

World Geography Frameworks for the Georgia Standards of Excellence in Social Studies

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the World Geography Social Studies Course.

World Geography - Unit 3 - Cultural Geography	
Elaborated Unit Focus	Students will be able to evaluate the physical and human characteristics of a place and region and how those characteristics connect to human identities and cultures. Students will examine how ethnic groups help to diversity cultural landscapes including factors of language, religion, gender, race, and identity. Students will also be able to explain the processes of diffusion and convergence in the modern world related to media, transnational corporations, and technological advancements in transportation infrastructure.
Connection to Connecting Theme/Enduring Understandings	Culture Beliefs and Ideals Conflict and Change
GSE for Social Studies (standards and elements)	SSWG2 Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures. <ul style="list-style-type: none">a. Examine how ethnic compositions of various groups has led to diversified cultural landscapes, including, but not limited to, architecture, traditions, food, art, and music.b. Examine how language can be central to identity and a unifying or a divisive force (e.g., Bantu, French-Canadians (Quebecois), and Basques).c. Examine the effects of universalizing and ethnic religions on local populations, including, but not limited to, Christianity, Judaism, Islam, Hinduism and Buddhism.d. Examine the impact of cultural beliefs on gender roles and perceptions of race and ethnicity as they vary from one region to another (e.g., the caste system, apartheid, and legal rights for women).e. Explain the processes of culture diffusion and convergence through the effects of various media norms, transnational corporations, and technological advancements in transportation infrastructure (e.g., Coca-Cola and American fast food restaurants, social media networks, and universalized clothing choices).

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8.3.2018¹⁰ Page 1 of 19

World Geography Frameworks for the Georgia Standards of Excellence in Social Studies

Connection to Literacy Standards for Social Studies (reading and/or writing)	L11-12 WHST: 8 L11-12RHSS: 1, 2, 6, 7 L9-10RHSS: 1, 5, 6
Connection to Social Studies Matrices (information processing and/or map and globe skills)	Map and Globe Skills: 4-12 Information Processing Skills: 1,3,6,8,11,12,15

Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding: Culture	1. How does language impact a place?
Enduring Understanding: Beliefs & Ideals	1. How does the physical and human characteristics of places and regions connect to human identities and cultures? 2. How does religion influence different characteristics of a society?
Enduring Understanding 3	1. What is the impact of cultural beliefs on gender, race and ethnicity? 2. How does culture diffuse and converge throughout the world?



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8.3.2018¹⁰ Page 3 of 19

Sample Instructional Activities/Assessments

Cultural landscapes

Students will examine two case studies that will show how ethnic compositions of various groups has led to a diversified cultural landscape.

1. Chinatown, New York City, USA--Students will use online resources of <http://new-york-chinatown.info> or <http://www.explorechinatown.com> to explore the cultural landscape of Chinatown in New York, New York. They should focus on architecture, traditions, food, art, and music. Using the following handout, students should take down notes on each of the specifics that they see from Chinatown.
2. Chicago, Illinois, USA--Students will examine the various ethnic neighborhoods in Chicago and their impact on life and the people there. Use the following websites in your search and understanding of Chicago. Students will research the Chicago ethnic neighborhoods and describe the impact of the culture on the landscape of the city including but not limited to architecture, traditions, food, art, and music. See handout below as an example. https://usatoday30.usatoday.com/travel/destinations/2009-11-10-chicago-ethnic-neighborhoods_N.htm
<http://www.washingtontimes.com/news/2009/nov/18/chicagos-diversity-shows-in-neighborhoods/>
3. After students complete the two case studies, have them respond in a well written essay on how ethnic compositions of various groups has led to a diversified cultural landscape. Students should include specific examples of architecture, traditions, food, art, and music that contributed to the culture landscape of the city.

GSE Standards and Elements	a. Examine how ethnic compositions of various groups has led to diversified cultural landscapes, including, but not limited to, architecture, traditions, food, art, and music.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>L11-12 WHST: 8 L11-12RHSS: 1, 2, 6, 7 L9-10RHSS: 1, 5, 6</p> <p>Map and Globe Skills: 4-12</p> <p>Information Processing Skills: 1,3,6,8,11,12,15</p> <p>How does the physical and human characteristics of places and regions connect to human identities and cultures?</p>

Student Activity

Chinatown, New York City, USA

Using the following online resources of <http://new-york-chinatown.info> or <http://www.explorechinatown.com>, explore the cultural landscape of Chinatown in New York, New York. Focus on the cultural impact on the architecture, traditions, food, art, and music.

1. How is the architecture in Chinatown different from other parts of New York City?
2. What type of festivals or traditions does Chinatown seem to have?
3. What types of food do the people serve and have available?
4. Does the art display characteristics of China?
5. How do the signs display Chinese culture and American culture?
6. What other features of Chinatown show the impact of the Chinese people and culture on the landscape of New York city?

Student Activity 2: Cultural Landscapes of Chicago

Go to the following articles websites and read about each ethnic neighborhood.

https://usatoday30.usatoday.com/travel/destinations/2009-11-10-chicago-ethnic-neighborhoods_N.htm

<http://www.washingtontimes.com/news/2009/nov/18/chicagos-diversity-shows-in-neighborhoods/>

Directions: Describe the cultural characteristics of each neighborhood in Chicago mentioned in the articles.

Chinatown

Greektown

Little Italy

Mexican

Polish

South Asian

Language	
<p>Student assignment: As a whole class watch (in whole or clips) the TED talk “How language shapes the way we think” https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think?utm_campaign=social&utm_medium=referral&utm_source=facebook.com&utm_content=talk&utm_term=social-science</p> <p>Research the following groups: Bantu, French Canadians (Quebecois), and Basques. Collect information (example chart below) regarding their: location, language, culture, and place in society in their country/region. Create a chart to keep track of your information.</p> <p>Then, explain how language has been a unifying or divisive force for each group. After completing the chart, write a paragraph answering the question “What is the impact of language on a people and a place?” Be sure to give examples from your chart you have created as evidence for your answers.</p>	
GSE Standards and Elements	b. Examine how language can be central to identity and a unifying or a divisive force (e.g., Bantu, French-Canadians (Quebecois), and Basques).
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>L11-12 WHST: 8 L11-12RHSS: 1, 2, 6, 7 L9-10RHSS: 1, 5, 6</p> <p>Map and Globe Skills: 4-12</p> <p>Information Processing Skills: 1,3,6,8,11,12,15</p> <p>3. What is the impact of language on a people and a place?</p>

World Geography Frameworks for the Georgia Standards of Excellence in Social Studies

Student assignment:

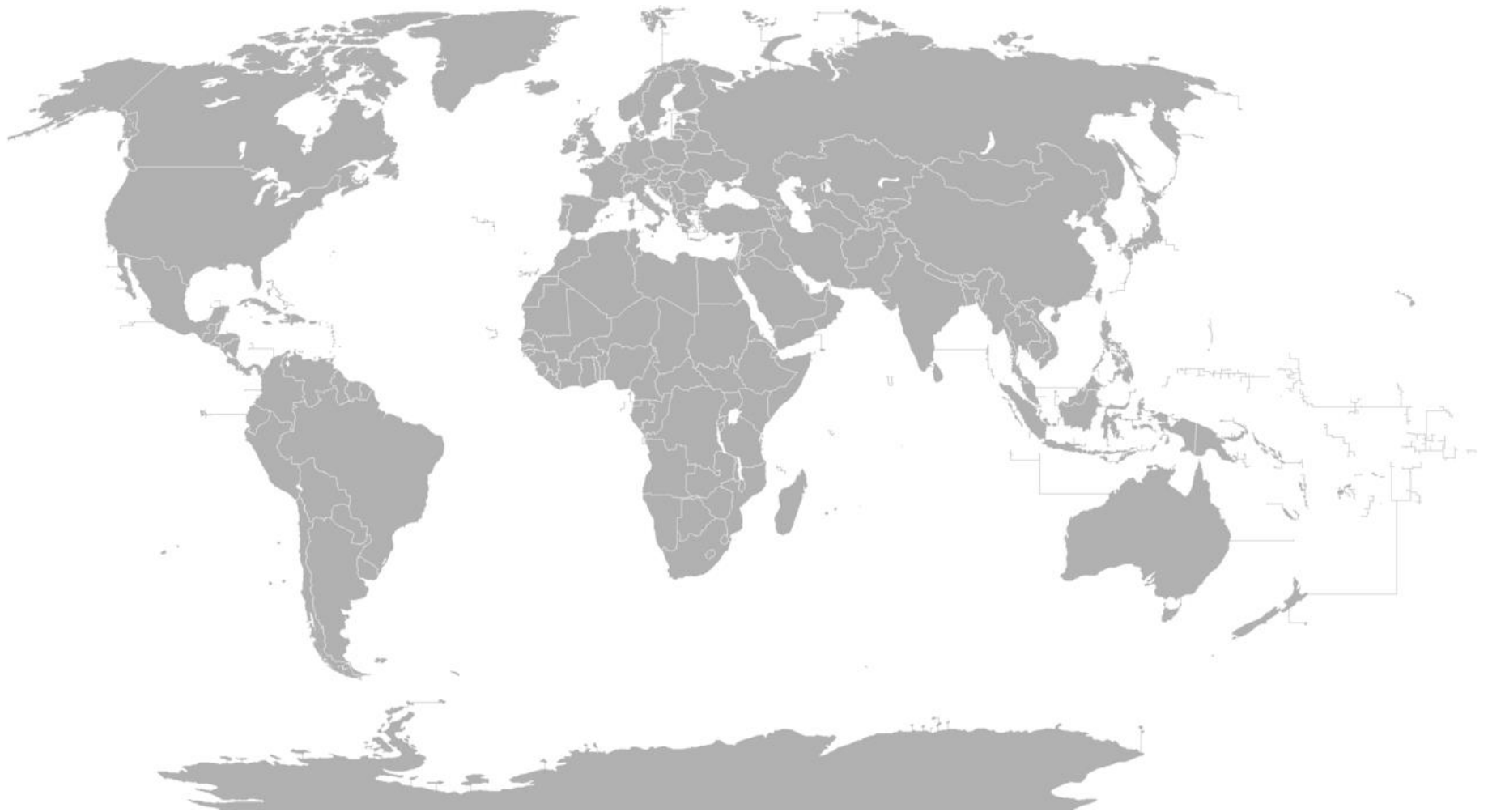
Research the following groups: Bantu, French Canadians (Quebecois), and Basques. Determine their location, language, culture, and place in society in their country/region. Create a chart to keep track of your information. Then, explain how language has been a unifying or divisive force for each group.

After completing the chart, write a paragraph answering the question, “What is the impact of language on a people and a place?” Be sure to give examples from your chart you have created as evidence for your answers.

<u>Groups</u>	<u>Location</u>	<u>Language</u>	<u>Culture</u>	<u>Place in society</u>	<u>unifying or divisive?</u>

Religion	
<p>1. As a whole class, display the blank map of the world, and have students identify the origin of each of the following major world religions: Christianity, Judaism, Islam, Hinduism and Buddhism. https://commons.wikimedia.org/wiki/Category:Blank_maps_of_the_world</p> <p>2. Put students in small groups, give each group a copy of the infographic below. Have them discuss the central idea behind the infographic.</p> <p>3. Have students create a T-Shirt caption for the infographic (as if it were printed on a shirt) relating to the universalization of religion.</p> <p>Adding Rigor: Assign each group a religion, have students research the religions impact on an area that is spread after its origin. Questions students could research: what religions were in this region before? How did this new religion affect the culture and beliefs of the ethnic religions? What impact can we see politically?</p>	
GSE Standards and Elements	<p>f. Examine the effects of universalizing and ethnic religions on local populations, including, but not limited to, Christianity, Judaism, Islam, Hinduism and Buddhism.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>L11-12 WHST: 8 L11-12RHSS: 1, 2, 6, 7 L9-10RHSS: 1, 5, 6</p> <p>Map and Globe Skills: 4-12</p> <p>Information Processing Skills: 1,3,6,8,11,12,15</p>

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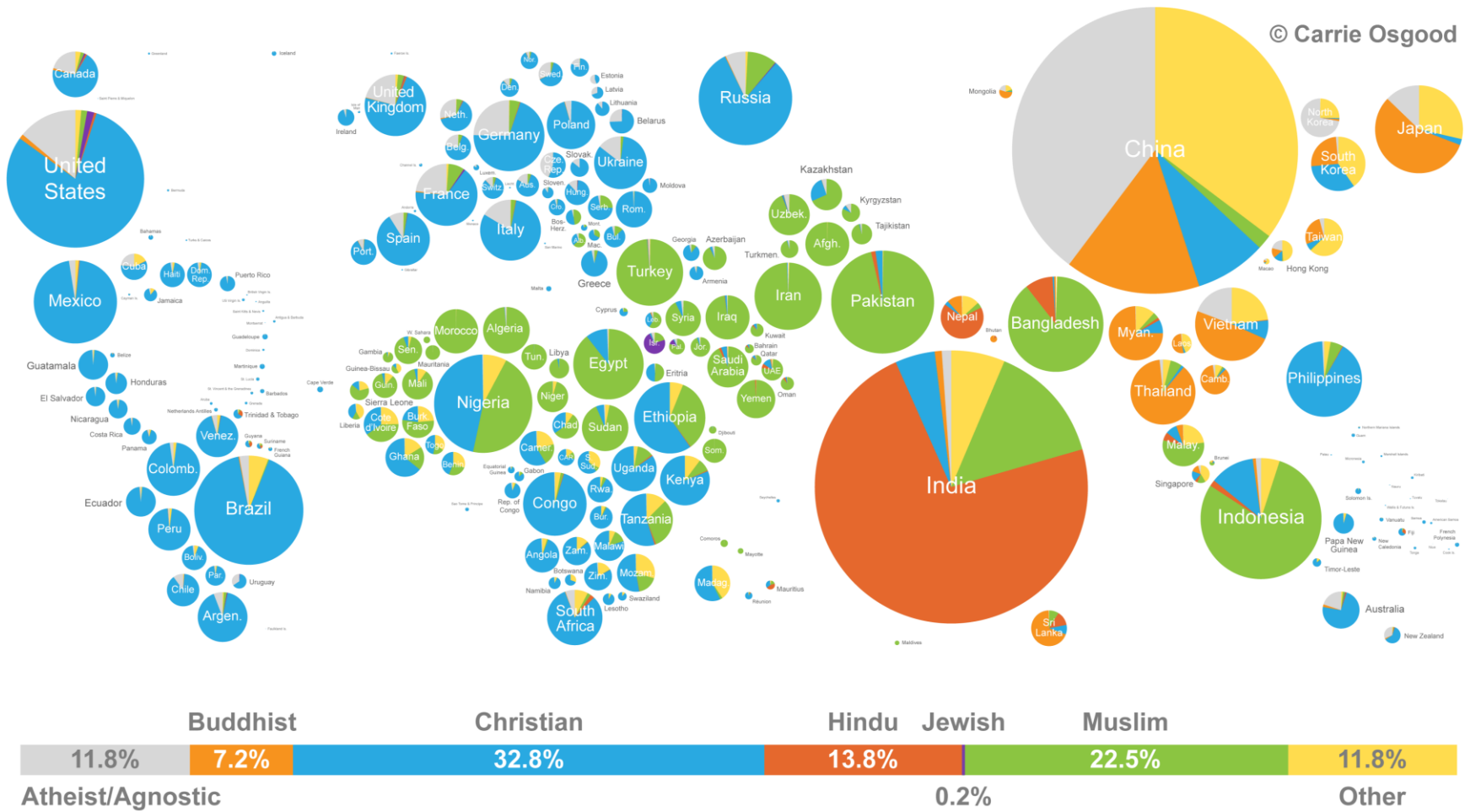


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<http://carrieonadventures.com/inspiration/graphics/worldreligions-detailed.png>

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Gender, Race, and Ethnicity

Caste system of India

<http://www.bbc.com/news/world-asia-india-35650616>

http://www.newworldencyclopedia.org/entry/Caste_system

Apartheid in South Africa

<https://www.britannica.com/topic/apartheid>

<https://www.theguardian.com/cities/2014/apr/30/cape-town-apartheid-ended-still-paradise-few-south-africa> (long article about the state of South Africa after policies of apartheid ended)

Legal rights for women

<https://www.theguardian.com/global-development/2015/sep/09/women-business-and-the-law-2016-getting-to-equal-world-bank-report>

<http://www.annenbergclassroom.org/Files/Documents/Timelines/WomensRightstimeline.pdf>

Directions: Divide students into three groups. Each group will read the two documents related to one of the three topics of the Caste system of India, Apartheid in South Africa, and legal rights for women. **While reading, students should code information from the text related to the concepts of culture and beliefs and ideals.** After reading and understanding the topic, students will partner with a student with another topic. They will discuss their topics and then complete a comparing diagram to compare and contrast the cultural beliefs on gender roles and perceptions of race and ethnicity.

GSE Standards and Elements

d. Examine the impact of cultural beliefs on gender roles and perceptions of race and ethnicity as they vary from one region to another (e.g., the caste system, apartheid, and legal rights for women).

Literacy Standards
Social Studies Matrices
Enduring Understanding(s)

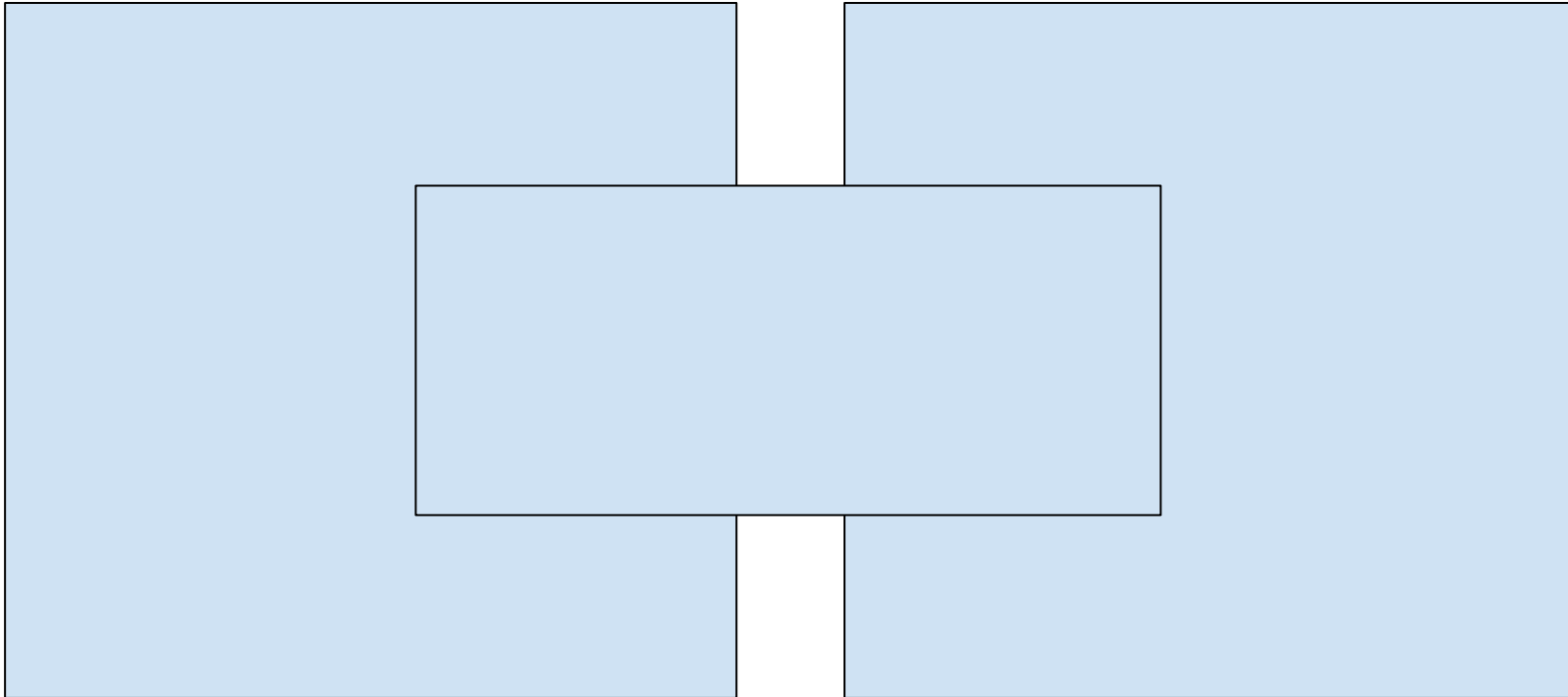
L11-12 WHST: 8

L11-12RHSS: 1, 2, 6, 7

L9-10RHSS: 1, 5, 6

Map and Globe Skills: 4-12

3. What is the impact of cultural beliefs on gender, race and ethnicity?



World Geography Frameworks for the Georgia Standards of Excellence in Social Studies

Diffusion	
<p>Students will go on a scavenger hunt online to first summarize the terms: cultural diffusion, convergence, and transnational corporations..</p> <p>Next, students will research how companies like Coca-Cola, McDonalds, Twitter, Facebook, and Polo affect the process of cultural diffusion and convergence.</p> <p>Finally, have students write an explanation of the process of cultural diffusion and convergence using one of the companies they researched as a sort of case study.</p>	
<p>GSE Standards and Elements</p>	<p>e. Explain the processes of culture diffusion and convergence through the effects of various media norms, transnational corporations, and technological advancements in transportation infrastructure (e.g., Coca-Cola and American fast food restaurants, social media networks, and universalized clothing choices).</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>L11-12 WHST: 8 L11-12RHSS: 1, 2, 6, 7 L9-10RHSS: 1, 5, 6</p> <p>Map and Globe Skills: 4-12</p> <p>4. How does culture diffuse and converge throughout the world?</p>

Scavenger hunt:

1. Summarize cultural diffusion

2. Summarize cultural convergence

3. Summarize Transnational corporations

4. Choose one of the following companies and research how it has spread and continues to spread its product/culture around the world Coca-Cola, McDonalds, Twitter, Facebook, and Polo.

Company: _____ Process of diffusion:

Culminating Unit Performance Task

Where did you get that? project

Students will take an outfit of clothing and accessories that they own and trace the making of that product and how it ultimately got to them. They will research the production location, workers’ pay, company headquarters, distance it traveled, and until how it was transported. Then, students will create a presentation to display their knowledge. They will also answer Conclusion questions that help them to summarize the connections they see in the global world of cultural and physical characteristics.

<p>GSE Standards and Elements</p>	<p>SSWG2 Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures.</p> <p>e. Explain the processes of culture diffusion and convergence through the effects of various media norms, transnational corporations, and technological advancements in transportation infrastructure (e.g., Coca-Cola and American fast food restaurants, social media networks, and universalized clothing choices).</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>11-12 WHST: 8 L11-12RHSS: 1, 2, 6, 7 L9-10RHSS: 1, 5, 6</p> <p>Map and Globe Skills: 4-12</p>

Where did you get that? Project

Globalization is at work in your room where you live. Often we buy clothes and things or receive gifts, but we do not realize how far they have traveled to get to our closets. To see globalization at work in your life, choose an outfit from your closet. You will be finding out the journey that your outfit has traveled to make it to you.

1. Include the following: shirt*, pants/shorts*, shoes*, jacket*, Purse or wallet*, book bag*, accessories* (phone/watch, jewelry). You can include other parts of your wardrobe like a belt, hat, or socks.
2. Create a presentation that explains the location of where your product was made. It could be a Prezi, poster board, PowerPoint, video, or some other creative way to show the “travels of your stuff”.
3. You will include the asterisked products from #1, the countries labeled on a map showing which product was made in which country, the distance from these different countries to where you live, pictures of your stuff(or worn that day?), the brand of the different outfits, modes of transportation for your objects, how much a worker that made your object makes in his or her country a day, and the company that made the objects’ location(headquarters).
4. You also need to answer the following questions in your conclusion of the project in paragraph form.

World Geography Frameworks for the Georgia Standards of Excellence in Social Studies

Project rubric

(1 point for each fact)

Article	Location	Brand	Distance	Picture	Worker pay	transportation	Company HQ
Shirt							
Pants/shorts							
shoes							
jacket							
purse/wallet							
book bag							
accessories							

Presentation

12 points	10 points	6 points	4 points	0 points
Creative display, clear pictures, , no pauses, or laughing, conclusion ?s answered	One picture is blurry, lacking knowledge/ explanation, off topic information, conclusion ?s answered	A few blurry pictures, presentation incomplete or sloppy, project lacks coherent plan, little or no conclusion	Stopping project, many blurry pictures, little effort is evident laughing, off task, no conclusion	did not present

Content: 49 facts x 2 = 98 points Presentation: =12 points Maximum on Project =110 points Final score: _____

Additional Information, Rubrics for the Performance Task

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