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National Council for  
Geographic Education

# Three for Three

Week 9, Unit 3  
October 12, 2020

**A SUPPLEMENT TO THE WEEKLY APHG BELL RINGERS SERIES**  
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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).

## 3.2 Cultural Landscapes

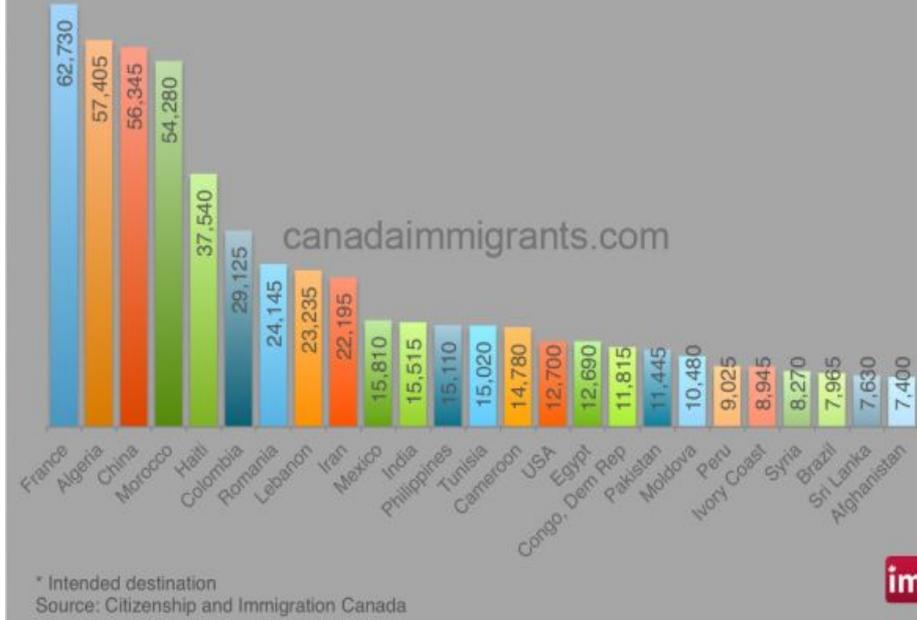


Native American activists in San Francisco, CA want to acquire the land on which the Bay area's oldest shellmound once stood. Corrina Gould, co-director of Indian People Organizing for Change, said, "Shellmounds are created by my ancestors as ceremonial places and as burial sites." Her vision for this space, currently a parking lot, is depicted here and involves native plants, a circular dancing structure for ceremonies conducted by indigenous peoples, and a tall mound with a footpath and information about the people native to the Bay area.

Explain the degree to which destruction of structures like shellmounds during the 19th and 20th centuries reflects attitudes toward indigenous peoples in the United States.

# 3.3 Cultural Patterns

Immigrants landed in Quebec\* (2000- 2015)  
Top Source Countries

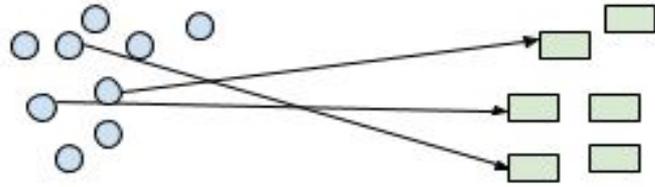


French language distribution in Canada

- Regions where French is a primary language
- Regions where French is a secondary language

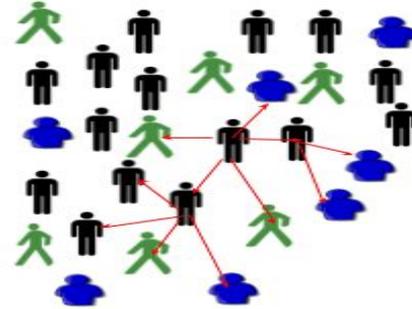
1. Identify the province shaded dark blue on the map.
2. Explain why several of the top source countries for immigrants to Quebec include many countries in which French is the dominant language.
3. Explain how the French language shapes the cultural landscape in Quebec.

# 3.4 Types of Diffusion



● original population  
■ destination population  
→ movement of people

**A**

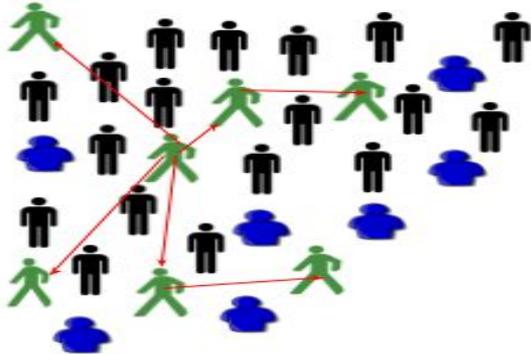


powerful place or person  
non powerful place or person  
spread of trait

**C**

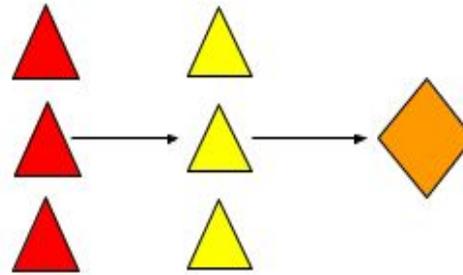
1. Explain which type of diffusion is illustrated by diagrams A-D.

2. Explain the degree to which cultural diffusion via the internet is a form of hierarchical diffusion.



powerful place or person  
non powerful place or person  
spread of trait

**B**



original      early adaptation      later adaptation

**D**

## TEACHING NOTES

SLIDE 1: This slide is related to PSO 3.C.1. and was informed by this article:

<https://www.kqed.org/news/11704679/there-were-once-more-than-425-shellmounds-in-the-bay-area-where-did-they-go>. An excellent interactive map to extend this lesson can be found at <http://www.landmarkmap.org>. You might wish to use the map found at <https://native-land.ca/> as a hook for the lesson. **suggested answer:** The destruction of shellmounds in the San Francisco area reflects a disregard-or disrespect-for the culture of indigenous peoples to a great degree. (Students should support their answers. 9th grade students may not have the historical background to understand the US government's deliberate effort to erase Native American cultures, an attitude toward indigeous culture similar to that of many colonial powers. The CED specifically mentions the treatment of indigenous populations in several units, so it's important to teach this in class. This is not the only possible answer; some students might note that land developers who bought this land weren't deliberately trying to erase indigenous culture while conceding that the federal government was.)

SLIDE 2: I am incredibly grateful to Rik K for his help in brainstorming this slide and in finding the chart for me! Use this slide to review pull factors/migration (French) and to preview unit 4 content (preference in Quebec for immigrants from French-speaking countries, part of the powers devolved to Quebec by the federal government). **suggested answers:** 1) Quebec; 2) A common language acts as a pull factor for migrants, who might wish to settle in communities in which they share language (be sure to mention that politically, a common language acts as a centripetal force); 3) French is used in schools, restaurants, road signs, churches, etc.

SLIDE 3: suggested answers: 1) (students' answers should include an explanation of their thinking) A=relocation; B=hierarchical; C=contagious; D=stimulus; 2) The spread of cultural traits through the internet is to some degree a form of hierarchical diffusion. Only people who can afford devices with internet access and to pay for access to the internet will access things that diffuse in this manner. (A good discussion to have with students is whether memes, TikToks, and other content generally diffused through social media is more hierarchical or contagious diffusion.)

### SOURCES:

slide 1: <https://www.kqed.org/news/11704679/there-were-once-more-than-425-shellmounds-in-the-bay-area-where-did-they-go>.

slide 2: chart: <https://canadaimmigrants.com/quebec-immigration-by-country/>; map: [https://en.wikipedia.org/wiki/French\\_language\\_in\\_Canada](https://en.wikipedia.org/wiki/French_language_in_Canada)

slide 3: none (Google drawing)

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