

# APHG

## Unit III: Cultural Patterns & Processes

### Description of Unit (Source: *AP Human Geography Course Description*)

#### III: Cultural Patterns & Processes

Understanding the components and regional variations of cultural patterns and processes is critical to human geography. In this section of the course, students begin with the concept of culture. They learn how geographers assess the spatial and place dimensions of cultural groups as defined by language, religion, race, ethnicity, and gender, in the present as well as the past.

A central concern is to comprehend how cultural patterns are represented at a variety of geographic scales from local to global. Diffusion is a key concept in understanding how cultural traits (for example, agricultural practices and language) move through time and space to new locations, adapting to local cultural preferences through globalization. Students learn that the concept of region is central to the spatial distribution of cultural attributes.

The course also explores cultural differences at various scales according to language, religion, ethnicity, and gender. The geographies of language and religion are studied to illustrate processes of cultural diffusion and cultural differences. For example, students learn to distinguish between languages and dialects; ethnic and universalizing religions; and popular and folk cultures, and to understand why each has a different geographic pattern.

An important emphasis of the course is the way culture shapes human– environment relationships. For example, religion can influence environmental perception and modification. Students also come to understand how culture is expressed in landscapes, and how landscapes in turn represent cultural identity. Built environments enable the geographer to interpret cultural values, tastes, and sets of beliefs. For example, both folk and contemporary architecture are rich and readily available means of comprehending cultures and changes in landscapes

#### Key Concepts & Resources

#### Unit III: Cultural Patterns & Processes

#### Unit 3: Cultural Patterns & Processes

Content/Unit Description	Percent of AP Exam	Text & Supplemental Readings	Time
A. Concepts of culture 1. Traits 2. Diffusion 3. Acculturation 4. Cultural regions B. Cultural differences 1. Language 2. Religion 3. Ethnicity 4. Gender 5. Popular and folk culture C. Environmental impact of cultural attitudes and practices D. Cultural landscapes and cultural identity 1. Values and preferences 2. Symbolic landscapes and sense of place	13-17%	de Blij Ch 4-7  Kuby, Ch 2 “Layers of Tradition: Culture Regions at Different Scales” Activities 1&2.  Kuby, Ch 3 “Tracking the AIDS Epidemic in the United States: Diffusion Through Space & Time” Activities 1 & 2	5 Weeks

Plans for Week of Oct 22-26

**APHG**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b><u>Learning Target(s)</u></b></p> <p>Map &amp; Vocab</p> <p><b><u>Activities</u></b></p> <p>Work Day</p> <p><b><u>APHG Content</u></b></p> <p><b><u>Assessment</u></b></p>	<p><b><u>Learning Target(s)</u></b></p> <p>Unit II Exam</p> <p><b><u>Activities</u></b></p> <p>Review &amp; FRQ Self-Assess Day</p> <p><b><u>APHG Content</u></b></p> <p><b><u>Assessment</u></b></p>	<p><b><u>Learning Target(s)</u></b></p> <p>1. Compare/contrast local &amp; popular culture. 2. Analyze components of local/popular culture.</p> <p><b><u>Activities</u></b></p> <p>1. ACT Bellringer 2. Direct Instruction: What is Culture? 3. Graphic Organizer w/ Partner: Local v Popular Culture Venn Diagram. 4. Discussion/Compilation of Class VD on Board</p> <p><b><u>APHG Content</u></b></p> <p>A1; B5</p> <p><b><u>Assessment</u></b></p> <p>1. Venn Diagram 2. DYRT Quiz-Ch 4, Intro &amp; Keys 1-2 on Friday</p>	<p><b><u>Learning Target(s)</u></b></p> <p>1. Evaluate map layers using GIS. 2. Analyze cultural traits &amp; their role in a culture's "uniqueness." 3. Evaluate symbolism as used to promote regional identity.</p> <p><b><u>Activities</u></b></p> <p>1. ACT Bellringer 2. Begin Computer-Based "Layers of Culture" Assignment</p> <p><b><u>APHG Content</u></b></p> <p>A1,2,4; B1,2, 5; C; D1-2</p> <p><b><u>Assessment</u></b></p> <p>1. "Layers of Culture" Assignment-Due 11-2-12 2. DYRT Quiz-Ch 4, Intro &amp; Keys 1-2 on Friday</p>	<p><b><u>Learning Target(s)</u></b></p> <p>1. Evaluate map layers using GIS. 2. Analyze cultural traits &amp; their role in a culture's "uniqueness." 3. Evaluate symbolism as used to promote regional identity.</p> <p><b><u>Activities</u></b></p> <p>1. ACT Bellringer 2. DYRT Quiz Review 3. DYRT Quiz, Ch 4, Intro &amp; Keys 1-2 4. Continue "Layers of Culture" Work</p> <p><b><u>APHG Content</u></b></p> <p>A1,2,4; B1,2, 5; C; D1-2</p> <p><b><u>Assessment</u></b></p> <p>1. "Layers of Culture" Assignment-Due 11-2-12 2. DYRT Quiz-Ch 4, Intro &amp; Keys 1-2</p>

Plans for Week of Oct 29-Nov 2

**APHG**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b><u>Learning Target(s)</u></b>                      1. Identify cultural traits that make the Yanomami people a unique local culture.                      2. Compare/contrast Yanomami with other local cultural groups from text.                      3. Evaluate the impacts of globalization &amp; popular culture on the Yanomami.</p> <p><b><u>Activities</u></b>                      1. ACT Bellringer                      2. Go over Ch 4, Intro &amp; Keys 1-2 DYRT Quiz                      3. Intro “Yanomami: The Dying Tribe”                      (<a href="http://www.youtube.com/watch?v=ubIEyUYRwrQ">http://www.youtube.com/watch?v=ubIEyUYRwrQ</a>) video &amp; Yanomami culture.                      4. Watch video/complete questions.                      5. Debrief</p> <p><b><u>APHG Content</u></b>                      A 1-4; B 1-3, 5; C; D 1-2</p> <p><b><u>Assessment</u></b>                      1. Answers to Yanomami video questions.</p>	<p><b><u>Learning Target(s)</u></b>                      1. Identify methods of assimilation, cultural appropriation &amp; commodification of cultural traits.                      2. Evaluate impacts of assimilation, cultural appropriation &amp; commodification on local &amp; larger national/popular cultures.                      3. Analyze impacts of ethnic neighborhoods on urban landscapes.</p> <p><b><u>Activities</u></b>                      1. ACT Bellringer                      2. Oral review of pertinent terms.                      3. Direct instruction                      4. Exit Slip: Student written response to prompt “Think about how the nonmaterial culture of the US culture or a local cultural group effects at least one material culture trait for the US culture or a local cultural group. Come up with at least <b>ONE</b> example of this. Make sure to fully explain your answer.”</p> <p><b><u>APHG Content</u></b>                      A1-4; B2, 5; D2</p> <p><b><u>Assessment</u></b>                      1. Exit Slip</p>	<p><b><u>Learning Target(s)</u></b>                      1. Begin research for comprehensive Unit III local culture project.</p> <p><b><u>Activities</u></b>                      1. ACT Bellringer                      2. Library: Research using computers/print resources.</p> <p><b><u>APHG Content</u></b>                      A1-4; B1-5; C; D1-2</p> <p><b><u>Assessment</u></b>                      1. Local culture project-Due Nov 23</p>	<p><b><u>Learning Target(s)</u></b>                      1. Continue research for comprehensive Unit III local culture project.</p> <p><b><u>Activities</u></b>                      1. ACT Bellringer                      2. Library: Research using computers/print resources.</p> <p><b><u>APHG Content</u></b>                      A1-4; B1-5; C; D1-2</p> <p><b><u>Assessment</u></b>                      1. Local culture project-Due Nov 23</p>	<p><b><u>Learning Target(s)</u></b>                      1. Trimester exam review.                      2. Analyze geographic aspects of current Presidential election. .                      (Temporary break from Unit III curriculum. However, electoral maps &amp; electoral geography will be a key Unit IV (Political Geography) concept.)</p> <p><b><u>Activities</u></b>                      1. ACT Bellringer                      2. CNN Electoral Map: Electoral College, urban v rural voting patterns &amp; importance of urban/suburban voters.                      3. Oral trimester exam review.</p> <p><b><u>APHG Content</u></b>                      Unit IV Political Geography Content C 3-4                      C. Challenges to inherited political-territorial arrangements                      1. Changing nature of sovereignty                      2. Fragmentation, unification, alliance                      3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment                      4. Electoral geography, including gerrymandering</p> <p><b><u>Assessment</u></b>                      Trimester exam.</p>

**Plans for Week of Nov 5-9**




Monday	Tuesday	Wednesday	Thursday	Friday
<p><b><u>Learning Target(s)</u></b></p>     <p><b><u>Activities</u></b></p> <p align="center"><b>PLC</b></p> <p align="center"><b>DAY</b></p>     <p><b><u>APHG Content</u></b></p>     <p><b><u>Assessment</u></b></p>	<p><b><u>Learning Target(s)</u></b></p>     <p><b><u>Activities</u></b></p> <p align="center"><b>Election</b></p> <p align="center"><b>Day</b></p>     <p><b><u>APHG Content</u></b></p>     <p><b><u>Assessment</u></b></p>	<p align="center"><b>APHG</b></p> <p><b><u>Learning Target(s)</u></b> 1<sup>st</sup> Trimester Exam</p>     <p><b><u>Activities</u></b> 1. 1<sup>st</sup> Trimester Exam</p>     <p><b><u>APHG Content</u></b> All Unit I/II Unit III A1-5; B5</p>     <p><b><u>Assessment</u></b> 1. 1<sup>st</sup> Trimester Exam</p>	<p><b><u>Learning Target(s)</u></b> 1<sup>st</sup> Trimester Exam</p>     <p><b><u>Activities</u></b> 1. 1<sup>st</sup> Trimester Exam</p>     <p><b><u>APHG Content</u></b> All Unit I/II Unit III A1-5; B5</p>     <p><b><u>Assessment</u></b> 1. 1<sup>st</sup> Trimester Exam</p>	<p><b><u>Learning Target(s)</u></b> 1. Review of Trimester Exam. 2. Analyze geographic aspects of 2012 Election. 3. Evaluate impacts of assimilation, cultural appropriation &amp; commodification on local &amp; larger national/popular cultures.</p>     <p><b><u>Activities</u></b> 1. ACT Bellringer 2. Discuss/go over Trimester Exam 3. 2012 Election: Geographic voting patterns &amp; Electoral College 4. Vocab Review: Local &amp; Pop Culture 5. Lecture/Discussion: Assimilation, Commodification, Appropriation &amp; Ethnic Neighborhoods</p>     <p><b><u>APHG Content</u></b> A1-3; B3,5; D1-2</p>     <p><b><u>Assessment</u></b> Exit Slip</p>

**APHG**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b><u>Learning Targets</u></b>                      1. Evaluate impacts of assimilation, cultural appropriation &amp; commodification on local &amp; larger national/popular cultures.                      2. Analyze impacts of ethnic neighborhoods on urban landscapes.</p> <p><b><u>Activities</u></b>                      1. ACT Bellringer                      2. Oral review of pertinent terms.                      3. Direct instruction: Commodification                      4. Exit Slip: Student written response to prompt “Think about how the nonmaterial culture of the US culture or a local cultural group effects at least one material culture trait for the US culture or a local cultural group. Come up with at least <b>ONE</b> example of this. Make sure to fully explain your answer.”</p> <p><b><u>APHG Content</u></b>                      A1-4; B2, 5; D2</p> <p><b><u>Assessment</u></b>                      1. Exit Slip                      2. DYRT Quiz: Ch 4, Keys 3-4</p>	<p><b><u>Learning Target(s)</u></b>                      1. Evaluate the effects of distance decay &amp; time-space compression on the diffusion of popular culture.                      2. Analyze how new popular culture hearths are established.                      3. Analyze how popular culture hearths are manufactured.</p> <p><b><u>Activities</u></b>                      1. ACT Bellringer                      2. DYRT Quiz Review                      3. DYRT Quiz: Ch 4, Keys 3-4.                      4. Discussion Questions: Distance Decay/Time-Space Compression                      5. Lecture/Discussion: Diffusion of Pop Culture</p> <p><b><u>APHG Content</u></b>                      A 1-2; B5</p> <p><b><u>Assessment</u></b>                      1. DYRT Quiz: Ch 4, Keys 3-4                      2. Discussion Questions: Distance Decay/Time-Space Compression</p>	<p><b><u>Learning Target(s)</u></b>                      1. Evaluate how the cultural landscape reflects the non-material culture of a group of people.                      2. Evaluate how the cultural landscape reflects the local culture’s dominant economic activities.</p> <p><b><u>Activities</u></b>                      1. ACT Bellringer                      2. Go over DYRT Quiz.                      3. Discussion Questions: A. Besides Wal-Mart &amp; FSHS, what are the biggest buildings in Simpson County? B. What does that say about our “local culture?” C. Which parts of our cultural landscape make Franklin “unique?” D. Which parts of our cultural landscape reflect the influences of popular culture &amp; globalization?                      4. Images: Local Cultures/Cultural Landscape (w/ accompanying questions)</p> <p><b><u>APHG Content</u></b>                      A1; B5; D1-2</p> <p><b><u>Assessment</u></b>                      1. Discussion Questions: Franklin &amp; Local/Pop Culture                      2. Images/Questions of Local Cultural Landscapes</p>	<p><b><u>Learning Target(s)</u></b>                      1. Analyze the causes &amp; effects of “placelessness.”                      2. Evaluate the impacts of popular culture &amp; globalized business on the cultural landscape.                      3. Examine our racial prejudices &amp; misconceptions.</p> <p><b><u>Activities</u></b>                      1. ACT Bellringer                      2. Describe/map Franklin’s Main Street from the Square South or North to either Wal-Mart or Papa Johns. Anything “unique” should be marked “U.” Anything that is not unique to Franklin should be marked “NO.”                      3. Direct Instruction w/ Graphic Organizer: Three causes of “placelessness.”                      4. Groups: Pick one of the causes of “placelessness.” Create list of “pros/cons” for the cause.                      5. Take 20 Question “Racial Literacy Quiz”</p> <p><b><u>APHG Content</u></b>                      A1-2; B5; D1-2</p> <p><b><u>Assessment</u></b>                      1. Graphic Organizer                      2. Placelessness Pro/Con List                      3. Racial Literacy Quiz</p>	<p><b><u>Learning Target(s)</u></b>                      1. Continue research for comprehensive APHG Unit III Project.</p> <p><b><u>Activities</u></b>                      1. Computer Lab: Research</p> <p><b><u>APHG Content</u></b>                      A1-4; B1-5; C; D1-2</p> <p><b><u>Assessment</u></b>                      1. Local culture project- Due Nov 30</p>

Plans for Week of Nov 19-23

**APHG**

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Learning Target(s)</u>	<u>Learning Target(s)</u>	<u>Learning Target(s)</u>	<u>Learning Target(s)</u>	<u>Learning Target(s)</u>
<u>Activities</u> 1. ACT Bellringer	<u>Activities</u> 1. ACT Bellringer	<u>Activities</u> <b>No School</b>	<u>Activities</u> <b>No School</b>	<u>Activities</u> <b>No School</b>
<u>APHG Content</u>	<u>APHG Content</u>			
<u>Assessment</u>	<u>Assessment</u>	<u>APHG Content</u>	<u>APHG Content</u>	<u>APHG Content</u>

		<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>
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Plans for Week of Nov 26-30

**APHG**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b><u>Learning Target(s)</u></b> 1. Continue research for comprehensive APHG Unit III Project. (Last Class Day on Project)</p> <p><b><u>Activities</u></b> 1. Computer Lab: Research</p> <p><b><u>APHG Content</u></b> A1-4; B1-5; C; D1-2</p> <p><b><u>Assessment</u></b> 1. Local culture project- Due Nov 30</p>	<p><b><u>Learning Target(s)</u></b> 1. DYRT Quiz: Ch 5, Intro/Keys 1-2. 2. Explore misconceptions about race.</p> <p><b><u>Activities</u></b> 1. ACT Bellringer 2. DYRT Quiz Review 3. DYRT Quiz. 4. Race Literacy Quiz 5. Discuss answers/results of race literacy quiz. 6. Assign “The Burden of Thirst” reading/questions</p> <p><b><u>APHG Content</u></b> A1,3; B3,5; C; D1</p> <p><b><u>Assessment</u></b> 1. DYRT Quiz: Ch 5, Intro Keys 1-2 2. Race Literacy Quiz 3. “Burden of Thirst” due Friday.</p>	<p><b><u>Learning Target(s)</u></b> 1. Define “identity.” 2. Analyze how people construct identities. 3. Define race. 4. Evaluate the role race plays in the construction of identities.</p> <p><b><u>Activities</u></b> 1. ACT Bellringer 2. Go over DYRT Quiz 3. Discussion Questions: Identity, Race &amp; Racial Segregation 4. Discussion: Using student responses/Powerpoint</p> <p><b><u>APHG Content</u></b> A4; B3; D1</p> <p><b><u>Assessment</u></b> Discussion Questions</p>	<p><b><u>Learning Target(s)</u></b> 1. Analyze geographic racial patterns in the US (based upon 2010 Census) 2. Evaluate the impacts of these patterns on cultural landscape &amp; local cultures.</p> <p><b><u>Activities</u></b> 1. ACT Bellringer 2. Prediction Questions (TPS): Racial Categories &amp; where various races have majority/plurality 3. Discuss using maps 4. “Summative” Questions: Impacts of the racial maps on local cultures &amp; cultural landscape.</p> <p><b><u>APHG Content</u></b> A4; B2-3, 5; C; D1</p> <p><b><u>Assessment</u></b> Race “Predictions” &amp; Answers</p>	<p><b><u>Learning Target(s)</u></b> 1. Foods Day: Local Culture Project. 2. Analyze the impacts ethnic groups have on cultural landscapes. 3. Analyze the impacts “other” groups (i.e. homosexuals) have on cultural landscapes</p> <p><b><u>Activities</u></b> 1. ACT Bellringer 2. Turn in “Burden of Thirst” 3. Eat 4. Discuss impacts of ethnic groups &amp; “other” groups on cultural landscape using powerpoint images.</p> <p><b><u>APHG Content</u></b> A4; B2-3, 5; C; D1</p> <p><b><u>Assessment</u></b> DYRT Quiz: Ch 5, Key 3 on Monday</p>



Plans for Week of Dec 3-7

**APHG**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b><u>Learning Target(s)</u></b>                      1. DYRT Quiz: Ch 5, Key 3.                      2. Analyze gender roles in Sub-Saharan Africa.                      3. Evaluate how geography reflects &amp; shapes “power relationships.”</p> <p><b><u>Activities</u></b>                      1. ACT Bellringer                      2. DYRT Quiz Review                      3. DYRT Quiz: Ch 5, Key 3.                      4. Ch 5, Key 3 Discussion Questions                      5. Discuss gender roles in Sub-Saharan Africa using text material &amp; “Burden of Thirst” assignment.</p> <p><b><u>APHG Content</u></b>                      A4; B3-4; C</p> <p><b><u>Assessment</u></b>                      1. DYRT Quiz: Ch 5, Key 3                      2. Discussion Questions</p>	<p><b><u>Learning Target(s)</u></b>                      1. Evaluate how geography reflects &amp; shapes “power relationships.”                      2. Identify the purpose of language.                      3. Classtime for Ch 6 “Guiding Questions”</p> <p><b><u>Activities</u></b>                      1. ACT Bellringer                      2. Go over Ch 5, Key 3 DYRT Quiz                      3. Discuss how geography reflects &amp; shapes “power relationships” using selections from Ch 5, Key 4.                      4. What is language &amp; why do we use it?-TPS activity.                      5. Discuss TPS.                      6. Work on Ch 6 Guiding Questions.</p> <p><b><u>APHG Content</u></b>                      A4; B1, 3-4; C</p> <p><b><u>Assessment</u></b>                      Ch 6 Guiding Questions</p>	<p><b><u>Learning Target(s)</u></b></p> <p><b><u>Activities</u></b>                      1. ACT Bellringer</p> <p><b><u>APHG Content</u></b></p> <p><b><u>Assessment</u></b></p>	<p><b><u>Learning Target(s)</u></b></p> <p><b><u>Activities</u></b>                      1. ACT Bellringer</p> <p><b><u>APHG Content</u></b></p> <p><b><u>Assessment</u></b></p>	<p><b><u>Learning Target(s)</u></b></p> <p><b><u>Activities</u></b>                      1. ACT Bellringer</p> <p><b><u>APHG Content</u></b></p> <p><b><u>Assessment</u></b></p>

