Unit 3: Cultural Patterns & Processes

Content Area: **Social Studies**
Course(s): **AP Human Geography**
Time Period: **November**
Length: **6 weeks**
Status: **Published**

Transfer Skills

Understand how the components and regional variations of cultural patterns and processes affect human geography.

Enduring Understandings

Cultural practices vary across geographical locations because of physical geography and available resources.

The interaction of people contributes to the spread of cultural practices.

Cultural ideas, practices, and innovations change or disappear over time.

The interaction of people contributes to the spread of cultural practices.

Essential Questions

PSO-How does where people live and what resources they have access to impact their cultural practices?

IMP-How does the interaction of people contribute to the spread of cultural practices?

SPS- How and why do cultural ideas, practices, and innovations change or disappear over time?

Content

Culture comprises the shared practices, technologies, attitudes, and behaviors transmitted by a society.

Cultural traits include such things as food preferences, architecture, and land use.

Cultural relativism and ethnocentrism are different attitudes toward cultural difference.

Cultural landscapes are combinations of physical features, agricultural and industrial practices, religious and linguistic characteristics, evidence of sequent occupancy, and other expressions of culture including traditional

and postmodern architecture and land-use patterns.

Attitudes toward ethnicity and gender, including the role of women in the workforce; ethnic neighborhoods; and indigenous communities and lands help shape the use of space in a given society.

Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance placemaking, and shape the global cultural landscape.

Language, ethnicity, and religion are factors in creating centripetal and centrifugal forces.

Interactions between and among cultural traits and larger global forces can lead to new forms of cultural expression; for example, creolization and lingua franca.

Colonialism, imperialism, and trade helped to shape patterns and practices of culture.

Cultural ideas and practices are socially constructed and change through both small-scale and large-scale processes such as urbanization and globalization. These processes come to bear on culture through media, technological change, politics, economics, and social relationships.

Communication technologies, such as the internet and the time-space convergence, are reshaping and accelerating interactions among people; changing cultural practices, as in the increasing use of English and the loss of indigenous languages; and creating cultural convergence and divergence.

Language families, languages, dialects, world religions, ethnic cultures, and gender roles diffuse from cultural hearths.

Diffusion of language families, including Indo-European, and religious patterns and distributions can be visually represented on maps, in charts and toponyms, and in other representations.

Religions have distinct places of origin from which they diffused to other locations through different processes.

Practices and belief systems impacted how widespread the religion diffused.

Universalizing religions, including Christianity, Islam, Buddhism, and Sikhism, are spread through expansion and relocation diffusion.

Ethnic religions, including Hinduism and Judaism, are generally found near the hearth or spread through relocation diffusion.

Acculturation, assimilation, syncretism, and multiculturalism are effects of the diffusion of culture.

Relocation and expansion—including contagious, hierarchical, and stimulus diffusion all affect culture.

Skills

Identify the different types of information presented in visual sources.

Describe the spatial patterns presented in visual sources.

Explain patterns and trends in visual sources to draw conclusions.

Describe a relevant geographic concept, process, model, or theory in a specified context.

Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.

Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.

Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

Define the characteristics, attitudes, and traits that influence geographers when they study culture.

Describe the characteristics of cultural landscapes.

Explain how landscape features and land and resource use reflect cultural beliefs and identities.

Explain patterns and landscapes of language, religion, ethnicity, and gender.

Define the types of diffusion.

Explain how historical processes impact current cultural patterns.

Explain what factors lead to the diffusion of universalizing and ethnic religions.

Explain how the process of diffusion results in changes to the cultural landscape.

Resources

AP Classroom AP Classroom is a dedicated online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of powerful resources and tools to provide yearlong support to teachers and enable students to receive meaningful feedback on their progress.

UNIT GUIDES Appearing in this publication and on AP Classroom, these planning guides outline all required course content and skills, organized into commonly taught units. Each unit guide suggests a sequence and pacing of content, scaffolds skill instruction across units, organizes content into topics, and provides tips on taking the AP Exam.

PERSONAL PROGRESS CHECKS Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, Personal Progress Checks measure knowledge and skills through multiple-choice questions with rationales to explain correct and incorrect answers, and free-response questions with scoring information. Because the Personal Progress Checks are formative, the results of these assessments cannot be used to evaluate teacher effectiveness or assign letter grades to students, and any such misuses are grounds for losing school authorization to offer AP courses.*

PROGRESS DASHBOARD This dashboard allows teachers to review class and individual student progress throughout the year. Teachers can view class trends and see where students struggle with content and skills that will be assessed on the AP Exam. Students can view their own progress over time to improve their performance before the AP Exam.

AP QUESTION BANK This online library of real AP Exam questions provides teachers with secure questions to use in their classrooms. Teachers can find questions indexed by course topics and skills, create customized tests, and assign them online or on paper. These tests enable students to practice and get feedback on each question.

Standards

TEACH SKILL CATEGORIES: Skill categories spiral throughout the course.

1. Concepts and Processes
2. Spatial Relationships
3. Data Analysis
4. Source Analysis
5. Scale Analysis

BIG IDEAS: Big Ideas spiral across topics and units linking ideas together.

PSO- Patterns and Spatial Organization

IMP- Impacts and Interactions

SPS- Spatial Processes and Societal Change

How they tie together in the Unit:

PSO 4=3.1 Introduction to Culture

PSO 4= 3.2 Cultural Landscapes

PSO4= 3.3 Cultural Patterns

IMP 1= 3.4 Types of Diffusion

SPS 2= 3.5 Historical Causes of Diffusion

SPS 5= 3.6 Contemporary Causes of Diffusion

IMP 4= 3.7 Diffusion of Religion and Language

SPS 2= 3.8 Effects of Diffusion

SOC.6.1.12.A.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
SOC.6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
SOC.6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
SOC.6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
SOC.6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
SOC.6.2.12.A.5.c	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
SOC.6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.