

AP Human Geography Bell Ringers

FOR THE WEEK OF OCTOBER 2, 2017

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INTRO TO *UNIT III CULTURE

**As with any of our seven units of APHG there is a wealth of resources available which can lead the instructor to want to share much of what they find with their students. That being said, teachers should make sure to utilize the course outline and associated curriculum articulation to guide their teaching of the course. Especially, in relation to the culture unit which can easily lend itself to extended amounts of time teaching lots of “fun” content, activities, etc.*

***Students should always be prompted, probed, so to speak, to answer the WHY question when responding to geographic inquiry*

Unit 3: Culture

Question 1

What is the one thing you can't live without? Describe how this thing represents American cultural values?

In addition to identifying American cultural traits and values, one discussion important to cultural geography is the *cultural definition of resources*. What are the resources that went into creating this thing? Where do they come from?

Students can also discuss what aspects of American culture they would consider to be “different” from what they would experience in another country. An extension of this would be to have students do some research on cultural traits that are found in different places around the world relative to an aspect of living, working, governing, health/well-being, happiness, etc. Another way to think about it is: How do people in other parts of the world achieve similar goals in different ways?

Question 2

What is the difference between acculturation and assimilation?

Students can evaluate the story of the Lost Boys of Sudan (story which was shared during the migration part of the course) and their journey to and in the United States. Have they acculturated/assimilated?

A. Video clip(s) from CBS 60 Minutes (Lost Boys of Sudan) and how they dealt or tries to with regard to cultural differences when they came to America:

a. Part I: <https://www.youtube.com/watch?v=6R5YNZxj2E&list=PL8CkxfrBdPKunUNHIVggQrK7XmnBPWrA1> (12:33)

b. *Part II https://www.youtube.com/watch?v=3Oqt_fDjiQE&list=PL8CkxfrBdPKunUNHIVggQrK7XmnBPWrA1&index=2 (10:27)

**this relates more to the Lost Boys experiences once they got to the U.S.*

B. You could also ask: What is meant by the 3rd Generation Rule? As a homework assignment have students ask their parents about how their family has become assimilated into American culture? This discussion will be especially relevant to students who are “third” generation family members of those who first came to America. For these students, their assimilation has made their original cultural traits of their first-generation family members almost non-existent.

Question 3

Are societies which are distant from each other more likely to have different cultures than societies which are closer to each other? Explain.

The first law of geography, time-distance decay (Tobler’s Law) would say ‘yes.’ But students should look at examples of societies that are in close proximity, but where cultures, people, and/or ideas do not mix because of physical barriers, language barriers, etc. You’ll also want to discuss ways in which cultural diffusion impacts space-time compression. This is where you would want to make sure students have a good grasp of the different forms of diffusion (definitions and examples). You need to make sure students go through the process of coming up with examples NOT in the textbook. Maybe a practice FRQ on diffusion types? A great question to ask students is whether or not migrant diffusion should be considered a sub form of relocation diffusion or a concept totally in its own category? Or, what role does social media play in reducing the friction of distance? What form of diffusion is Twitter, Snapchat, and Instagram or for our teachers, Facebook The diffusion of feelings through conversation on Facebook would be contagious diffusion. The diffusion of Facebook itself would be hierarchical as it started at Harvard and went from college to college and then to the general population.

As an extension ask students to look at modern “fads” such as fidget spinners, bottle flipping, etc. and determine what type(s) of diffusion these fads relate to. Remember, based on context any spread of any trait could relate to multiple types of diffusion.

Question 4

Look or go outside and describe the cultural landscape.

To follow up on the cultural landscape analysis presented earlier in the course, have students identify aspects of the local cultural landscape (synonyms being built environment, cultural ecology) by having them explore or look at images of their community.

It's important to note that not all people will "read" landscapes in the same way. See the essay by [Pierce Lewis](#), edited by D.W. Meinig about the different ways/axioms to interpret landscapes. Can your students identify with these perspectives? In lieu of going outside, you can also have students look at and analyze images. You could set up stations around your classroom with different images. There is a collection of 15,000 images to get you started at: <http://www.greatmirror.com/>

Question 5

What is 'sequent occupance'? What are some examples? What parts of the world would you expect evidence of this phenomenon to be an obvious part of the cultural landscape/built environment?

Original essay where term was coined: *Whittlesey, D. (1929). Sequent Occupance. Annals of the Association of American Geographers. 19(3): pp. 162-165.*

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