

Lesson Title: Diffusion Stories

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Keywords:

cultural trait, stories, cultural hearth, research, cultural artifacts, diffusion, interaction, movement, presentation, culture

Outcomes:

- 85. Discuss various concepts used in the study of spatial diffusion (e.g., waves of innovation, mean information field).
 - 3. Understand basic spatial concepts and fundamental themes of geography.
 - 49. Identify the varieties of cultural features in the local community, the state, and the region of the United States. Demonstrate how these features are related to global cultural patterns.
 - 81. Discuss how the movement of people, goods and ideas have increased in speed and frequency.
 - 82. Explain why improved transportation/communication networks might encourage cultural interdependence.
 - 91. Identify barriers both in the cultural and physical environments that discourage migration, trade, and the spread of ideas.
 - 93. Identify and explain links which a 'developing' country has with other countries.
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Objectives:

Time Needed: Two to three 50-minute class periods

Overview: This lesson focuses on a short research activity and an oral report on a specific cultural artifact. Students will also tell a short story to their classmates that answers questions about the diffusion of a cultural artifact.

Objectives: Students will be able to:

- 1. Conduct research.
 - 2. Give an oral report to a small group of students.
 - 3. Understand more about cultural traits and their diffusion.
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Materials:

Materials:

- 1. Reference materials on cultural artifacts for various cultures in the world
- 2. Encyclopedias
- 3. Textbook
- 4. Books and CD-ROMs on various cultures of the world
- 5. Worksheet: Diffusion Stories (below)

Diffusion Stories

In this exercise, you will learn about the diffusion of a cultural artifact through researching its origins and movement. Complete the following:

1. Choose a cultural artifact that you would like to learn more about its diffusion. Pick a subject that interests you either from the list below or in consultation with your small group leader.
2. While researching, answer the general questions below focusing on your specific cultural artifact. Make use of as many reference materials as is necessary to solve the puzzle.
3. Create a short story about your cultural artifact to share with your classmates. Your stories should last between five and ten minutes. Each story should tell how cultural traits spread over space and through time.

Questions

Where did it come from? Be certain to determine what culture hearth was important in its origin.

How did it spread? What paths did the diffusion follow? Where did it spread to?

How far did it get? What was the greatest extent of the diffusion?

EXAMPLES of types of cultural traits:

1. Scientific, agricultural and medical advances
2. Dress/styles/fashion
3. Religion/music
4. Architectural styles

Specific Artifacts

neckties
cellophane
clocks/watches
domes
plow
golf
postcards
saddle
chewing gum
lipstick/cosmetics/eye make-up
green peppers
rose
umbrella
soccer
cloves
olives
corn
sailboats
envelope
water systems (wells/aqueducts)
rock 'n' roll music
gospel music
bongos/drums
violin
iris
cigars

pants
fireworks
stamps
tape
paper clips
rubber bands
computers

Preparation:

Preparation:

1. Teacher should gather as many reference books and other materials about various cultural items.
 2. Teacher should sign up for library time if the teacher decides to use the materials there.
 3. Students should learn about the geographic concept of diffusion.
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Activities:

Activities:

Day 1:

1. Hand out the Diffusion Stories worksheet.
2. Explain the activity to students.
3. Give a model example to students.
4. Divide students into small groups so they have people to bounce ideas off of.
5. Have students pick a cultural artifact they would like to research.
6. Have students research their cultural artifact for the rest of the period, using the reference materials in the classroom or in the library.

Day 2 and 3:

1. Allow students to finish up their research on their particular cultural artifact.
 2. Have students prepare a short story based on their cultural artifact to share with their classmates.
 3. Give students time to tell their stories to their small groups.
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Evaluation:

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Have students in the small group evaluate their classmates' short stories. Students should grade each other on:

Creativity
Accuracy
Presentation

Rate each category between one and five with one being the lowest and five being the highest rating.

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