Culture Takes Root

How language and traditions connect people to place

6.C.3.2 "Analyze how the characteristics of culture impact people and places. Identify and describe cultural traits (e.g., language, ethnic heritage, religion, traditions, the arts) which are unique to a people and region..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one cultural trait in each place, circle how someone learns or shares it, and number each example of how culture affects people or a place. Use your marks to compare the communities.

Three Places, Many Connections

1. In Nunavut, in northern Canada, many Inuit families speak Inuktitut, an Inuit language. Some elders teach children words for snow and ice while traveling on the land. Knowing how to read sea ice can help people choose safer routes for hunting or visiting nearby communities. In some families, elders also teach sewing skills used to make warm clothing. These skills connect younger people to relatives who learned from earlier generations. Not every Inuit family follows the same customs, but shared language and knowledge can help people feel they belong.

2. In Quebec, many French-speaking Canadians use French at home, at school, and in public life. In some towns, families visit a cabane à sucre, or sugar shack, when maple sap is boiled into syrup in spring. Children may learn songs and food traditions there from older relatives. French signs and services shape what people see and hear in many Quebec communities. Speaking French and sharing familiar customs can give a person a connection to family and place. Quebec has many other languages and cultures too.

3. In Teotitlán del Valle, a town in Oaxaca, Mexico, some Zapotec families weave wool rugs on looms. Weavers may use dyes made from plants or cochineal insects to color yarn. Young people learn patterns from relatives, then may create designs of their own. Some residents speak Zapotec as well as Spanish. Rugs sold locally or farther away can bring income to the town. As in Nunavut and Quebec, these practices link language and family knowledge to a place. Families choose different ways to take part.

2 ANSWER WITH EVIDENCE

Use the passage

1. How can knowledge of sea ice affect life in Nunavut, and how can children learn it?

2. How can a visit to a Quebec sugar shack help a child feel connected to family and place?

3. How does weaving in Teotitlán del Valle connect generations and affect the town?

4. How do the languages described in Quebec and Teotitlán del Valle differ, and what do they have in common as cultural traits?

3 YOUR TURN

Your own words

Imagine a young person in one of the three places. In four sentences, name a cultural trait from the passage, invent a realistic moment when an older person passes it on, and explain how the young person uses or adapts it to feel connected to family or place.

ANSWER KEY

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GRADE 6 · 6.C.3.2

PART 1 · READ AND MARK

Underline one cultural trait in each place, circle how someone learns or shares it, and number each example of how culture affects people or a place. Use your marks to compare the communities. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How can knowledge of sea ice affect life in Nunavut, and how can children learn it?	**Reading sea ice can help people choose safer routes for hunting or visits. Elders can teach children while traveling on the land.**
2	How can a visit to a Quebec sugar shack help a child feel connected to family and place?	**A child can learn songs and food traditions from older relatives there. Sharing these customs can strengthen a connection to family and place.**
3	How does weaving in Teotitlán del Valle connect generations and affect the town?	**Young people can learn weaving patterns from relatives. Selling rugs can bring income to the town.**
4	How do the languages described in Quebec and Teotitlán del Valle differ, and what do they have in common as cultural traits?	**Many French-speaking Canadians in Quebec use French at home, at school, and in public life. Some Teotitlán del Valle residents speak Zapotec as well as Spanish. In both places, language is part of a connection to people and place.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

In Teotitlán del Valle, a young person learns to weave a wool rug. An aunt shows her how to arrange yarn on a loom, and they practice a pattern together. The young weaver then chooses colors for a design of her own. She feels connected to her aunt and their town while making something new.

Accept other passage-supported traits and plausible examples of how an older person passes them on. The response should explain a connection to family or place without suggesting that every family follows the same customs.