Do people belong to cultures automatically or do they join them voluntarily?
- Do cultures have rules that need to be followed?
- How do people from different cultures communicate?
- Are all cultures equal? Or are some cultures more/less dominant?
- What is the difference between high and low culture?



CULTURE



Curriculum link: ICT Capability

After reading Culture:

ACTIVITY:

- Organise the class into small groups. Assign each group a different country from around the world. (Try to include countries from different continents, and preferably ones that share little in common with one another.) Ask the groups to research their assigned country and answer the following questions: what language/s are spoken there? What food do they eat? What clothes do they wear? What religions do they follow? What are some examples of their customs, values, traditions, etc? What activities are commonly practiced?
- Ask the children to look for and print images relating to their country and the questions above.
- Ask each group to create a poster collage. Ask them to attach the images they found and to write a short sentence detailing what that image means in relation to their country and its culture. All members of the group then take turns presenting their findings to the rest of the class.

Curriculum Theme: Personal and Social Capability

After reading Culture:

ACTIVITY:

- Organise the class into two groups. In one group, ask the students to work as a team to construct a word finder puzzle. Ask each student to suggest an appropriate word about culture using words they have learned from the book (e.g. custom, behaviour, material etc.). Once completed, print copies for the other group to complete.

ACTIVITY:

- In the second group, students should work as a team to create a trivia bingo game. Ask each student to suggest a fact they found surprising or interesting. Combine these facts into a game for the whole class.

ACTIVITY:

- Ask the students to research their cultural background by interviewing their parents and/or grandparents. Students should focus on information such as nationality, language/s spoken, traditional foods eaten, clothing worn, traditional customs etc. Back in class, compile the results of their findings.



CULTURE

ACTIVITY:

- Ask the students to bring in examples of material culture that are relevant to their family's cultural background. This may be in the form of clothing or ornaments, or examples of traditional cuisine.

ACTIVITY:

- If possible, encourage students who speak a language other than English to present their language to the class.

ACTIVITY:

- Ask the students where they have travelled to outside of Australia. Fill in this [interactive map](#) to show how many countries they have been to. Ask them to relate their memorable cultural experiences.

Find out more

- <https://kids.britannica.com/kids/article/culture/399913>
- <https://www.australia.gov.au/about-australia/our-country/our-people>
- <https://www.everyculture.com/A-Bo/Australia.html>
- <https://www.everyculture.com/Ma-Ni/New-Zealand.html>
- <https://www.youtube.com/watch?v=BT0kzF4A-WQ>
- <https://www.youtube.com/watch?v=q2Bj8OCmxb4>
- <https://www.youtube.com/watch?v=FtYjUv2x65g&list=PL6tCIjHCEBl6D0xB6mzxZyUm5TNUwfreM>
- <https://artsandculture.google.com/project/streetviews>
- [UNESCO World Heritage Sites](#)
- [This is Home](#)
- [Colorful Street Fests & Carnivals](#)

Marketing and promotion

Culture is a one-off title, though it shares elements with other one-off titles such as *The Gigantic Book of Genes*, *Left & Right*, *Community* and *The Big Book of Antarctica*. Future one-off titles are planned, such as *Home*, *Migration*, *From Space to Core* and *Colours*.

