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**Lesson Title:** Movement & Cultural Diffusion

**Suggested Grade Level:** 7

**Estimated Lesson Time:**

**Student Prior Knowledge:**

Students will already know the Five Themes of Geography and the definition of cultural diffusion in relation to the theme ‘movement.’ Students will have knowledge on preparing PowerPoint slides and basic research skills (internet, encyclopedias, textbooks).

**Standards:**

[SS.7.G.4.1: Use geographic terms and tools to explain cultural diffusion throughout North America.](http://online.education.ufl.edu/mod/forum/null) [Standard: Understand the characteristics, distribution, and migration of human populations.](http://online.education.ufl.edu/mod/forum/null)

**Goals:**

Students will use the Five Themes of Geography with a focus on **movement** to examine and discuss cultural diffusion and migration of human populations throughout North America. Students will be assigned one region then research and list reasons people move there. Understanding how and why human populations settle in certain places is important in analyzing migration patterns and characteristics of the continent in which we live. It will give insight to future patterns of population development.

**Learning Objectives or “I can statements”:**

I can understand how aspects of human populations influence migration patterns. This means I know the definitions of cultural diffusion and movement. To learn about a specific population in a region I will look up the characteristics of the people as well as the region itself and research the region’s history. **Task- Create a PowerPoint slide for a given region and population in North America, include 3 reasons for the cultural diffusion, visual representation of the region, and graphic to represent the population.**

Given a specific population in North America (ex. Hispanic Americans in Miami, FL, Asian Americans on the Pacific Coast), in groups, students should be able to discuss characteristics of the area and comprise a list of at least 3 reasons for its cultural diffusion.

**Procedures:**

1.  Teacher leads a whole-class review of movement, cultural diffusion, and presents images via SmartBoard that represent certain cultures and regions. (15 minutes)
2.  Students watch YouTube video (link: <http://www.youtube.com/watch?v=OrixSTWc7Ag>) to get ideas of what to research and characteristics to look for. (~2 minutes)
3.  Teacher groups students into triads, each group at one computer. Students work to complete PowerPoint slide that shows their region, an image representing it, and 3 reasons why certain cultures tend to settle in their region. (30 minutes)

4. Teacher ends the class by having students clean up and let them know presentations will be the next day. (5 minutes)

**Assessment:** Teacher will observe/note students while they work on the project to determine group participation credit.

**Extensions and Adaptations:** Don’t worry for 1st lesson plan

**Reflections:** N/A