| **HG Unit 5 Culture** | |
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| **Unit Overview** | |
| This unit is designed to encourage inquiry into the characteristics of culture and the processes of movement and change that cultures go through over time and from place to place. Students will use inquiry to consider how locations influence and are influenced by shared systems of value and expression among various people groups. | |
| **Overarching Inquiry Question** | |
| How and why does culture move?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| **Places and Regions (PR)** – The PR theme encourages the study of the experiences of humans organized into geographic regions. Regions describe places that are characterized by similar physical and human conditions.  **Human Systems (HS)** – The HS theme encourages the study of various human activities and characteristics across Earth’s surface. The spatial distribution and movement of populations and the resultant changes form the basis of understanding. Cultural characteristics, economic systems, political systems, and settlement patterns are further examples of how human landscapes vary spatially.  *These themes are identified by the two letters at the end of each indicator.* | |
| **Skills Emphasis at a Glance** | |
| **M: Mapping-** Identify, use, interpret, and construct local through global scale maps  **MR: Models and Representation**- Identify, use, interpret, and construct geographic models and other visual representations from local to global scales.  **CC: Conditions, Connections, and Regions-** Identify, compare, and evaluate the development of complex conditions, connections, and regions  **S: Scale-** Identify, compare, and interpret spatial hierarchies.  **DP: Distribution and Patterns-** Identify, analyze, and explain spatial distributions, patterns, and associations. | |
| **Standard(s)** | |
| HG.1.5.HS Evaluate the cultural, economic, environmental, and political impacts of human migration on human settlements in various regions.  HG.3.1.HS Identify the characteristics of popular and folk culture, and explain the factors that influence the location and spatial distribution of these types of culture at the local and global scales using maps and geographic models and representations.  HG.3.2.HS Identify and analyze the spatial distribution, patterns, and diffusion of ethnic, linguistic, and religious cultural characteristics using maps and other geographic representations.  HG.3.3.PR Analyze and explain the conditions and connections that create ethnic, linguistic, and religious patterns at varying scales. | |
| **I Can Statements** | |
| I can evaluate how culture impacts various regions in connection with human migration.  I can explain the differences between popular and folk culture.  I can explain the factors that influence the location and spatial distribution of these types of culture at the local and global scales using maps and geographic models and representations.  I can identify and analyze the spatial distribution, patterns, and diffusion of ethnic, linguistic, and religious cultural characteristics using maps and other geographic representations.  I can analyze and explain the conditions and connections that create ethnic, linguistic, and religious patterns at varying scales. | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can evaluate how culture impacts various regions in connection with human migration.**  Introduce the Overarching Inquiry Question to students: “Where is culture?” Allow student time to make sense of it through a quick write.  Following the quick write as a class, introduce the concepts cultural hearth and cultural landscape (linguistic landscape, religious landscape, and general architecture) through visuals, such as maps and various images. Use this time to touch on ethnic neighborhoods and colonization’s' impact on architecture.  At this time, ask students to reflect and create a listicle of cultural landscapes they have personally encountered. Debrief as a class. To extend students thinking ask about how migration has impacted their chosen examples.  Pair/group and provide students with locations around the world and task them to create a house suitable for their assigned location. Students should research their assigned location to gather evidence to support their house design. Students need to be cognizant of their surroundings, i.e. the environment and what is available and pull on their understanding of environmental determinism and possibilism. Ask students to create a model of their house. Students will share their finished products as a FlipGrid or gallery walk. As students visit each model created by their peers they will provide an area of growth and question for the creator to consider.  To wrap up, direct students to revisit their quick write on the overarching inquiry question and edit theirs based on their new knowledge. | It is important to let students know they will begin to gather evidence to be able to answer the Overarching Inquiry Question. Allow students a grapple with what culture means to them at this point and use their quick write to guide your instruction of this unit.  Touch on the multiple meanings of words. Hearth in this context, is not a fireplace but discuss that a fireplace represents the heart of the home and how it connects to culture. Images to illustrate cultural landscape would include images of signs (linguistic), sacred spaces (religious), or homes/businesses/government buildings (general architecture). Signage with multiple languages illustrates how migration has created a need to accommodate various groups of people which are moving into areas. Ethnic neighborhoods illustrate how through migration culture is diffused via relocation diffusion. These types of neighborhoods also illustrate acculturation. In regions colonized by various countries, to this day evidence of the structures built by these powers exist modeled after their mother country.  The teacher might wish to determine a specific number of cultural landscapes to include for students’ listicles. If you need more information on listicles, visit this [link](https://compose.ly/for-writers/7-tips-for-writing-a-great-listicle/). Depending on time, students could spend time exploring and taking notes from this [website](https://www.nps.gov/tps/how-to-preserve/briefs/36-cultural-landscapes.htm) on Cultural Landscape or the teacher could use this as background knowledge to shape the lesson and discussion.  In creating a house suitable for their assigned location students should consider the use of building materials that are available in their given area. Consider aspects such as pitched roofs in areas with significant snowfall to prevent collapse. The overall style of houses should be reflective of the region's cultural norms. This activity is intended to begin helping students see how vast and all-encompassing culture |
| **I can explain the differences between popular and folk culture.**  **I can explain the factors that influence the location and spatial distribution of these types of culture at the local and global scales using maps and geographic models and representations.**  Students will create a T-Chart with the characteristics of popular and folk culture. Then have students participate in a gallery walk composed of various popular and folk culture examples. Responses will be recorded on a note-catcher. Conduct a whole class debrief at the conclusion.  Students will brainstorm to add examples of things that are popular currently and relative to their lives. Record students’ responses in a location the whole class can see. Extend students thinking by asking them to reflect on how they learned of these items/ideas.  Students will examine and further research examples discussed previously of folk and popular culture of interest to them; taking note of the origins/hearth, how it diffused and where it diffused. Present findings in a visual presentation infographic including a student-generated map illustrating the hearth (if known) and diffusion patterns.  Next, assign students this ArcGIS StoryMap on [The Diffusion of Hip Hop](https://www.arcgis.com/apps/MapSeries/index.html?appid=b442b43eb9104c58be36ed297a29af4d).  Students will read an [article](https://www.nationalgeographic.org/article/global-network/) from National Geographic or view video clips to analyze how the diffusion of popular culture is creating conflict in countries/regions by enveloping folk culture. Students should then take a stance on globalization as it relates to culture to produce a writing product. | Two I can statements are coupled together here as the activities work together to cover both.  *Popular Culture ideas*: tic tock challenges, the Dab, popular YouTubers, American Sports (football in London, Baseball in Asia)  *Folk Culture ideas*: country music, the Amish, Himalaya Art  In order to view culture on a local scale, visit [South Carolina Ag + Art Tour.](https://agandarttour.com/)  The gallery walk should be designed in a way that students use their T-Chart of characteristics to analyze and determine if provided examples are either popular or folk culture. Students should be able to articulate their reason for which category they assigned examples to base on their T-Chart.  If you need more information on how to conduct a gallery walk, visit [FacingHistory.org](https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk). This is a way to illustrate and examine technology’s role in popular culture diffusion.  Depending on time constraints the teacher could limit the number of examples students explore. By asking students to reflect on how they learned of items on the popular culture list, students are reviewing diffusion types and patterns. Also, point out to students the environment and physical geography play a role in protecting and limiting the diffusion of folk culture. If you need more information on infographics, visit [ReadWriteThink.org](http://www.readwritethink.org/classroom-resources/lesson-plans/picture-worth-thousand-words-a-31141.html).  This activity requires students to grapple with a common point of confusion when identifying and explaining a phenomenon as either popular or folk culture due to the fact that some carry characteristics of both. Hip Hop can be mapped in three different ways (expansion diffusion and hierarchical diffusion popular culture characteristics, as well as relocation diffusion typically associated with folk culture). Therefore, this task should push students to deeper understanding.  This article from the NY Times, [How India Became America](https://www.nytimes.com/2012/03/11/opinion/sunday/how-india-became-america.html), creates opportunities for an in depth discussion of the pros and cons of various cultural aspects. |
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| **I can identify and analyze the spatial distribution, patterns, and diffusion of ethnic, linguistic, and religious cultural characteristics using maps and other geographic representations.**  Students will visit this ArcGIS StoryMap on the [5 Major Religions](https://www.arcgis.com/apps/MapJournal/index.html?appid=fed35fc026b4458a8ec1657fae61d4af) and record notes on each topic.  Returning to the concept of cultural landscapes discussed at the beginning of the unit, now to deepen understanding, have students analyze a variety of images from around the world illustrating a variety of cultural landscapes. Ask students to record what they see in the image and take a guess as to where in the world they think this image is from. Allow ample time for students to view images in a manner preferred by the teacher. At the conclusion of the activity debrief as a class, checking students’ guesses and discussing the idea of placelessness and globalization.  In order to continue students' study of cultural aspects as they relate to the idea of diffusion via globalization, set up stations for students to virtually visit and explore a variety of cultures. Stations should include the following   * concept of lingua franca as it relates to the business world as well as music * Language Tree * Religion   + hearth and diffusion patterns   + architecture of places of worship   + burial practices   + taboos   + difference between characteristics of universalizing and ethnic religions.   This is an excellent time to pull students' attention back to the overarching inquiry questions and ask students to reflect by answering this question as a closing activity for their work in stations. Students’ responses should be justified using evidence from the stations. | When discussing the idea of placelessness, ensure students develop an understanding that this would be created by religious landscapes, architecture, and linguistic characteristics. Cultural landscapes are becoming more and more similar. Extension could happen in a discussion of how this is or could lead to conflict?  There are a variety of online language games, such as this [one](https://www.languagesquad.com/), which could be used as a part of these stations. The games play phrases in various languages and students listen and are tasked with choosing which language they believe they are hearing. This activity in the station rotation would allow students to hear similarities between languages which can be tied back to the structure of the language tree. If time and space are concerning, the amount of stations could be condensed. Identifying the hearth and diffusion patterns of religion could be done as a mapping activity. In order to differentiate between ethnic and universalizing religions a sort activity could be used.  Depending on the level of technology integration and availability, [Google Expeditions](https://edu.google.com/products/vr-ar/expeditions/?modal_active=none#about) would be a good resource for students to experience culture virtually. |
| **I can analyze and explain the conditions and connections that create ethnic, linguistic, and religious patterns at varying scales.**  Lead a brief whole class discussion on how the various cultural elements discussed throughout this unit could lead to conflicts. Next, have students pair up and explore examples and outcomes of Intrafaith Conflicts vs Interfaith Conflicts. After a set amount of time, ask students to share their findings as a whole group.  In order to illustrate how culture is an ever developing process and struggle historically and currently, allow students to explore a conflict of their choosing. Students can illustrate their understanding in a multitude of ways depending on the student’s preference or teacher’s. Create an opportunity for students to share their findings via a Jigsaw activity, gallery walk, etc.  Potential topics to talk about in-depth:   * Northern Ireland--The Troubles * Gandhi and the de-religionizing of India and conflict now with Modi and Muslim population * Israel vs. Palestine * The Travel Ban * Blue Grass evolving from folk to pop culture * Nigeria and religious conflicts   Provide students with a copy of an older map prior to Sudan and South Sudan’s split. Direct students’ attention to the specific area. Provide students with the background of the conflict, allowing students time to process and brainstorm possible solutions. Then discuss with students why and how the separation happened. Students could update the map with the current political boundaries.  Activate students’ prior knowledge of the most well-known Genocide, the Holocaust. Use a think-aloud strategy to create a document of the most important aspects of the genocide process, who was involved, etc. This can serve as the foundation of genocide comparison. Ask students to reflect on why we should study history. Thus springboarding a discussion about how we should learn from the past so we do not repeat it. This leads to asking students to pick a modern genocide, not discussed as a class, and compare it to the Holocaust in a multimedia presentation.  Modern genocides to use in comparison of genocides of the past   * + Uighurs in China   + Rohinga in Myanmar   + Genocide in Rwanda   + Sudan/South Sudan Janjaweed   An extension activity is to require students to create a Google MyMap of locations related to the Holocaust and their chosen genocide to have students view the events spatially. This could be as in-depth or quick as a teacher would like depending on time constraints. | This could be used as an opportunity to review with students the way to evaluate reliable sources, then allowing them to find their own to support their work. Or the teacher could provide a predetermined list of sources for students.  This attempts to show students a wide variety of cultural conflicts prior to examine extreme cases where genocide and ethnic cleansing are enacted.  Use this discussion point to illustration how political boundaries change over time, the map as we know it is not fixed. This will help segue well into the next unit on political geography. Additionally, use this discussion to illustrate teacher expectations for investigating and reporting on a modern genocide.  If time is a concern, various video clips of the mentioned genocides could be used as a whole class, culminating the small group comparison discussions between the Holocaust and modern genocides. One aspect to consider when evaluating genocides is the connection back to the earlier unit on migration. Genocides result in migration patterns. The Lost Boys of Sudan are a modern example of migration to the United States. [National Geographic](https://www.nationalgeographic.org/media/cultural-differences/) has a video from God Grew Tired of Us, which illustrates these men's first experiences with American culture.  Google MyMap is a collaborative tool that could be shared and multiple students could work on all at one time. |
| **Connections to COVID-19 case study:**  Students will explore how COVID-19 has impacted culture at different scales by looking at national, state, and local examples of how COVID-19 has changed Daily life.   1. Personal reflections about how COVID-19 personally impacted them 2. BBC’s series In [Pictures](https://www.bbc.com/news/in_pictures) 3. [The Atlantic](https://www.theatlantic.com/photo/2020/03/music-and-encouragement-from-balconies-around-world/608668/) Music from Balconies 4. Corona Tic Toks 5. Corona Memes 6. Pictures of grocery stores out of supplies 7. Pictures parks, restaurants, shops, etc. closed 8. Pictures of social distancing methods around the community (signs in parks, spacing marked outside of grocery stores, signs showing crosswalks being timed automatically to avoid touch, etc.) 9. Meetings taking place on online platforms 10. The push back of citizens and businesses to both open and close the country   Students will read about how COVID-19 could be detrimental to indigenous populations around the world   1. Impact of COVID-19 on Native Americans in [New Mexico in Depth](http://nmindepth.com/2020/05/11/native-americans-make-up-50-of-covid-19-deaths-in-new-mexico/) and [The Harvard Gazette](https://news.harvard.edu/gazette/story/2020/05/the-impact-of-covid-19-on-native-american-communities/) 2. Impact on Brazil’s indigenous population from the [BBC](https://www.bbc.com/news/world-latin-america-52139875) 3. Impact on Australia’s indigenous groups from [Australian Government Department of Health](https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-ncov-health-alert/advice-for-people-at-risk-of-coronavirus-covid-19/coronavirus-covid-19-advice-for-aboriginal-and-torres-strait-islander-peoples-and-remote-communities) 4. The [International Work Group for Indigenous Affairs](https://iwgia.org/en/news-alerts/news-covid-19.html) and their response to COVID-19   Students will read about how COVID-19 has impacted religious communities around the world:   1. [Impact of COVID in NY church](https://www.cnn.com/interactive/2020/05/us/new-york-church-coronavirus-deaths-cnnphotos/index.html) 2. [Saudi Arabia asking to delay Hajj bookings](https://www.bbc.com/news/world-middle-east-52118803) 3. [Mecca and Medina under 24 Hour curfew the Jakarta Post](https://www.thejakartapost.com/news/2020/04/02/saudi-imposes-24-hour-virus-curfew-in-holy-cities-1585838744.html) 4. [Hindu festivals suspend large crowds](https://www.bbc.com/news/world-asia-india-52322645) 5. [Local Jewish Communities and Churches prepare for Passover and Holy Week](https://www.counton2.com/news/religious-communities-working-to-adapt-of-ahead-of-passover-holly-week/) 6. [Easter Sunday live streamings](https://www.usatoday.com/story/life/2020/04/09/easter-events-stream-andrea-bocelli-kanye-west-joel-osteen-more/2965689001/) 7. [Church gathering restricted on Easter](https://www.usatoday.com/story/news/nation/2020/04/11/coronavirus-easter-kansas-kentucky-restrict-religious-gatherings-church/2975593001/) 8. [People making arrangements to celebrate Easter safely](https://www.bbc.com/news/uk-england-52231272) | This case study is a suggested way to connect the inquiry questions in each unit to authentic, on-going issues. This should allow for further inquiry on the part of the student, the application of geographic skills and concepts, and relevance to a current or contemporary crisis. Each unit includes resources for potential connections to this case study.  [The COVID-19 Dashboard](https://gisanddata.maps.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6) is a powerful tool for observing data on the geography of the pandemic. |

**References**

**Additional Resources**

COVID-19 Dashboard by the Center for Systems Science and Engineering (CSSE) at Johns Hopkins University. (n.d.). Retrieved from <https://gisanddata.maps.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6>

NatGeo Mapmaker Interactive. (n.d.). Retrieved from <https://mapmaker.nationalgeographic.org/>

National Geographic Society. (2020, April 23). On Religion. Retrieved from <https://www.nationalgeographic.org/video/on-religion/>