

World Geography: Human Patterns and Interactions (CGU4U) Grade 12, University Preparation

Unit: Understanding World Cultures

Time: 866 minutes

Unit Developer(s): Andrew, Andy, Tim, Marta

Development Date: January/February 2008

Unit Description:

A culture can be defined as a society's collective beliefs, symbols, values, social organization, structures and artefacts transmitted as a heritage to succeeding generations and undergoing change in the process (Fellman et al. 2003). The impacts of globalization increasingly lead to cultural convergence and cultural divergence takes place between past cultures and cultures in the present. In this unit, students examine social, cultural and political factors that help explain reasons for divergence and convergence of various cultures around the world. Students gather evidence to support factors of convergence and divergence. Students identify and interpret factors of convergence and divergence relevant to specific cultures worldwide. With a partner, students demonstrate understanding of culture and convergence/divergence through a written report and the presentation of their culture. Finally, students will engage in a pot luck meal to bring together cultures from around the world.

Strand(s) and Expectations

Strand(s)

- Global Connections
- Methods of Geographic Inquiry and Communication

Overall Expectations

- A. Analyse examples of cultural/economic/ecological convergence and divergence to identify their causes.
- B. Communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.
- C. Use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information related to a topic or issue in human geography.
- D. Explain the influence of cultural factors on human environments and activities.
- E. Apply geographic skills, methods, and technologies to gather, analyse, synthesize, and communicate information on World Geography;

Specific Expectations

1. Assess how culture (e.g., religion, gender roles, social values, food preferences) and function (e.g., finance, trade, government, education, manufacturing) affect settlement patterns and human activities
2. Analyse how cultural characteristics (e.g., religion, language, ethnicity) create or maintain links within and between regions
3. Explain how technology contributes to cultural/economic/ecological convergence (e.g. by facilitating cross-cultural contact) and divergence (e.g., by reinforcing nationalism, religious fundamentalism, cultural separation, economic protectionism)

4. Analyse examples of cultural and economic convergence to explain how social phenomena contribute to convergence (e.g., widespread use of English in business, ethnic quarters in large cities, cultural associations and centres)
5. Develop and use appropriate questions to focus a geographic inquiry into human patterns and interactions
6. Analyse examples of the influence of culture on human activities (e.g., pilgrimages, tourism)
7. Gather geographic information using a variety of geographic tools and technologies (e.g., maps, remote-sensing imagery, aerial photographs, satellite images, geographic information systems [GIS])
8. Demonstrate an understanding of human migrations and their causes and effects
9. Identify different types of migration
10. Analyse selected settlement patterns around the world to show how they have been influenced by cultural factors
11. Describe how mass migrations influence the spread of cultures and affect understanding between people
12. Analyse the causes of selected great migrations of history and explain their effects on settlement patterns
13. Use written, oral, and visual communication skills to present the results of geographic inquiry and analysis effectively
14. Identify world regions that have experienced considerable international migration and explain the reasons for those movements

Activity	Time	Expectations	Assessment	Tasks
1 Initial Assessment, what is culture?	76 minutes	D 8,9,10,11	Diagnostic K/U	Quick write, think/pair/share
2 Understanding and defining culture	152 minutes	A,C 5,7	K/U I C	Students explore the definition(s) and observe their own.
3 Convergence and Divergence	152 minutes	A,C 2,3,4,7	Formative K/U A	Students conduct research on the convergence and divergence of selected cultures.
4 Mapping cultures of the world	76 minutes	A,C 5,6,7	K/U I/T C A	Students learn how to interpret and create cultural maps. Students create and analyse cultural maps. Students interpret convergence and divergence with examples from Ontario.
5 Kensington Market Field Study	152 minutes	A,B,C,D 1,2,3,4,11,12	Formative K/U I/T C, A	Students will put into practice their understanding of culture through a field study of Kensington Market.

6 Summary	30 minutes	All expectations	Diagnostic K/U I/T C	Students create a mind map of culture based on the information presented in the previous classes
7 Culminating activity Presentations and Pot Luck	228 minutes	B,D,E 8,10,11,12,13	K/U I/T C A	Students prepare and present a paper and a culturally specific meal

Activity 1: Cultural Quick-Write and Think/Pair/Share

Time: 76 minutes

Description

In this activity, students will be given an introduction into the unit on culture by first brainstorming a definition or characteristics that make up a culture. Over the years, many cultures have spread throughout the globe and have continued to spread their culture in a foreign land. It is evident in every city, especially Toronto, with its widely evident culturally divided districts. As a minority, students will learn what these cultures have survived, lost and gained. Through a quick-write activity, students will come up with their own idea of what a culture consists of before rejoining the group as a whole for discussion on the topic. The lesson students would be taking from this activity is that culture is ubiquitous. Culture is the environment that shapes our personalities and characterizes how we live and interact with others. Culture is unique and comes in various forms and students should be aware of this; that they interact with culture in society everyday. Students will not only be introduced to culture, they will come to understand how a culture comes to be, how it travels, and how it interacts with other cultures.

Strands and Expectations

Strand(s): *Geographic Foundations: Space and Systems, Understanding and Managing Change, Global Connections*

Overall Expectations

D – Explain the influence of cultural factors on human environments and activities.

Specific Expectations

8 - Demonstrate an understanding of human migrations and their causes and effects

9 - Identify different types of migration

10 - Analyse selected settlement patterns around the world to show how they have been influenced by cultural factors

11 - Describe how mass migrations influence the spread of cultures and affect understanding between people

Planning Notes

- It might be beneficial for the teacher to prepare a prepared brainstormed list of cultural components but is not necessary because many are open to interpretation and easy to think of.
- The teacher should run off photocopies of the Quick-Write and Think Pair Share Activity sheets, one set for every student.

Prior Knowledge and Skills

- It would be beneficial for students to remember what they learned in grade 9 geography about settlement patterns and population distribution.
- It would also be beneficial, but not necessary to recall the concept of immigration and the push and pull factors that accommodate it. As mentioned, this prior knowledge is not necessary because students will be given an oral overview of this knowledge
- Students need not be face down in a book to study culture; they have to realize it is all around them and that they can study through observation.

Teaching/Learning Strategies

1. The teacher will begin the class by distributing the Quick-Write and Think Pair Share activity sheets (*see Appendix 1.1*) to the students.
2. The teacher will then write “CULTURE” in large letters in the centre of the blackboard, one similar to the one appearing in the Quick-Write activity.
3. The teacher will then ask students to take 10 minutes independently and start brainstorming on the activity sheet what a culture consists of and what are some characteristics of culture.
4. After 7-10 minutes, the teacher will then ask students to turn to the person next to them and share their ideas with each other to see if the ideas they had were similar, different and why they believed they exemplified culture.
5. After the students have shared a discussion with the peer next to them, they will then rejoin the teacher and class as a whole to discuss a definition of culture.
6. The teacher will ask students to consider factors of immigration such as war in their homeland, lack of employment, political and religious persecution, lack of food and land. They will also consider factors that attract cultures to countries such as ample employment, land and food, and religious/political freedom/acceptance.
7. The teacher should also ask students to identify examples of various cultures within their own city; this can be as simple as identifying an Irish or British Pub or a cultural grouping like Chinatown. This will help relate the knowledge to students in a way that conveys an effective meaning, something students can use not only in the classroom but in the community as well.
8. The teacher should also ask students to reflect on what their own culture is and to share any experiences they wish that are relevant to the discussion. How is their culture viewed in society? How do their own cultures view other cultures in society?
9. By the end of this discussion, students will have a good introductory knowledge of what culture is, why culture spreads, and where it can be found. Students are encouraged to participate in the discussion as well as add new ideas that the student had not previously recorded to expand their brainstorm.
10. This is a great introductory activity and acts as an observational diagnostic assessment for the teacher. In this activity, student participation helps the teacher what students already know and what they do not. This will be beneficial in planning of future lessons to ensure that each student is developing at the prescribed rate.
11. The teacher will also hand out the culminating Activity description with the accompanied list of Cultures for students to choose them within the end of the week. The teacher should record the information of who is working on what culture.

Assessment and Evaluation

- As afore mentioned, this activity is an observation diagnostic assessment for the teacher. It helps the teacher gauge what knowledge the students possess and what knowledge is needed to coincide with Ministry standards. The teacher is encouraged to document and specific concerns so that they may be addressed in the future. This activity will also aid the teacher in planning future assignments in accommodating their individual needs.

Accommodations

- For students with low visibility, a similar handout with larger print is provided to limit any difficulty the student may have in reading it. (*see Appendix 1.1.2*)
- This activity also accommodates those who may not perform best in written form as they are given the opportunity to express themselves orally in class.
- The teacher can allow a few extra minutes for each portion of the activity if students have not wrapped up their discussions.

Resources

- Not Required

Activity 2.1: What makes up a Culture?

Time: 76 min

Description

Lesson is based on the introduction of the concept of Culture, which the students have already been living on a daily basis, but may never have attempted to define before. There will be an attempt at the beginning of the class to define their culture, then a lecture explaining the aspects of culture. Following the lecture, the student will do a self-analysis of their own culture using their new understanding of culture.

Strands and Expectations

Strand(s): *Global Connections, Methods of Geographic Inquiry and Communication*

Overall Expectations

A – Analyse examples of cultural / economic / ecological convergence and divergence to identify their causes

C – Use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information related to a topic or issue in human geography interactions

Specific Expectations:

5 – Develop and use appropriate questions to focus a geographic inquiry into human patterns and interactions

Planning Notes

- Definition of Culture
- Large sheets of paper for posting on wall

Prior Knowledge and Skills

- Read textbook chapter on Culture

Teaching/Learning Strategies

1. Initial activity in class is a self-reflection on what each student's culture is and what defines this culture. This will lead into sharing within the group to learn about different cultures represented within the classroom. This is a very healthy and inclusive activity that will help the students further understand and respect their fellow classmates (25min).

If this activity is proving to be positive and productive it will be allowed to run over the 25 min time slot.

2. The next phase of the class is a lecture style presentation of the definition of Culture. During the lecture will cover what the students are to understand regarding culture and will help clarify what contributes to development/sustaining a culture (25min).
3. The last phase of the class will be completed with small groups. Each student will work on defining their own cultural background using their new understanding of Culture and the varying aspects that contribute to culture. This self-analysis will be a start to the activities in the next day's class. The student will work on creating this definition using a worksheet (*Appendix 2.2*). The worksheet contains sub-heading to help the student focus on the completion of the task. (26 min)

Assessment/Evaluation

- The students will hand in their individual worksheets at the end of class; this will allow the teacher to complete a formative assessment of the students understanding of culture. While also keeping the work needed for the next class in the classroom and not lost in the bottom of a gym bag or locker.

Resources/Learning Material

- PowerPoint presentation on culture
- Worksheet

Accommodations

- Worksheet will have the working definition of Culture at the top as well as the sub-headings. This will accommodate for ESL students that may struggle during the lecture part of the class. Completing their self-analysis in small groups will allow for peer-help to take place as needed by students who may need assistance.

Activity 2.2: How to study Culture

Time: 76 min

Description

During the previous class the students were taught the definition of culture and analyzed their own culture. Today's lesson will be used to explain how culture is studied within the research community. The students will finish the class by performing further self analysis of their own culture using new techniques or methods for finding information relating to their own culture. The class will be held in a computer lab so the students can make use of the internet. Further the students will be taught about objectivity ...

One important qualification that anthropologists should possess is a strong awareness of their own culture. Although it is necessary for Anthropologists to be as unbiased as possible, it is also necessary for Anthropologists to be aware of their cultural tendencies in order to comprehend another's culture. Therefore, absolute objectivity, which would require that the Anthropologist have no biases, and in result no culture at all, should be given up in favor of a relative objectivity based on the characteristics of one's own culture. The Anthropologist is forced to include himself and his own way of life in his

subject matter. In order to study others, and to study culture in general, the Anthropologist uses his own culture. (Author unknown)

Strands and Expectations

Strand(s): *Global Connections, Methods of Geographic Inquiry and Communication*

Overall Expectations

A – Analyse examples of cultural / economic / ecological convergence and divergence to identify their causes

C – Use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information related to a topic or issue in human geography interactions.

Specific Expectations:

5 – Develop and use appropriate questions to focus a geographic inquiry into human patterns and interactions

7 – Gather geographic information using a variety of geographic tools and technologies

Planning Notes

- Computer Lab
- Worksheets (from previous class)
- Internet site address

Prior Knowledge and Skills

- Aspects of Culture

Teaching/Learning Strategies

1. Small group activity (placemat), each group will be given a piece of paper with a specific culture written in the middle of a page of paper. The group members will then be asked to write down words on the page they associate with this culture. This activity is a lead into Objectivity. The “placemats” will be taken up with the class to help them understand objectivity (15min).
2. A short lecture will follow the placemat activity to cover the concept of objectivity as described in the description of the lesson (10min).
3. Students will be introduced to the different methods of investigating culture and a cultures history/development. PowerPoint lecture (11min).
4. The final activity of the class will have the students using new investigation methods to find out more about their own culture using the internet to begin this investigation. They will be adding to their definition of their own culture on the worksheets from the previous day. They will also list all websites they visited on the back of the worksheet. (40min)

Assessment/Evaluation

- Students hand in their worksheets again to assess their continued understanding of culture.
- Students are asked to list websites visited and how they used the websites to further their understanding of culture.

Resources/Learning Materials

- Computer Lab
- PowerPoint presentation detailing different methods of cultural research options
- Worksheets

Activity 3: Convergence and Divergence of Culture

Time: 152 min

Description

During this activity, students study factors causing cultural convergence and divergence. They will learn how and why cultures converge and diverge. The importance of a globalizing world and increasing communications technology will add to their understanding of convergence. Students research the culture chosen for their cumulating activity and apply their knowledge of convergence and divergence to that culture providing examples and analysis.

Strands and Expectations

Strand(s): *Global Connections, Methods of Geographic Inquiry and Communication*

Overall Expectations

A – Analyse examples of cultural / economic / ecological convergence and divergence to identify their causes

C – Use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information related to a topic or issue in human geography interactions.

Specific Expectations

2 – Analyse how cultural characteristics create or maintain links within and between regions

3 – Explain how technology contributes to cultural/economic/ecological convergence and divergence

4 – Analyse examples of cultural and economic convergence to explain how social phenomena contribute to convergence

7 – Gather geographic information using a variety of geographic tools and technologies

Planning Notes

- Computer Lab / Library booked
- Two worksheets per student

Prior Knowledge Required

- Processes of migration and general world migration patterns
- Aspects of Culture

Teaching/Learning Strategies

1. Trading game: As students enter the class, the teacher hands each of them five similar items (candies). The students record what candies they start with. The teacher divides

the room into 4 sections. Section one is open to all students. Section 2 is only open to students with a specific type of candy. Any student who wants to enter this section must give up 2 pieces of candy in return for 3 pieces of the specific type. Sections 3 and 4 are pathways that join sections 1 and 2. In order to pass through sections 3 or 4 a student must give up one candy to the path toll person (predetermined student). After 5-7 minutes the students return to their seats, record what types of candy they now have, and compare the list to what they began with. The teacher writes on the board “Reasons for obtaining new candies” and as a group the class lists the reasons why they traded for different candies.

2. The teacher hands out a worksheet (Appendix 1) and explains over the next two classes students will be investigating the convergence and divergence of cultures. The teacher explains that this is a significant topic in a globalizing world, and also of great importance for their summative assignment. The teacher provides the students with the definitions for cultural convergence and cultural divergence.
3. Next the students will fill out a chart indicating reasons or causes for the convergence and divergence of cultures based on their prior knowledge, reasoning abilities, and the candy activity.
4. The teacher will then provide the students with an example of how a culture expands, changes, converges, and diverges. (A good example that most students will understand is the spread of English through the British Empire. The teacher will provide a map illustrating the example. The class can discuss how and why one culture forces itself on another and borrows aspects of the other culture).
5. The class will review the aspects of culture and reasons for convergence or divergence.
6. For the remainder of the two classes, the students will work in their activity groups and fill out a worksheet (Appendix 2) on their selected culture. They will use resources available to the school such as the library or internet to conduct their research.
7. The teacher looks over student data sheet prior to leaving the computer lab.

Assessment/Evaluation

- The students will have the teacher look at their data sheet for a formative evaluation. The teacher will provide feedback and return the data sheet promptly.

Resources/Materials

- Library / Internet access
- Map of a culture expanding

Accommodations

- A student with a visual or writing problem can share notes with a friend. The teacher can photo copy this information for the student.

Activity 4: Mapping Cultures of the World

Time: 152min

Description

Convergence and divergence of cultures is reflected in the diverse settlement patterns of people around the world. Although parts of the world are predominantly one culture, other parts reflect a diversity of people. In this activity, using statistical data students determine the top ten cultures, based on population, and identify them on a map. Applying GIS, students create a map to compare and discuss the location of their culture with those of the top ten. Students reflect on maps of Canada identifying the many cultures that exist within different regions of the country. Students compare diversity of cultures in a variety of developing and developed countries. By comparing maps of culture over time, students analyse impacts of convergence and divergence on those cultures.

Strands and Expectations

Strand(s): *Global Connections, Methods of Geographic Inquiry and Communication*

Overall Expectations

A – Analyse examples of cultural/economic/ecological convergence and divergence to identify their cause

C – Use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information related to a topic or issue in human geography interactions

Specific Expectations

5 - Develop and use appropriate questions to focus a geographic inquiry into human patterns and interactions

6 - Analyse examples of the influence of culture on human activities (e.g., pilgrimages, tourism)

7 - Gather geographic information using a variety of geographic tools and technologies (e.g., maps, remote-sensing imagery, aerial photographs, satellite images, geographic information systems [GIS])

Planning Notes

- Review sheet of GIS tools and applications
- Maps on overhead and/or powerpoint (Population of world countries; religious orientation; diversity of people in Canada; population change over time; religious diversity/change over time; Chinese/Indian culture convergence and divergence)
- Book computer lab

Prior Knowledge and Skills

- Working knowledge of GIS
- Major cultures of the world (based on population numbers, religion, ethnicity)
- Regions/countries of the world
- Understand meaning and causes/reasons of convergence and divergence
- Understanding of aspects of culture
- Differentiate between developed and developing countries
- Settlement patterns of Canada
- Migration/Immigration (causes of)
- Map components

Teaching/Learning Strategies

1. Before students arrive to class the teacher distributes 15 pictures (labelled from 1-15) representing different cultures, on random desks of students (it helps if desks are in a U-shape). Represent cultures that are present in the class and add others that students may not know, if the class does not represent 15 cultures.
2. In partners, on a piece of paper, while walking around, students identify what culture the pictures represent, what part of the world, what country.
3. The teacher takes up the assignment with students, identifying the different countries.
4. Discusses the fact that different cultures exist world wide, and many times cultures are identified based on ethnicity.
5. Show maps of ethnic groups in the world based on different scales, e.g. regions/countries/continents
6. Show maps of religion and discuss religion as an aspect of culture
7. Discuss the differences of population numbers when identifying cultures based on different criteria
8. Show a map of India and the dispersion (divergence) of Hinduism/Buddhism throughout the world
9. In small groups (3-4), students discuss what kind of impact (convergence/divergence) religious dispersion may have on culture
10. Class discussion about student ideas.
11. Bringing culture a little closer to home, ask students to identify how many different cultures are represented in Ontario. The teacher writes these on the blackboard.
12. Show a map of Toronto identifying different cultures, their percentages, their location. Ask students how culture(s) have or are being changed in Toronto because of this convergence/divergence.
13. Working with their partner for the case study culture assignment, in a computer lab, using statistics and GIS, students create three maps of the top ten cultures in the world; one based on population, one on ethnicity and one based on religion. In a paragraph or two students compare and analyse their findings.
14. Students create a map of their case study culture, using any aspect(s) of culture they see fit, and must justify their choice.

Assessment/Evaluation

- Formative assessment of their maps to ensure students are understanding cultural concepts

Resource/Learning Materials

- Large map of the world
- Pictures for activity
- Overhead and/or powerpoint projector
- Stapler
- Blank maps

Accommodations

- Developmentally delayed students are provided with two blank maps. One world map is divided by religions and the other, Ontario map, is divided by ethnicity. The students will colour the map to identify its aspect of culture.

Resources

Fellmann J.D., Getis A., and Getis J. (2003). *Human Geography: Landscapes of Human Activities*. 7th Ed. McGraw-Hill: New York.

Natural Resources Canada. www.nrcan.gc.ca

Statistics Canada. www.statcan.ca

Activity 5: Walking Tour of Kensington

Time: 152 min

Description

The class trip focuses on a first hand examination of culture in a societal setting, Kensington Market. The students will be asked to wander through the market taking note of different cultural food stands while also looking for other forms of cultural influence in the neighborhood. This trip will further develop the students understanding of culture convergence and divergence as well as provide the students with an opportunity to conduct some first person research regarding their menu choices for their summative project.

Strands and Expectations

Strand(s): *Global Connections, Methods of Geographic Inquiry and Communication*

Overall Expectations

A – Analyse examples of cultural / economic / ecological convergence and divergence to identify their causes

C – Use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information related to a topic or issue in human geography interactions

Specific Expectations:

5 – Develop and use appropriate questions to focus a geographic inquiry into human patterns and interactions

Planning Notes

- Review rules/expectations of field studies
- Field study package (*Appendix 3.0*)

Prior Knowledge Required

- Understanding of what makes up and defines a culture
- Know distinguishing features of specific cultures

Teaching/Learning Strategies

1. Prepare students for field study by reviewing expectations, handing out and going over the field study package.
2. Review main cultural aspects.
3. This walking tour of Kensington Market will allow the students to see culture in real time. They will have a question sheet to fill out as a result of their exploration of an environment they may have all walked through before, but never having looked at the interactions through the lenses of understanding the culture of the area. Further, the students will be able to gather information for their summative project if their selected culture is represented by the vendors or store owners in the market.
4. Discuss field study the following day. Major observations and concepts of convergence and divergence encountered on the field study.

Assessment/Evaluation

- Students hand in their worksheets to be evaluated on completeness and assessed on their understanding of the cultural interactions occurring within Kensington Market.

Accommodations

- Arrangements may have to be made for students who have mobility disabilities.

Resources

- Knowledge from previous classes

Activity 6: Summary of Culture

Time: 30min

Description

This activity focuses on summarizing the material learned in the unit. It will help students organize the information presented in the previous classes and provide them with a brief conclusion.

Strands and Expectations

None: This activity simply summarizes knowledge previously learned.

Planning Notes

- Blank overhead and marker, or chalk and blackboard

Prior Knowledge Required

- Unit on culture

Teaching/Learning Strategies

1. The teacher shares an interesting cultural artifact with the students. He/she asks them questions about the artifact, designed to access information learned in the unit.
2. The class works as a whole to create a comprehensive mind map (flow chart or other form of visual organizer) of the important aspects of and material studied in the unit.

Assessment/Evaluation

- Formative: the teacher assesses the mind map created by the class and provides necessary input so that the visual organizer is complete and accurate.

Accommodations

- Notes may need to be photocopied for students who have difficulty recording from the overhead or blackboard.

Resources

- None required

Activity 7: Culminating Activity - Cultural Potluck

Time: 225 min (Library - 75 Minutes, Computer Lab - 75 Minutes, Pot Luck - 75 Minutes)

Description

In this activity, the students are required to use the knowledge learned in their unit on culture to produce a culturally specific meal as well as a short paper on the culture selected which will include identifying various aspects of the culture as well as their importance to that culture (*Appendix 2.1*). Students will also be required to identify signs of this culture in their everyday lives. The potluck luncheon format will allow students to make their way around the room sampling the various tastes each culture has to offer. This hands-on activity helps students develop their geographic inquiry skills as they dive deep into culture. Students will examine various characteristics including their settlement patterns, their land use types and their unique cultural traits. Students will also explain the effects of cultural convergence and cultural diffusion with provided examples. Students will also examine what aspects of a native culture can become lost upon immigrating to a foreign land as well as what aspects are kept or in some cases gained. Students have a work day in the library and one day in the computer lab to prepare the research for their paper but will prepare the meal the day prior to or of the final day in the unit.

Strands and Expectations

Strand(s): *Global Connections, Methods of Geographic Inquiry and Communication, Geographic Foundations: Space and Systems, Understanding and Managing Change.*

Overall Expectations

D – Explain the influence of cultural factors on human environments and activities

E – Apply geographic skills, methods, and technologies to gather, analyse, synthesize, and communicate information on World Geography

Specific Expectations

8 – Demonstrate an understanding of human migrations and their causes and effects

10 – Analyse selected settlement patterns around the world to show how they have been influenced by cultural factors

11 – Describe how mass migrations influence the spread of cultures and affect understanding between people

12 – Analyse the causes of selected great migrations of history and explain their effects on settlement patterns

13 – Use written, oral, and visual communication skills to present the results of geographic inquiry and analysis effectively

14 – Identify world regions that have experienced considerable international migration and explain the reasons for those movements

Prior Knowledge and Skills

- In this activity, students will be required to use the information learned and skills developed in all previous activities in the unit adequately prepared for evaluation.

Planning Notes

- A student's meal selection must be pre-approved by the teacher in order to ensure there is no repetition and that it coincides with the culture selected by the student.
- On the day of the potluck, the teacher will need enough paper plates for the students and a roll of paper towels to avoid making a mess.

Teaching/Learning Strategies

1. On day one of the unit, the teacher will introduce the Culminating Activity to the students after the Quick-Write/Think, Pair, and Share activity. A handout will be distributed to students written in Student language, outlining the requirements of the assignment
2. Students will be given one library period during the unit as well as one period in the computer lab; both to aid the students in their research of the culture they chose which will also be chosen from a list on day one.
3. In the written portion of the assignment, students are required to identify the culture and its origins. Students will also be required to identify the key aspects and characteristics of the selected culture. Finally, students will make a connection and identify examples of this culture in their everyday lives. This way, students will be able to track the diffusion of culture or migration as well as what aspects of the culture were lost, gained and how they have settled/integrated in a foreign land. This geographic inquiry will provide students with the necessary skills to identify and be sensitive to the various cultures around them.
4. In the performance based aspect of this assignment, students are required to produce a culturally specific meal of their choice but that has been pre-approved by the teacher. It is imperative that the meal reflect the selected culture. This develops the student's hands-on application skills. Students will be summatively evaluated on their ability to follow the instructions of the recipe as well as their 2-3 minute meal introduction which highlights the key features of the culture, found in their paper which will also be evaluated.
5. On the final day of the unit, the day of the culminating activity, students will give their 2-3 minutes presentation on their meal. The meal will have been prepared the day prior to or of the pot luck luncheon. If need be they can get help from parents for safety reasons.
6. It might be more beneficial for the class to begin or spill into lunch depending on the class time in case any extra time is needed for cleanup.
7. After students are finished their presentation, they will be given the rest of the period to travel around the class, sampling the other student's meals. Because there are several students in the class, each student will be responsible for preparing enough individual

portions for each member in the class. The teacher is also encouraged to join in the pot luck activity.

8. With a few minutes left in class, the teacher should wrap up the activity with a collective and collaborative cleaning effort so that the room is in order and students will not be late for their next class.

Assessment and Evaluation

- A rubric will summatively evaluate the performance/written based aspects of the culminating activity according to the set forth criteria:
 - 1) Shows understanding of culture
 - 2) Communicates ideas clearly and effectively
 - 3) Explains reasons for the convergence and divergence of culture through geographic skills and inquiry
 - 4) Applies knowledge learned through meal preparation and identification of foreign culture in their everyday lives

Accommodations

- If some students have difficulty with the cost associated with the meal and the school is absolutely unable to provide financial assistance then the student may decide to prepare the paper as well as a cultural collage to share with the students on meal day, the student however will not be excluded from receiving a meal.

Resources

- Not required

Appendix 1.1 Quick-Write/Think Pair Share Activity



Think/Pair/Share

My Key Points (put a check (√) beside the ones your partner had in common with you

My Partners points that differ from my own

Appendix 1.2 Quick-Write/Think Pair Share Activity (large font)



Think / Pair / Share

My Key Points (put a check (√) beside the ones your partner had in common with you

My Partners points that differ from my own

Appendix 2.1 Culminating Activity Instructions

Description

In this activity, you are required to use the knowledge learned in the unit on culture to produce a culturally specific meal as well as a short paper on the culture selected which will include identifying various aspects of the culture as well as their importance to that culture. You will also be required to identify signs of this culture in your everyday life. The potluck luncheon format will allow you to make your way around the room sampling the various tastes each culture has to offer. This hands-on activity helps you develop your geographic inquiry skills as you dive deep into culture. You will examine various characteristics of culture including their settlement patterns, their land use types and their unique cultural traits. You will also explain the effects of cultural convergence and cultural diffusion with provided examples. You will also examine what aspects of a native culture can become lost upon immigrating to a foreign land as well as what aspects are kept or in some cases gained. You will have a work day in the library and one day in the computer lab to prepare the research for the paper portion but will prepare the meal the day prior to or of the final day in the unit.

What's required?

- A short paper, 2 pages double spaced including the features listed in the description
- A culturally specific meal to be approved by the selected culture. The specific culture will be chosen by the end of the week.
- A 2-3 minute introduction of the meal highlighting the features of your paper and the culture.

You will be formally evaluated at the end of the unit on your paper as well as the meal. (Please see attached rubric).

List of Cultures

Afghanistan	German	Pakistan
Angola	Haiti	Poland
Argentina	Hawaii	Russia
Australia	India	Scotland
Belgian	Indonesia	Spain
Brazil	Iran	Sweden
Canada	Irish	Thailand
Chinese	Italy	Ukraine Belgian
Columbia	Japan	Vietnam
England	Mexico	
Ethiopia	Mongolia	Other _____
Finland	Nigeria	
France	Norway	

Appendix 2.1 Evaluation Rubric

CGC4U Culminating Activity- Cultural Potluck

Student Name: _____

CRITERIA	Level 4	Level 3	Level 2	Level 1
Cultural Meal/Intro				
Knowledge/ Understanding Shows understanding of culture	Demonstrates a thorough knowledge and understanding of the topic and presented their information forcefully and convincingly. 10 9.8 9.5 9 8.5 8	Demonstrates a considerable knowledge and understanding of the topic and presented their information with ease. 7.8 7.5 7.3 7	Demonstrates some knowledge and understanding of the topic and presented those topics with ease. 6.8 6.5 6.3 6	Demonstrates a limited understanding of the topic. 5.8 5.5 5.3 5
Application Applies knowledge learned through meal preparation and identification of foreign culture in their everyday lives	Information presented in the intro/meal was thorough and made a concrete connection between the knowledge learned and its use/importance to the student 10 9.8 9.5 9 8.5 8	Most information presented in the intro/meal was clear, and made a good connection between the knowledge learned and its use/importance to the student 7.8 7.5 7.3 7	Some information presented in the intro/meal was clear and accurate, but was not usually thorough. The student made a good connection between the knowledge learned and its use/importance to the student 6.8 6.5 6.3 6	Information had several inaccuracies OR was usually not clear. The student made a slight connection between the knowledge learned and its use/importance to the student 5.8 5.5 5.3 5
Communication Communicates ideas clearly and effectively through presentation and written report	Points were clear, concise and convincing. Presentation of meal and intro was entertaining and culturally in tune. 10 9.8 9.5 9 8.5 8	Some Points were clear, concise and convincing. Presentation of meal and intro was somewhat entertaining and culturally in tune. 7.8 7.5 7.3 7	Few Points were clear, concise and convincing. Presentation of meal and intro was somewhat reflective of the culture selected. 6.8 6.5 6.3 6	Ideas were presented with very limited effectiveness and presentation was loosely reflective of the culture selected. 5.8 5.5 5.3 5
Thinking Explains reasons for the convergence and divergence of culture through geographic skills and inquiry	Majority of arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion. Displays a high degree of planning, processing and critical thinking skills. 10 9.8 9.5 9 8.5 8	Some arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion. Displays a considerable degree of planning, processing and critical thinking skills. 7.8 7.5 7.3 7	Few arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical. Displays some degree of planning, processing and critical thinking skills. 6.8 6.5 6.3 6	Arguments were not clearly tied to an idea (premise). Displays a limited degree of planning, processing and critical thinking skills. 5.8 5.5 5.3 5

Appendix 2.2 Cultural Worksheet

Culture Worksheet

Name: _____

Culture: culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs

Language

Lineage

Material culture (artifacts, tools, technology)

Spiritual

Land Use

Traditions

Appendix 3.0 Walking Tour of Kensington

Name _____

1. What is the dominant culture in the landscape we walked through? What signs of this culture did you observe?
2. What cultures have helped to shape the landscape we walked through? What signs of these cultures did you see?
5. What did you see on our walk that would seem to indicate the presence of “cultural convergence/divergence”? That is what do you see that indicates that the landscape is constructed among/by cultures?
6. List five different cultural foods you could have purchased during your walk. If needed, ask the about ingredients or what makes them culturally specific foods.
7. Are you aware of other cultural specific areas in the city? If so, please list them below.