

AP Human Geography Bell Ringers

FOR THE WEEK OF OCTOBER 9, 2017

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UNIT III CULTURE

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

Additional bell ringer related to Columbus Day

Question 1

What is the difference between folk and popular culture? *Students will make a rough sketch that compares and contrasts the two types of culture using examples from their own interpretation of culture.

*How does one define popular culture? How does one define folk culture? What are the inherent differences between these two types of culture? Popular culture does not change from place to place but does from time to time. Folk culture does change from place to place but does not from time to time. Discussing the cultural traits of the Pennsylvania Dutch/Amish is always interesting for students as well as discussing the many ways that popular culture is represented in our student's lives. I also like prompting students to have a discussion on what they believe are their own generation's popular culture icons? Will these icons still be popular in 5, 10, 25 or even 50 years? Think Frank Sinatra, Beatles, Bruce Springsteen, Miley Cyrus....You can also discuss the westernization of popular culture or even how popular culture from another country has diffused to our culture. Think Kpop from South Korea and Manga and Anime from Japan.

**There has yet to be an APHG exam question asking students to define folk and pop culture and then come up with examples in some context*

- A. The commodification of K-Pop. Multiple videos on the K-Pop YouTube channel: https://www.youtube.com/channel/UCsEonk9fs_9jmtw9PwER9yg
 - B. Gangnam Style video from 2012 @ <http://www.youtube.com/watch?v=9bZkp7q19f0> (4:13)
- As with many topics in this unit on Culture I really like using material from The Human Mosaic text. Specifically, there is much this text has to offer in relation to popular and folk culture.
- C. A really good graphic/t chart which shows examples of the differences between folk and popular culture: http://www.lewishistoricalsociety.com/wiki/tiki-read_article.php?articleId=46
 - D. A short video comparing folk and popular culture: <http://www.youtube.com/watch?v=HhJQysZKvE> (4:21)
 - E. A brief Prezi on Manga and Anime and its diffusion to U.S.: <https://prezi.com/fdea4-i41zu/how-anime-changed-culture-in-japan-and-countries-around-the/>

Question 2

What is meant by a “hierarchy of culture?”

Discuss with your students the hierarchy of culture. That being culture trait (most specific), complex, system, region and realm (least specific). Students should be able to apply these terms and give examples for each.

Question 3

Since we are now into Major League Baseball’s post season. Based on your definition of the term culture, does the playing of the Major League Baseball World Series reflect American culture? Why or why not?

Since this is MLB post season playoff time.... ask students how significant the World Series is as a part of American culture, diffusion of it as a global sport, etc.... Based on your location you might want to discuss the impact on local culture and the economy of the local team being in the playoffs/World Series. I am specifically thinking about the fan base of the Chicago Cubs and their famous place of residence Wrigley Field. How significant was it culturally and economically for the Cubs to win the World Series last year?

Students might be interested in discussing the globalization of baseball with the example of the World Baseball Classic which is now played every four years before the Major League season begins. Or the fact that there are many foreign born players not playing for Major League Baseball teams. You can also extend this discussion to other sports such as American football vs. what the rest of the world calls football (soccer) and other sports. For example, cricket was diffused through the British colonies but never became popular in America. Should the NFL be playing games in London? Impact on culture in both countries?

- A. *The cultural impact of baseball as a global sport @ <https://www.youtube.com/watch?v=h1s4VkiD42k> (11:46) *from 2012 yet still very relevant.
- B. Wrigley Field and Pop Culture from 2014 on the 100th anniversary of Wrigley’s opening. Think Ferris Bueller, Bueller, Bueller?: <https://www.youtube.com/watch?v=FjQLPu77qm4> (Ferris at Wrigley clip) (1:35) <http://www.chicagotribune.com/entertainment/ct-wrigley-century-culture-20140328-column.html>
- C. As an extension have students research the local culinary fare at these ballparks and how that reflects the ethnic communities and local traditions of these urban areas in relation to migratory streams/patterns, etc. I.e. Cheesesteaks in Philly, Garlic fries in Seattle, Skyline Chili in Cincinnati
 - a. The Best Thing to Eat at Every MLB Stadium: <https://www.thrillist.com/eat/nation/mlb-baseball-stadium-fast-food-snacks>
 - b. From the delicious to the disgusting. MLB’s new food offerings for the 2017 season: <https://www.cbssports.com/mlb/news/a-look-at-the-best-new-and-wild-ballpark-food-items-at-mlb-stadiums-for-2017/>
 - c. Ranking the 10 craziest ballpark foods for the 2017 MLB season: <http://ftw.usatoday.com/2017/03/crazy-ballpark-stadium-foods-2017-mlb-season-diamondbacks-royals-cubs-baseball>
- D. The NFL in London is working from 2016: http://www.espn.com/nfl/story/_/page/HotRead160929/forget-field-product-nfl-london-working-more-games-coming-future-2016

Question 4

How do what we eat, when we eat and where we eat represent aspects of culture, dietary preferences, etc.? What example of a food you eat represents an aspect of your culture?

It might now be time for an ethnic food day

- A. Peter Menzel at Ted MED 2009. What the world eats? How people's diets reflect their culture, what they value, etc.: <https://www.youtube.com/watch?v=ZsYOhRdlpuw> (13:59)
- B. Around the World in 80 Diets 2014. This is a more recent interview with shared images from Peter Menzel and his wife Faith D'Aluisio: <https://vimeo.com/91546977> (18:34)

Question 5

There are approximately 7,000 languages spoken around the world. How many different languages are spoken in your classroom? Is there a different language spoken as the majority language at home?

Create a list on the board of all these languages. Then have students go to the following website where they can map the speaking of these different languages at different scales.

- A. MLA Language Ma: <http://arcmap.mla.org/mla/default.aspx>
- B. How to use the MLA Language Map?: https://apps.mla.org/map_instructions

As an extension, have students choose a language they would like to research in relation to the spatial distribution of this language. They could also research the migration patterns/streams that caused this spatial distribution.

Additional Question for Columbus Day

Columbus Day lesson on whether or not the holiday should be celebrated?:

- A. Lesson Link: http://www.roadmaptolastbesthope.com/_images/_volume1/_chapter1/Chapter1_Debate.pdf

Portions of this could be a great class starter as the legacy of imperialism is a significant topic to be discussed in our course. Or you could go thru the entire debate if you like.

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