This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Culture Patterns and Cultural Diffusion

Designed by: Maggie Legates, Delaware Geographic Alliance with contributions from Carol Gersmehl, New York Geographic Alliance, Marty Mater, Michigan Geographic Alliance and John Syphard, DGA

Content Area: Geography

Grade Level(s): 7

Summary of Unit

Places are unique, and they change over time. In earlier grades students have begun to explore the physical aspects and human aspects of the site and the effects of links with other places, the geographic situation. In this unit they will begin to explore the ways in which places are expressions of human cultures. Cultures can be understood as a set of “ways of doing”. While all cultures prepare and eat food, they select different ingredients and combine them in a variety of ways. While all cultures build shelter, the form of the homes people build is culturally distinctive. In this unit, students will begin to develop basic recognition of cultural patterns that are associated with world regions. For example, students will associate writing with Chinese characters, rice as a food staple, eating with chopsticks, and the wisdom of Confucius with the place and culture of China.

When people move, they take their culture with them. The effects of trade, travel and immigration are often observed in a landscape. The movement of cultural traits across space is called cultural diffusion. Cultural hearths are places where a unique cultural cluster of language, customs and other traits developed. Diffusion from these hearths can be traced by noting evidence in the landscape. As people move away from the core, they may share their cultural ideas with people in the new areas. However, they often modify or adapt to the new culture in ways that can be spotted in the landscape. Understanding cultural diffusion enables students to better interpret the world around them.

This unit is designed to model a regional study. While the resources and references provided are focused on Asia, teachers who wish to teach culture and cultural diffusion in another regional context will find it easy to adapt the unit by using comparable resources and making small adjustments to assessments. Ideas about trade and transport and drawing of borders connect with Reasons for Regions. Information about mapping of data and mapping movement extend learning in Building Global Mental Maps. Foundations from this unit will be further developed in Green Cities, grade 7 of the Delaware Recommended Curriculum.
Stage 1 – Desired Results
What students will know, do, and understand

Delaware Content Standard

- **Geography Standard Three 6-8:** Benchmark - Students will identify and explain the major cultural patterns of human activity in the world’s sub-regions.

Big Idea(s)

- Places change over time
- Culture
- Cultural Diffusion

Unit Enduring Understanding(s)

- Places are unique associations of natural environments and human cultural modifications.
- Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.

Unit Essential Questions(s)

- 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 to trade and travel?
  - Why do people move? How does immigration change places?
  - What spatial patterns develop when cultures develop and diffuse?

Knowledge and Skills

Students will know...
Cultural attributes/ site
Cultural patterns of behavior and activity, landuse, etc
Cultural hearths
Locations of cultural hearths
Trade, travel and immigration are agents of cultural diffusion

Students will be able to...
Analyze the site and situation of a given place
Identify cultural characteristics of a place
Associate cultural patterns with their cultural hearth
Predict the impact of cultural diffusion.

**Stage 2 – Assessment Evidence**
Evidence that will be collected to determine whether or not Desired Results are achieved

**Suggested Performance/Transfer Task(s)**
Essential Questions tested in transfer/Performance task:
- How does culture affect the nature of a place?
- What happens to places when people to trade and travel?

**Bollywood Movie** (adapted from a task designed by John Syphard, IRSD)
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!

**New Bollywood Movie: This Place Will Never Be the Same Again**

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!
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.**

Other Evidence

- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations and supplements the evidence provided by the task)

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing – based on ongoing formative assessments)
**Stage 3 – Learning Plan**
(Design learning activities to align with Stage 1 and Stage 2 expectations)

**Key learning events needed to achieve unit goals**

Lesson One: What is Culture?

Lesson Essential Question: What makes a place culturally unique?

**Background:** Geographers are interested in culture because culture molds and shapes places into cultural landscapes. Culture is a learned way of doing things, and each group leaves its cultural mark on the landscape. Geographers become trained observers, noting evidence of cultural influences. Even young geographers can be asked to keep their eyes peeled for different types of dress, architecture, and ways of doing and speaking. These observable differences in the landscape can be mapped and then can become the basis for establishing regions or tracking cultural diffusion.

**Strategy 1: Activating Prior Knowledge about human activity**

Have students work in pairs or small groups to brainstorm a list of activities that people everywhere engage in, and therefore have in common. As groups share their lists, a common list of activities will emerge. Encourage the students to expand and refine this list until they have included basic activities like growing and preparing food, building shelter, providing clothing, making tools, communication and other such basic functions. Explain to the students that while people do many of the same things in every place on earth, they do them in different ways. Tell the students that the chart they have begun will be revisited at the end of the lesson.

[If NGS grants permission, use “Culture: The Tapestry of Life” video from National Geographic. Ask students to say what this video, which has no narration, says about cultures]

**Check for Understanding**

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 packet provided to show how you would create the sense of place for your customers. **[attachment]**

**Strategy Two: Constructing Meaning by examining language artifacts**

“Say “Hello” to Asia!” **[attachment]**

Materials needed: One Asian Hello! Language card for each student; one sheet poster board and one Asia map for each group. Markers and/or colored pencils.

Explain to the students that each card tells how to write and say hello in one of the languages of Asia. Each student should try to write “Hello” on the poster using the card as a guide. Next, each student should practice saying “hello” using the pronunciation guide on the second line. Third, each student should locate the country where the language is spoken on the group world map, and label it. Lastly, each student in the group should share with other students in the group. Display the
posters and ask the students to think about the written language on the posters. Which writing systems look similar? Which are most like English?

**Check for Understanding**

Based on the nine languages in the exercise, what are two ways languages of Asia are different from one another?

Rubric: Students should mention the differing look of the written language, and the variety of sounds of the language.

Strategy Three: Gather and Organize Information using GIS

Introduce Asia, the region under study, with a video overview or slideshow. Suggested resources: a National Geographic video for download *A GIS Journey*, which combines a regional overview with a review of the value of GIS mapping. (http://video.nationalgeographic.com/video/science/technology-sci/gis_journey/) As the students view the video, ask them to focus on two questions related to the site:

- What is the land of Asia like? (Very large, has extremely high mountains and deep depressions, lots of people, large cities, monsoon rains, etc.)
- What do the people of Asia do? (Grow food, build dams, climb mountains, deal with natural disasters.) Are any of these activities uniquely Asian?

*(note taking aid provided)*

Strategy Four: Acquiring, Extending and Refining information about Cultures using a jigsaw.

Provide small groups of students with readings or web resources related to the nine sub-regions of Asia region represented in “Say Hello to Asia!” See handout packet: [A limited set of readings has been provided on cultures of Asia, but your media specialist can suggest appropriate supplementary texts.] Explain to the students that they will be doing research about one of the cultures of the region to learn more about what makes that culture unique. Provide each student with a copy of the research organizer and, if students are to work in groups, one extra copy to be submitted to the teacher for the group. Each group should work as a team to complete as many of the cells on the chart as possible in the research time allotted.

**Check for Understanding**

- Use the evidence you have gathered from research to write a short paragraph describing the site where this culture is centered. Remember that the site includes the physical features and the human features of the landscape.
- What connections does this culture have with other regions or cultures? Construct a diagram or flow chart to show the situation of the culture you have researched.
Lesson Two: Asian Connections Lesson Essential Question: What happens to places when people trade and travel?

Activating Strategy: “Look, You’re Wearing Geography!” Ask the students to check labels on clothing, shoes, and other items and list the countries where goods are manufactured. Compile a list of countries of origin. In all probability, many of the everyday items students use and wear were made in Asia. Tell the students that trade with Asia is nothing new- 2000 years ago traders risked dangers and invested lots of money in equipment to trade for goods made in China. The name of the trade network that carried goods from China to the European countries on the Mediterranean Sea and beyond was called the Silk Road.

Strategy Two: Gathering Information from a PowerPoint and GIS

Use the informative PowerPoint “The Silk Roads” by Carol Gersmehl (NY Geographic Alliance) and Marty Mather (Michigan Geographic Alliance) to help students learn about the Silk Roads. A note taking guide is provided. Students should notice that goods, people, animals, and cultural ideas moved along the Silk Road. When students have completed the note taking guide, (answer sheet provided) discuss the impacts of the Silk Roads on China, on Europe, and on the places along the route.

Check for Understanding

- The Silk Roads were an important trade connection for Europe. How might life in Europe have been different if the Silk Road had not existed? Support your answer with evidence or examples.

Rubric:

2- Student response will include references to specific products of Asia, inventions, or ideas that would not have been introduced to Europeans if the Silk Road connection had been cut off.

1: Student correctly states that Asian products, inventions or ideas would not have been introduced in Europe, but does not provide examples.

Extensions: These lesson plans from the Asia Society offer additional insights into the value of trade and travel connections.

“The cities of the Silk Road today- how they are involved in world trade.”
http://asiasociety.org/education/resources-schools/secondary-lesson-plans/trade-silk-road-cities

"Art Treasures Along the Silk Road “
http://asiasociety.org/education/resources-schools/secondary-lesson-plans/treasures-along-silk-roads

Strategy Three: Extending and Refining knowledge about Immigration

Background: Individuals make the decision to move from one country for many reasons. Some are called “Push factors” (reasons why it seems better to move away from the place you are established). “Pull factors”, on the other hand, are the reasons why it seems beneficial to settle in a specific location. For example, if a
person decided to leave his home in Vietnam because he could not find work, that would be a push factor. If he decided to go to Singapore because he heard there were new factories opening there, the possibility of finding factory employment would be a pull factor. The following link includes definitions of terms and simple explanations for why individuals and families move. http://education.nationalgeographic.com/education/activity/introduction-human-migration/?ar_a=1&ar_r=999

Constructing Knowledge from discussion and reflection: Ask the students if they have ever moved, and if so, why? Most students have little experience with international movement, but they may have moved to a new town or a new school. Ask the students what happened when they moved to the new setting? Did they try to “fit in” to the new setting by adopting the dress, speech patterns, or interests of the new school or neighborhood? When individuals or families move to a new place, they must decide whether or not to adopt the ways of their new community. Each individual and each family must decide how much of the new culture they are willing to accept, and what things from their own culture they want to keep.

Accessing Information from text or oral narrative - Exchange students are learning new customs and taking in new ideas, but they know they will probably be returning home. They may decide to try some aspects of the new culture while they are visiting. Have the students read a story or letter by an exchange student. As they read, have the students note or list the American cultural characteristics that seem important to the student. How has the student adapted or changed because of the exchange student experience? Are these changes likely to be permanent?

Use the following article or other suitable source. Alternately, invite an exchange student to visit with the class and discuss his/her experience.


Extending and Refining Knowledge by “reading landscapes” in video clips

When whole groups of people or whole communities move, they often settle together and try to recreate the landscape they are used to. Of course, they must also adapt to some parts of the new environment. Show the following clip of Chinatown in Boston, Massachusetts, or select another slideshow to provide students with insight into an ethnic community.

http://www.bu.edu/today/2008/getting-to-know-your-neighborhood-chinatown/

Reflection: Ask the students to note what changes the Chinese immigrants have made in this neighborhood. Point out that this area of town has been home to other ethnic groups before the Chinese. How might it have looked different when the neighborhood was populated by Irish immigrants, Italians, Jews, or Syrians?
Lesson Three: Cultural Hearths and Cultural Diffusion
Lesson Essential Question: What spatial patterns develop when cultures develop and diffuse?

Teacher Background: A key idea for cultural diffusion is that cultural ideas move from one place to the other. Geographers use various methods to show movement on a static map. One important map technique is the use of arrows to show the direction and volume of a flow. The arrow might represent people, dollars, gallons of oil, numbers of phone calls, almost any observable indicator of interaction. However, unlike a conventional map, the arrows on these GIS maps usually do not show the transport routes. (This section relates to and reinforces Geography Standard 1)

Two other ways cartographers show movement or diffusion are using colors or patterns for different time periods (see map of expansion of Islam) or by producing a series of maps showing change over time. Historical atlases often include these sets, and some “animated maps” based on sets of maps showing diffusion or expansion are also available online. A good example is Diffusion of Buddhism India to China [http://www.pacificasiamuseum.org/buddhism/base.htm](http://www.pacificasiamuseum.org/buddhism/base.htm) (interactive map)

Distribute the student reading Maps Can Show Movement. This packet includes an activating strategy in which students look at movement diagrams for sports and activities. Students then investigate the ways GIS maps show flows of trade or other movement. Two “Thinking like a Geographer” questions are included in the reading, and may be used as a formative assessment.

The idea that maps can be used to organize data and look for patterns will be transferred to cultural diffusion in the student reading and exercise Cultural Hearths and Cultural Diffusion. Explain that the same principle of diffusion applies to inventions and innovations (use of gunpowder, porcelain dishes, paper money), products (tea, jade), languages and other cultural ideas.

Students may enjoy an animated review of the cultural hearths at this link: [http://www.xtranormal.com/watch/7706901/cultural-hearths](http://www.xtranormal.com/watch/7706901/cultural-hearths)

Two Checks for Understanding of cultural regions and desired responses are provided.

**Check for Understanding:**

- Which person do you think would be more open to learning new ways of living or doing-an older member of the traditional community who lives near the core of the cultural hearth, or a younger member of a community who lives near the periphery? Why do you think this?

Extending and Refining: China Trade

Poll the students, recording the number of people who agree or disagree with these statements:

1. 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.
2. Chinese people do not like the Americans and American ways.
3. American people know a lot about China and Chinese customs.
4. Chinese people know a lot about the United States and American customs.
5. China is our largest trading partner. (More goods and services are traded between US and China than other countries).

Leave the results of the opinion poll on display. Distribute the reading China Trade. Ask the students to read the article. Does it change any of their responses? Repeat the poll. Ask if there are additional resources that would be helpful in deciding if statements were correct or not.

**Check for Understanding**

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?
Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links)

A web resource for further investigation of Diffusion of Buddhism India to China
http://www.pacificasiamuseum.org/buddhism/base.htm (interactive map)

A resource for background information about cultural diffusion:
http://www.p12.nysed.gov/ciai/socst/grade3/geograph.html-

Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

(Briefly explain how design principle(s) are embedded within the unit design.)
Technology Integration
The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- 8th Grade Technology Literacy - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).

Content Connections
Content Standards integrated within instructional strategies