

WAUCONDA SCHOOL DISTRICT 118

UNIT PLANNING ORGANIZER

Subject: AP HUMAN GEOGRAPHY

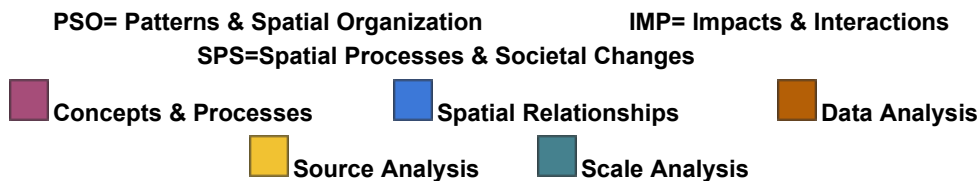
Grade Level or Course: 9th

UNIT 3: CULTURAL PATTERNS & PROCESSES

Pacing: 3.5 Weeks

STAGE 1 – DESIRED RESULTS

Essential Questions: Where are folk and Popular Leisure Activities Distributed? Where are folk and popular material culture distributed? Why is access to folk and popular culture unequal? Why do folk and popular culture face sustainability challenges?



Big Idea Questions: Unit 3 (PSO, IMP, SPS)

- ★ How does where people live and what resources they have access to impact their cultural practices?
- ★ How does the interaction of people contribute to the spread of cultural practices?
- ★ How and why do cultural ideas, practices, and innovations change or disappear over time?

CCSS (Priority Standards):

http://www.isbe.state.il.us/ils/social_science/pdf/ss-stds-9-12-012716.pdf

STAGE 2 – EVIDENCE

3.1 INTRODUCTION TO CULTURE

ENDURING UNDERSTANDING: Cultural practices vary across geographical locations because of physical geography and available resources.

LEARNING OBJECTIVE: Define the characteristics, attitudes, and traits that influence geographers when they study culture.

PSO 3.A.1: Culture comprises the shared practices, technologies, attitudes, and behaviors transmitted by a society.

PSO 3.A.2: Cultural traits include such things as food preferences, architecture, and land use.

PSO 3.A.3: Cultural relativism and ethnocentrism are different attitudes toward cultural difference.

Culture	Cultural Trait (element)	Cultural Complex	Sense of Place	Habits	Taboos	Mentifacts (Material Culture)	
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Cultural Relativism	Ethnocentrism	Beliefs	Values	Customs	Artifacts		
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3.2 CULTURAL LANDSCAPES

ENDURING UNDERSTANDING: Cultural practices vary across geographical locations because of physical geography and available resources.

LEARNING OBJECTIVE: Describe the characteristics of cultural landscapes.

PSO 3.B.1: Cultural landscapes are combinations of physical features, agricultural and industrial practices, religious and linguistic characteristics, evidence of sequent occupancy, and other expressions of culture including traditional and postmodern architecture and land-use patterns.

LEARNING OBJECTIVE: Explain how landscape features and land and resource use reflect cultural beliefs and identities.

PSO 3.C.1: Attitudes toward ethnicity and gender, including the role of women in the workforce; ethnic neighborhoods; and indigenous communities and lands help shape the use of space in a given society.

Cultural Landscape	Carl Sauer & Cultural Hearths	Sequent Occupance	Traditional vs. Post-Modern Architecture	Cultural Regions	Native Reservations	Literary Traditions	
Ethnic neighborhood	Indigenous Communities	Gendered Spaces	Gentrification	Cultural Realms	Ethnic Neighborhoods		

3.3 CULTURAL PATTERNS

ENDURING UNDERSTANDING: Cultural practices vary across geographical locations because of physical geography and available resources.

LEARNING OBJECTIVE: Explain patterns and landscapes of language, religion, ethnicity, and gender.

PSO 3.D.1: Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance placemaking, and shape the global cultural landscape.

PSO 3.D.2: Language, ethnicity, and religion are factors in creating centripetal and centrifugal forces.

Sense of Place	Placemaking	Language	Religion	Judaism	Hinduism	Christianity	Extinct Language
Dead Language	Language Isolate	Multilingual state	Interfaith Dispute (2+)	Intrafaith Dispute (1)	Animism	Islam	Universalizing Religion (Proselytic)
Buddhism	Polytheistic (Hinduism, Animistic)	Monotheistic (Judaism, Christianity, Islam)	Branch	Denomination	Sect	Nationality	Ethnicity
Race	Multiculturalism						

3.4 TYPES OF DIFFUSION

ENDURING UNDERSTANDING: The interaction of people contributes to the spread of cultural practices.

LEARNING OBJECTIVE: Define the types of diffusion.

IMP 3.A.1: Relocation and expansion—including contagious, hierarchical, and stimulus expansion—are types of diffusion.

Contagious Diffusion (Expan.)	Hierarchical Diffusion (Expan.) Access/Authority	Stimulus Diffusion (Expan.)	Relocation Diffusion (Ethnic)				
Cultural Diffusion							

3.5 HISTORICAL CAUSES OF DIFFUSION

ENDURING UNDERSTANDING: Cultural ideas, practices, and innovations change or disappear over time.

LEARNING OBJECTIVE: Explain how historical processes impact current cultural patterns.

SPS 3.A.1: Interactions between and among cultural traits and larger global forces can lead to new forms of cultural expression; for example, creolization and lingua franca.

SPS 3.A.2: Colonialism, imperialism, and trade helped to shape patterns and practices of culture.

Creolization	Lingua Franca (English) (Swahili)	Pidgin Language	Cultural Convergence	Cultural Divergence	Assimilation		
Colonialism	Imperialism	Cultural Imperialism	Theocracy	Sharia	Acculturation		

3.6 CONTEMPORARY CAUSES OF DIFFUSION

ENDURING UNDERSTANDING: Cultural ideas, practices, and innovations change or disappear over time.

LEARNING OBJECTIVE: Explain how historical processes impact current cultural patterns.

SPS 3.A.3: Cultural ideas and practices are socially constructed and change through both small-scale and large-scale processes such as urbanization and globalization. These processes come to bear on culture through media, technological change, politics, economics, and social relationships.

SPS 3.A.4: Communication technologies, such as the internet and the time-space convergence, are reshaping and accelerating interactions among people; changing cultural practices, as in the increasing use of English and the loss of indigenous languages; and creating cultural convergence and divergence.

Time-Space Convergence	Distance-Decay	Cultural assimilation	Acculturation	Topocide	Commodification of Culture		
Indigenous Culture	Local Culture	Global Culture	Globalization	Cultural Appropriation	Nativism		

3.7 DIFFUSION OF RELIGION AND LANGUAGE

ENDURING UNDERSTANDING: The interaction of people contributes to the spread of cultural practices.

LEARNING OBJECTIVE: Explain what factors lead to the diffusion of universalizing and ethnic religions.

IMP 3.B.1: Language families, languages, dialects, world religions, ethnic cultures, and gender roles diffuse from cultural hearths.

IMP 3.B.2: Diffusion of language families, including Indo-European, and religious patterns and distributions can be visually represented on maps, in charts and toponyms, and in other representations.

IMP 3.B.3: Religions have distinct places of origin from which they diffused to other locations through different processes. Practices and belief systems impacted how widespread the religion diffused.

IMP 3.B.4: Universalizing religions, including Christianity, Islam, Buddhism, and Sikhism, are spread through expansion and relocation diffusion.

IMP 3.B.5: Ethnic religions, including Hinduism and Judaism, are generally found near the hearth or spread through relocation diffusion.

Hearth	Major Language Families, Branch, Groups	Major Religious Dichotomies	Patriarchal Societies	Indo-European Language Families	Lingua Franca	Swahili	Sedentary Farmer vs. Conquest Theory of Indo-European Speakers (Colin Renfrew)
Universalizing religion	Ethnic religion	Isogloss	Slang	Dialect vs. Accent	Pidgin Language	Creole Language	Isolated Languages
Proselytizing							

3.8 EFFECTS OF DIFFUSION

ENDURING UNDERSTANDING: Cultural ideas, practices, and innovations change or disappear over time.

LEARNING OBJECTIVE: Explain how the process of diffusion results in changes to the cultural landscape.

SPS 3.B.1: Acculturation, assimilation, syncretism, and multiculturalism are effects of the diffusion of culture.

Acculturation	Assimilation	Syncretism	Multiculturalism	Nativism	Official Languages	Revived languages	Ethnocentrism
Uniform landscape (Ubiquitous); Placelessness	Sequent Occupance	Ghetto	Ethnic Neighborhood	Maladaptive Diffusion	Standard Languages	Extinct Languages	
Ethnic Enclave	Ethnic Exclave	Ethnic Island	Secularism	Fundamentalism	Racism	Toponym	

STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

Suggested Resources/Materials/Informational Texts

The Cultural Landscape Textbook by James M. Rubenstein

New York Times Articles

CNN 10

AP Classroom



Concepts & Processes



Spatial Relationships



Data Analysis



Source Analysis



Scale Analysis



1. Concepts and Processes (23%-29%)--Analyze theories, approaches, concepts, processes, & models in theoretical & applied contexts.

- Describe geographic concepts, processes, models, and theories.
- Explain geographic concepts, processes, models, and theories.
- Compare geographic concepts, processes, models, and theories.
- Describe a relevant geographic concept, process, model, or theory in a specified context.
- Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.

2. Spatial Relationships (33%-43%)--Analyze geographic patterns, relationships, and outcomes in applied contexts.

- A. Describe spatial patterns, networks, and relationships.
- B. Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.
- C. Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.
- D. Explain the significance of geographic similarities and differences among different locations and/or at different times.
- E. Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.

3. Data Analysis (10%-19%)--Analyze & interpret quantitative data represented in maps, tables, charts, graphs, satellite images, & infographics.

- A. Identify the different types of data presented in maps and in quantitative and geospatial data.
- B. Describe spatial patterns presented in maps and in quantitative and geospatial data.
- C. Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.
- D. Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.
- E. Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.
- F. Explain possible limitations of the data provided.

4. Visual Analysis (10%-19%)--Analyze & interpret qualitative geographic information represented in maps, satellite images, photographs, cartoons, & landscapes.

- A. Identify the different types of information presented in visual sources.
- B. Describe the spatial patterns presented in visual sources.
- C. Explain patterns and trends in visual sources to draw conclusions.
- D. Compare patterns and trends in sources to draw conclusions.
- E. Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.
- F. Explain possible limitations of visual sources provided.

5. Scale Analysis (10%-14%)--Analyze theories, approaches, concepts, processes, or models across geographic scales to explain spatial relationships.

- A. Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.
- B. Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.
- C. Compare geographic characteristics and processes at various scales.
- D. Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales

Academic Vocabulary/ Word Wall	Enrichment/Extensions/ Modifications
<ul style="list-style-type: none">● <i>Acculturation</i>● <i>Agnosticism</i>● <i>Animism</i>● <i>Assimilation</i>● <i>Atheism</i>● <i>Centrifugal Force</i>● <i>Centripetal Force</i>● <i>Charter Group</i>● <i>Contagious Diffusion</i>● <i>Creole</i>● <i>Cultural Convergence</i>● <i>Cultural Divergence</i>● <i>Cultural Landscape</i>	<ul style="list-style-type: none">-Peer evaluation of Free Response Questions's-Self evaluation of essays and multiple choice exams-Review of all course objectives at the end of the unit-Modifications as necessary based on time availability and student ability

- *Cultural Relativism*
- *Culture Custom*
- *Dialect*
- *Diaspora*
- *Diffusion*
- *Distance*
- *Decay*
- *Environmental Determinism*
- *Ethnic*
- *Enclave*
- *Ethnicity*
- *Ethnic Religion*
- *Ethnocentrism*
- *Expansion*
- *Diffusion*
- *Extinct*
- *Language*
- *Folk Culture*
- *Fundamentalism*
- *Globalization*
- *Hearth*
- *Hierarchical Diffusion*
- *Isogloss*
- *Isolated Language*
- *Language Family*
- *Language Group*
- *Lingua*
- *Franca*
- *Material Culture*
- *Missionary*
- *Monolingual*
- *Monotheism*
- *Multiculturalism*
- *Multilingual*
- *Nativism*
- *Non-Material*
- *Culture*
- *Language Pidgin*
- *Language Polytheism*
- *Popular Culture*
- *Possibilism*
- *Relocation*

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| <ul style="list-style-type: none">● <i>Diffusion</i>● <i>Romance Languages</i>● <i>Sect</i>● <i>Sense of Place</i>● <i>Sequent Occupance</i>● <i>Stimulus</i>● <i>Diffusion</i>● <i>Syncretism</i>● <i>Taboo</i>● <i>Time-Space Compression</i>● <i>Universalizing Religion</i> | |
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