



**ncge**  
National Council for  
Geographic Education

# Three for Three

Week 8, Unit 3  
October 5, 2020

**A SUPPLEMENT TO THE WEEKLY APHG BELL RINGERS SERIES**  
Prepared by Laura Kmetz | [laura.kmetz@gmail.com](mailto:laura.kmetz@gmail.com)

If you want to post the pdf in your LMS without the “ideas for slides” page, you can use something like the Chrome extension *Smallpdf* to remove the pages you don’t want to post.

If you have any suggestions as to how I can make the Three for Threes more useful for you and your students, or if you have any questions, please feel free to email me at [laura.kmetz@gmail.com](mailto:laura.kmetz@gmail.com).

# 3.1 Introduction to Culture

## The iceberg concept of culture

*Primarily in awareness*

Fine arts Literature  
Drama Classical music Popular music  
Folk-dancing Games Cooking Dress

*Primarily out of awareness*

Notions of modesty Conception of beauty  
Ideals governing child raising Rules of descent Cosmology  
Relationship to animals Patterns of superior/subordinate relations  
Definition of sin Courtship practices Conception of justice Incentives to work  
Notions of leadership Tempo of work Patterns of group decision-making  
Conception of cleanliness Attitudes to the dependent Theory of disease  
Approaches to problem solving Conception of status mobility Eye behaviour  
Roles in relation to status by age, sex, class, occupation, kinship, etc. Definition of insanity  
Nature of friendship Conception of "self" Patterns of visual perception Body language  
Facial expressions Notions about logic and validity Patterns of handling emotions  
Conversational patterns in various social contexts Conception of past and future Ordering of time  
Preference for competition or co-operation Social interaction rate Notions of adolescence  
Arrangement of physical space Etc.

1. Describe how a specific culture trait can be influenced by physical geography.
2. Describe how a specific culture trait can be influenced by available resources.

## 3.1 Introduction to Culture

### *Súp Lu'o'n*

Popular in Southeast Asian countries such as Vietnam, eel soup is made with chopped vegetables, eel, and spices such as chives and eaten for breakfast.

1. Describe how the geography of Southeast Asia influences the diet of people in the region.
2. Explain how someone from Southeast Asia might regard a typical American breakfast, such as cereal or donuts, with ethnocentrism.
3. Explain a limitation of viewing cultural differences through the lens of cultural relativism.



## 3.2 Cultural Landscapes



Describe characteristics of this cultural landscape in terms of:

- ...physical features
- ...agricultural practices
- ...industrial practices
- ...religious characteristics
- ...linguistic characteristics
- ...evidence of sequent occupancy
- ...architecture
- ...land use patterns

See how many of the above you can find!

## TEACHING NOTES

SLIDE 1: My students are incredibly interested in the iceberg of culture. I have them discuss the traits with their group, finding one that no one in the group really understands or can think of an example of. Then they share with the class to see if another group can explain. If not, I jump in. A useful framework for thinking of cultural traits is their classification as *artifacts*, *sociofacts*, and *mentifacts*. Although those terms aren't specifically in the learning objectives, they are included in the CED in the intro to unit 3. I have students work in groups to find two traits from the iceberg that are artifacts, two that are sociofacts, and two that are mentifacts. I also show a fun YouTube video that you can find at <https://www.youtube.com/watch?v=kvFRrHpzITk&list=PLYtIBnR-6d3RXeCx90heleiliZARX58aY&index=45>. It's a montage of dance scenes from movies, and I ask my students to find examples of culture traits (besides dance and music) in the video. **suggested answers** (many different answers are possible): 1) A food, such as fish in Southeast Asia, that is more plentiful in a particular location may play a larger role in the diet of people who live there, or clothing may be worn because of the climate, such as light colored clothing in warmer climates; 2) Houses may be constructed of materials that are more plentiful in the area (see Google Earth Voyager's This is Home for visuals), such as adobe in the US southwest.

SLIDE 2: You may wish to use this video: Great Big Story: What Breakfast is Like Around the World <https://www.youtube.com/watch?v=KorC-8NddDk>. **suggested answers:** 1) Most of the countries in Southeast Asia have access to the sea, so fish are a staple of many people's diet; 2) A person from Southeast Asia with an ethnocentric view of the American diet might think that eating so much sugar at breakfast, in high calorie foods having minimal nutritional value, is disgusting or repulsive. They might believe eating soup that is high in protein and nutrient dense carbs (vegetables) is a much better type of meal to eat at the beginning of the day; 3) A limitation of viewing cultural differences through the lens of cultural relativism is the potential danger of not seeing certain practices, such as human rights violations, as morally wrong. We don't want to make the mistake of thinking that all differences in human behavior can be attributed to cultural differences.

SLIDE 3: Use this slide to teach 3.B.1. Like Ken did in the bell ringers, I recommend using The Great Mirror as a source for images. You might ask students to find an image that reflects as many aspects of the cultural landscape as possible. I like how this particular image, from Giza, reflects sequent occupancy in the pyramids. Email me if you need help with the other characteristics of the cultural landscape that are reflected in the image.

### SOURCES:

slide 1: <https://ltclanguagesolutions.com/blog/crashing-into-the-cultural-iceberg/>

slide 2: <https://www.greatbigstory.com/stories/around-the-world-breakfast>

slide 3: [https://commons.wikimedia.org/wiki/File:Pizza\\_Hut\\_Gizah.jpg](https://commons.wikimedia.org/wiki/File:Pizza_Hut_Gizah.jpg)

## TEACHING NOTES

SLIDE 3: This slide focuses on remittances, an economic effect of migration. The articles “Lightbulbs in their Luggage” and “Labourers and Loved Ones” in the 11/16/19 edition of *The Economist* can be used to compare and contrast the impacts of migration of skilled workers and unskilled workers on both receiving and sending countries. An interesting website to connect migration to culture, our next unit, and specifically to 3.1 and 3.2, showcases photography related to housing financed by remittances from Mexican, Indian, and Romanian migrants to the US and can be found at: <http://arquitecturalibre.mx/about-arquitectura-libre/>. You may wish to read the artist’s statement and use it to fuel class discussion. **suggested answers:** 1) remittances are the money and other goods sent from migrants to people at home (while it usually refers to international migrants, it can refer to internal migrants as well); 2) Nigeria; 3) Remittances can lessen poverty. Having remittance income may enable people to pay for necessities such as food, shelter, and clothing (other answers are possible, but be sure students address the effect of remittances on the recipients, not on the country); 4) (You might point out to students that Map A gives totals of remittances for an entire year, whereas Map B gives the info for Q2 of 2020. These are the best two maps I could find.) Map A presents data at the national scale of analysis, while Map B presents data at the local (or subnational) level of analysis. Map A shows the total amount of remittances sent from the US to Mexico as a whole. Map B shows the viewer how much in remittances was sent to each individual state within Mexico. This helps us see that there’s significant variation in the amount sent to each individual state within Mexico, from over one billion sent to Jalisco from April to June 2020, while under 250 million was sent to several states, including several that border the US, such as Sonora and Coahuila.

### SOURCES:

slide 1: <https://tclanguagesolutions.com/blog/crashing-into-the-cultural-iceberg/>

slide 2: <https://www.greatbigstory.com/stories/around-the-world-breakfast>

slide 3: [https://commons.wikimedia.org/wiki/File:Pizza\\_Hut\\_Gizah.jpg](https://commons.wikimedia.org/wiki/File:Pizza_Hut_Gizah.jpg)

About the National Council for Geographic Education: The National Council for Geographic Education is a nonprofit membership organization that works to strengthen the quality and effectiveness of geography teaching and learning. We provide a global forum for educators of all levels to exchange ideas and engage in professional learning opportunities to improve their geography teaching practice. We provide the organizational structure needed to advance research in geography education. We publish journals, the National Geography Standards, and a variety of materials for diffusing research and best practices on geography education. We recognize exceptional educators and supporters in geography education. We lead and support a variety of educational and creative programs to support our members and advance global literacy. Got questions? Email us at [ncge@ncge.org](mailto:ncge@ncge.org)

