

Discipline: Geography

Standard Category: The Human Characteristics of Places & Regions

Lesson Focus: Cultural diffusion

PA Standard(s):	Related TESOL Standard(s):
7.3.9B: Explain the human characteristics of places and regions by their cultural characteristics.	Goal 2: To use English to achieve academically in all content areas. Standard 1: Students will use English to interact in the classroom.

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
Students will be able to: <ul style="list-style-type: none">Match the types of cultural diffusion discussed in the text with their visual representations.	Students will be able to: <ul style="list-style-type: none">Draw and label visual representations of the types of cultural diffusion discussed.	Students will be able to: <ul style="list-style-type: none">Draw a visual representation and write a description of how each visual image represents the type of cultural diffusion being discussed.

Materials:

1. Readings on cultural diffusion such as “Fitting into a New Society”, Social Studies: Content and Learning Strategies, Mary Ann Christison and Sharron Bassano, Addison Wesley, 1993, pp. 15-20.
2. Note cards
3. Chart paper
4. Markers

Procedures: (ELL suggestions are written in italics)

Beginning students should be paired with fluent students of the same language background if possible. These “peer buddies” will work together throughout the jigsaw activity. These beginning students should be encouraged to observe “how” the fluent students engage in conversation about the topic, and how information is gathered. Basic vocabulary and simple definitions should be written on the note cards with the help of the fluent peer buddy.

1. Divide the class into as many groups as there are key concepts. For example, the Christison/Bassano article discusses **assimilation**, **amalgamation**, and **cultural diffusion**. **Acculturation** is another

Suggested

Level:

Middle

Lesson Focus:

Cultural diffusion

Teaching

Strategies:

Cooperative group instruction (jigsaw)

Assessment

Strategies:

Teacher observation

Peer evaluation

Performance task

term often used. Each group is assigned one of the key concepts and must agree upon an explanation and examples of the given concept. This can occur by giving the students material to read and discuss. Each group member should record the agreed upon information on the note card.

2. After everyone in the first group has mastered their concept, assign each a letter (A,B,C, D). Students should then move into their second groups based on their assigned letter. *Remember, beginning students and their fluent peer buddies count as one student and should only be assigned one letter. They will be traveling together.* Each member of this new group is responsible for presenting the concept that they mastered in group 1 to their peers in group 2 (note cards from step 1 should be used to assure that all groups are receiving the same information.) At this time, all students should understand that they are responsible for the learning of their peers.
3. After everyone in the second group has mastered each of the concepts, members should agree on a visual representation of each of the key concepts. For example, foods could be used to show how each of the concepts could be represented; salad shows cultural diffusion where each member adds its own flavor to the whole society, assimilation could be shown by a pot of soup where all the flavors are blended together and each member's individuality is removed, or amalgamation can be shown as flour and water mixing together to make a brand new food item like bread. These visual representations should be drawn on the chart paper to be shared later with the entire group with an explanation of the examples chosen.

Assessment:

Beginning

Students will be able to match the key term with the visual representation of the concept.

Intermediate

Students will be asked to show a visual representation of the concept and will match a given definition to the concept.

Advanced

Students will be asked to show a visual representation of each concept and will write a brief explanation of how the visual accurately represents the concept in question.

Notes:

Jigsaw activities facilitate learning in two areas: the social skills of positive interdependence and equal participation and the academic skills of acquiring knowledge, language and understanding. "Expert" group members share information with "home" group members, so that each member of the team puts a piece of the "jigsaw" together.