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Geography 510  
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Diffusion of Popular Culture  
(2 - 30 minute class periods plus multiple nights of homework)

**Objectives:**

- ⊕ In this lesson, students will...
  - Understand the difference between popular and folk culture. Research and document references to popular culture traits in television, on the Internet, and on the radio.
  - Compare and contrast pre-existing ideas of popular culture to ones documented in modern communication technology.

**Materials:**

- ⊕ Students will need the use of the following tools to complete the assignment...
  - Assignment sheets
  - Definitions of popular and folk culture.
  - Access to television, the Internet, or a radio.

**Links to *Geography for Life: The National Geography Standards:***

- ⊕ *Geography Standard 1*
  - How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- ⊕ *Geography Standard 4*
  - The Physical and Human Characteristics of Places.
- ⊕ *Geography Standard 6*
  - How culture and experience influence people's perceptions of places and regions.
- ⊕ *Geography Standard 10*
  - The Characteristics, Distribution, and complexity of Earth's Cultural Mosaics.

**Key Concepts:**

- ⊕ Culture:
  - By completing the study on popular culture, students will understand the difference between folk and popular culture.
    - Students will also have a better understanding of how modern communication technology assists in the rapid changes found in popular culture.

### **Lesson Procedure:**

*This lesson is an extension of a study on Popular and Folk cultures. Previous reading, discussion, lecture, and questions would have to be asked and answered before completing this assignment.*

- ⊕ Pass out copies of the Diffusion of Popular Culture assignment sheet.
  - Overview and define popular and folk culture with the class.
- ⊕ Read through the directions to the assignment to determine if students have any questions.
- ⊕ Students should write the paragraph descriptions of the elements of popular culture in class.
- ⊕ Once paragraph descriptions are complete, ask students to share their thoughts on each cultural element.
- ⊕ After the discussion, explain the documentation assignment to the students and pass-out the charts to be filled in over the next 2-5 nights for homework.
  - (time-frame can be adjusted by instructor)
- ⊕ After completion of the documentation, students should write new paragraphs discussing changes to the popular culture from their previous thoughts.
- ⊕ On the due date determined, students will come together to discuss/debate their finding with the class.

### **Assessment:**

- ⊕ Students will be assessed on their paragraph responses and the documentation chart they completed.
  - The assignment will be assessed on the following criteria:
    - Pre-viewing popular culture descriptions
    - Post-viewing popular culture descriptions
    - Clear and complete documentation chart.
      - All culture traits must be documented at least 2 times to receive full credit.

### **Final Product:**

- ⊕ Discussion/Debate of the changing elements of popular culture by students in the class.