Cultural Patterns and Cultural Diffusion

A Unit for Geography Standard 3
Grades 6-8
Training led by Maggie Legates,
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This unit for the Delaware Recommended Curriculum was developed with support from:

New York Geographic Alliance

Michigan Geographic Alliance
Today’s Goals

- Add to knowledge and appreciation of geographic principles
- Showcase good lessons and activities, instructional materials
- Share assessment tools, differentiation opportunities, extensions and adaptations.
- Collaborate, network, and grow!
DRC Principles

- **Plan Backward** based on a thorough understanding of the standard and benchmark
- **Become familiar with the “target” performance** or demonstration of knowledge and skill students will meet at the end of the unit
- **Internalize the level of rigor** required by examining the rubric or measurement tool
- **Become familiar with the instructional plan, resources, references**
- **Adjust learning plan to learner progress** using interim assessments, scaffolding when needed
Stage One: Know the Standard and Benchmark

From DRC Toolkit: Content standards, benchmarks, Clarifications document
Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.
Big Ideas

- Places change over time
- Culture
- Cultural Diffusion
Places are unique associations of natural environments and human cultural modifications.
Unit Enduring Understandings

Concepts of site and situation can explain the uniqueness of places. As site or situation changes, so also does the character of a place.
Unit Essential Questions

- What makes a place culturally unique?
- What is culture?
- How might site and situation affect the development of a culture?
- How does culture affect the nature of a place?
Under what conditions do cultures spread?
What happens to places when people trade and travel?
Why do people move? How does immigration change places?
What spatial patterns develop when cultures develop and diffuse?
Targeted knowledge

Students will know...

- Cultural attributes (part of site)
- Cultural patterns of behavior and activity, land use, etc.
- Cultural hearths
- Locations of cultural hearths
- Trade, travel and immigration are agents of cultural diffusion
Targeted skills:

Students will be able to...

 Analyze the site and situation of a given place and identify cultural characteristics of a place
 Associate cultural patterns with their cultural hearth
 Predict the impact of cultural diffusion.
Stage Two: Transfer Task and Rubric

Bollywood Movie
You are ready!

You have learned about cultures and the ways cultures shape the places where they live. You have learned about cultural diffusion and how it contributes to change in places over time.

Now it is time to demonstrate your understanding of places and how they are changed and shaped by cultures. You are ready to provide geographic advice to the movie production team of Bollywood Productions.
Have you heard of Bollywood? This nickname is applied to a group of movie studios near the city of Mumbai in India. Each year this area produces many films in the Hindi language. Production schedules are tight, and budgets are low.

Because of this, most movies are produced on the movie lot, not shot on location. Crews are busy creating sets, finding props, preparing costumes and writing scripts. Welcome to the busy, creative world of Bollywood!
Plot summary:
A traditional Asian town is prosperous and proud of its traditional way of life. Nothing has changed here in a very long time! Then a group of new residents arrives in town with new ways of thinking and doing- and the place will never be the same again!
The Bollywood Productions Company wants to turn out movies that are fun, but they want them to be as accurate as possible.

As the geographer on the set, you will be asked to give them advice on set design, costumes, selection of props, and even the development of the plot. This film is about cultural groups and how they shape places. To be useful to the company, your answers must be complete and consistent with what you have learned about cultures in Asia, and about cultural diffusion.

Good luck with your Bollywood Movie!
Set the stage for scene 1:

The Bollywood Productions crew needs your help to prepare for the first segment of the movie. To build the set with backdrop scenery and buildings they need a description of the landscape. To hire actors and have the costumes ready, they need to know about the people of the area.
They have three possible locations in mind for the first scene. Select one of the following Asian locations:

- Hanoi, Vietnam
- Tokyo, Japan
- Mumbai (sometimes called Bombay), India

Then complete the chart to guide the set production crew. You will need an atlas or other reference to complete this task.
In this scene, a group of people has decided that they must migrate to location 1, and they are beginning to pack. They know it may be a long time till they can return to their homeland, if ever, so they want to take some things with them to help them remember their culture. Bollywood Productions has a crew preparing props and costumes for segment two of the movie.

First, select one of these locations for segment 2.

- Riyahd, Saudi Arabia
- Jakarta, Indonesia
- Seoul, South Korea
Scene Three: Outline the plot for “Cultures Interact”

Script writers at Bollywood Productions need your help. They are preparing to write the script for segment three. In this segment, the people in segment two move to the place in segment 1. They bring with them all the props you selected in segment two. They are wearing the clothing wardrobe you selected. Before the writers can write the dialogue, they need your advice on what will happen in this final segment of the movie. Your job is to outline the plot for them, telling what will happen to the place because the new people came. You may add scenes as needed.
**Rubric**

**Segment One: Set**

Task 1: Student completes a chart for set description using reference maps and materials provided and information learned in the unit. For each correct and complete response, the student can earn up to 5 points. Partial credit can be earned. **A total of 35 score points are possible.**

**Segment Two: Props and Costumes**

Task 2: The student selects a location for the film, and then suggests 5 props consistent with that choice to support the sense of the culture. Props may include tools, toys, inventions, writing examples, transportation items, eating utensils—almost any object. To receive credit, the student must provide a valid explanation for the choice of this prop. A total of **25 points is possible.**

Task 3: the student selects a location for the second cultural group and then selects a set of traditional clothing consistent with the choice of cultural group. **Total points possible 10.**

**Segment Three: Cultures Interact**

Task 4: The student outlines a series of events that is plausible and consistent with cultural diffusion. The student answer clearly indicates how the first place is likely to be changed by the presence of a second cultural group. Additional scenes and plot twists will remain consistent with geographic learning. **Total points possible for this segment 30.**

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Stage Three

Instructional Plan
Lesson 1

What is Culture?
Lesson EQ’s

- What is culture?
- How might site and situation affect the development of a culture?
- How does culture affect the nature of a place?
- What makes a place culturally unique?
Strategy 1: Think, Pair Share
“What are some things that all people do?”

Strategy 2: Graphic Organizer
Aspects of Culture

Strategy 3: Timed pair paraphrase of *Cultures, the Tapestry of Life*

Strategy 4: Paper Pass
Creating a sense of place

Strategy 5: Graphic Organizers
Culture Clues
In the food court of the local shopping mall, a small restaurant space has become available for rent. You and your friend have decided to open an ethnic restaurant. A market survey shows that customers would welcome an Italian, Mexican, or Chinese restaurant.

Select one of the cultural groups recommended by the survey (Italian, Mexican or Chinese). Use the handout provided to show how you would create the sense of place for your customers.
Lesson 2

Asian Connections
Lesson EQ’s

- Under what conditions do cultures spread?
- What happens to places when people trade and travel?
Strategy 1 - Gathering Information
*A GIS Journey through Asia* (with graphic organizer)

Strategy 2 - Extending and Refining
“Say Hello to Asia!” (say/write/poster)

Strategy 3 - Extending and Refining
Mapping and Map analysis

Strategy 4 - Extending and Refining Knowledge about Immigration
  - Why People Move - National Geographic
  - Self-reflection
  - *Narratives and readings from immigrants*

Strategy 5 - Application
Graphic Organizer and *Silk Road PowerPoint*
Check for Understanding

How might life in Europe have been different if the Silk Road had not existed? Support your answer with evidence or examples.
Lesson 3

Cultural Hearths and Cultural Diffusion
What spatial patterns develop when cultures develop and diffuse?
Strategy 1: Interactive Maps
“Maps Can Show Movement”

Strategy 2: Gathering Information from Informational Text
“Mapping Patterns of Cultural Diffusion”

Strategy 3: Application
“China Trade”
Student Questions pg 5 GIS Flow Maps
Pre- and Post Poll
Agree or disagree?

- The United States began trading with China when wages in the United States rose and it became cheaper for businesses to make things in China.

- Chinese people do not like the Americans and American ways.

- American people know a lot about China and Chinese customs.

- Chinese people know a lot about the United States and American customs.

- China is our largest trading partner. (More goods and services are traded between U.S. and China than other countries).
Where is the cultural core?
Where would the periphery of the cultural region be?
Cultural Hearths and Diffusion Patterns
Trading Partners
U.S. trade with China is not new. Before the American Revolution, Americans were prohibited from trading with China. British companies wanted to keep the profits from "The China Trade" themselves! After the Revolution, Americans built beautiful, fast clipper ships like the Flying Cloud to reach the Chinese port of Canton as quickly as possible. They brought back loads of tea, porcelain dishes (called 'China ware'), silk fabric, and decorative items. Chinese goods were so popular that sixteen US states have a city named after the Chinese city of Canton. Chinese furniture, art and clothing items were displayed with pride in the homes of wealthy Americans.

The Chinese officials at the time tried to limit the contact of Chinese people with the Americans and Europeans who came to buy their goods. Only one port was open to foreigners, and sailors were kept on their ships while in port.

- Do you think these methods were effective at limiting cultural diffusion?
- Would they be as effective today? Why, or why not?

Trade with China Today
Today trade between the United States and China is strong, but there is a new characteristic. The United States imports manufactured consumer goods from China. But the goods are not distinctively "Chinese." The materials, styles and design of products from Chinese factories are set by American importers. Labels are printed in English. Chinese imports from the U.S. include heavy machinery and equipment, airplanes, plastics and oils. American companies are becoming more common in China. Many Chinese like to buy American goods and adopt American styles. Look at the photo to find examples of cultural diffusion.
Somewhere in America this afternoon, a child is suiting up for his after-school karate class.

Somewhere in China, a teen girl is leaving for a concert dressed in American blue jeans and T-shirt.

How might a geographer explain these choices? Support your answer with examples.
Are they ready to tackle the transfer task?

What will make them more successful?