

**Focused Learning Lesson**  
**World Geography**  
**Grade Level 9 – 12<sup>th</sup>**  
**G-1B-H4**

**Overview:**

The learner will understand why regions in the world gain certain cultural identities.

**Approximate Duration:**

45 minutes

**Benchmark and GLEs:**

G-1B-H4 – explaining and evaluating the importance of places and regions to cultural identity

GLEs:

18. Analyze how human activities and physical characteristics of regions have led to regional labels (e.g., Dust Bowl, New South, Sunbelt)

19. Describe how physical, historical, and cultural characteristics give definition to a place or region (e.g., New South, Jerusalem)

**Objectives:**

1. The learner will analyze how human activities and physical characteristics have led to regional labels.
2. The learner will understand why certain regions are identified with given names.
3. The learner will analyze the ways in which people's changing values of places and regions reflect cultural changes.

**Teacher Preparation:**

- The teacher will have the students define or review with them the Key Concepts. (Attachment 1)
- The teacher will explain to the students why certain regions gain certain labels. (See notes on Attachment 2)
- The teacher will need to Xerox copies of a world map (See Attachment 3) and have students identify the major regions of the world.

**Materials/Equipment/Resources:**

Key concepts, teacher notes, world map and overhead projector

**Lesson Procedures:****Set or Opener**

The teacher will ask the students if they can think of a time when they felt that others were trying to make them feel inferior. Have the students either write down their feelings or discuss their feelings in class. (This will lead into the discussion of “ethnocentrism.”)

**Body of Lesson**

Explain and discuss the Key Concepts (Attachment 1)

Explain to the students why certain regions have cultural labels and use a map to identify these places. (Dust Bowl, Sunbelt, New South)

The students will identify the major regions of the world. (Attachment 3)

**Closure**

Have the students write on the topic “if they could choose one place to live, where would they live and why?” The students need to include the cultural identity of the region. (Attachment 4 – rubric).

**Assessment Item:**

Evaluate the essay within the closure activity.

**Reference Links and Technology Connections –**

- Pintozzi, Dr. Frank J., Devin Pintozzi, Laura Silvernale, and Brian Freel. Passing the LEAP 21 GEE in Social Studies. Woodstock, NY: American Book Company, 2002.
- Teacher's Guide to Statewide Assessment. Baton Rouge, LA: 1998.
- Boehm, Richard G. Glencoe World Geography. Westerville, OH: Glencoe/McGraw-Hill, 1997.

**Key Concepts**  
**Focused Learning Lesson**  
**G-1B-H4**

1. Ethnic enclave – People living in a country that is surrounded totally or in part by another country.
2. Ethnocentrism – A type of thinking when one race of people, or people of one culture or religion feel they are better than another race, culture, or religion.
3. Cultural Traits – A description of people living within a certain region. (e.g., language, housing, clothing, religious beliefs, customs)
4. Regional definitions and regional labels – Describe the physical characteristics of the land or the activities of the people. (e.g., Dust Bowl, New South, Sunbelt)

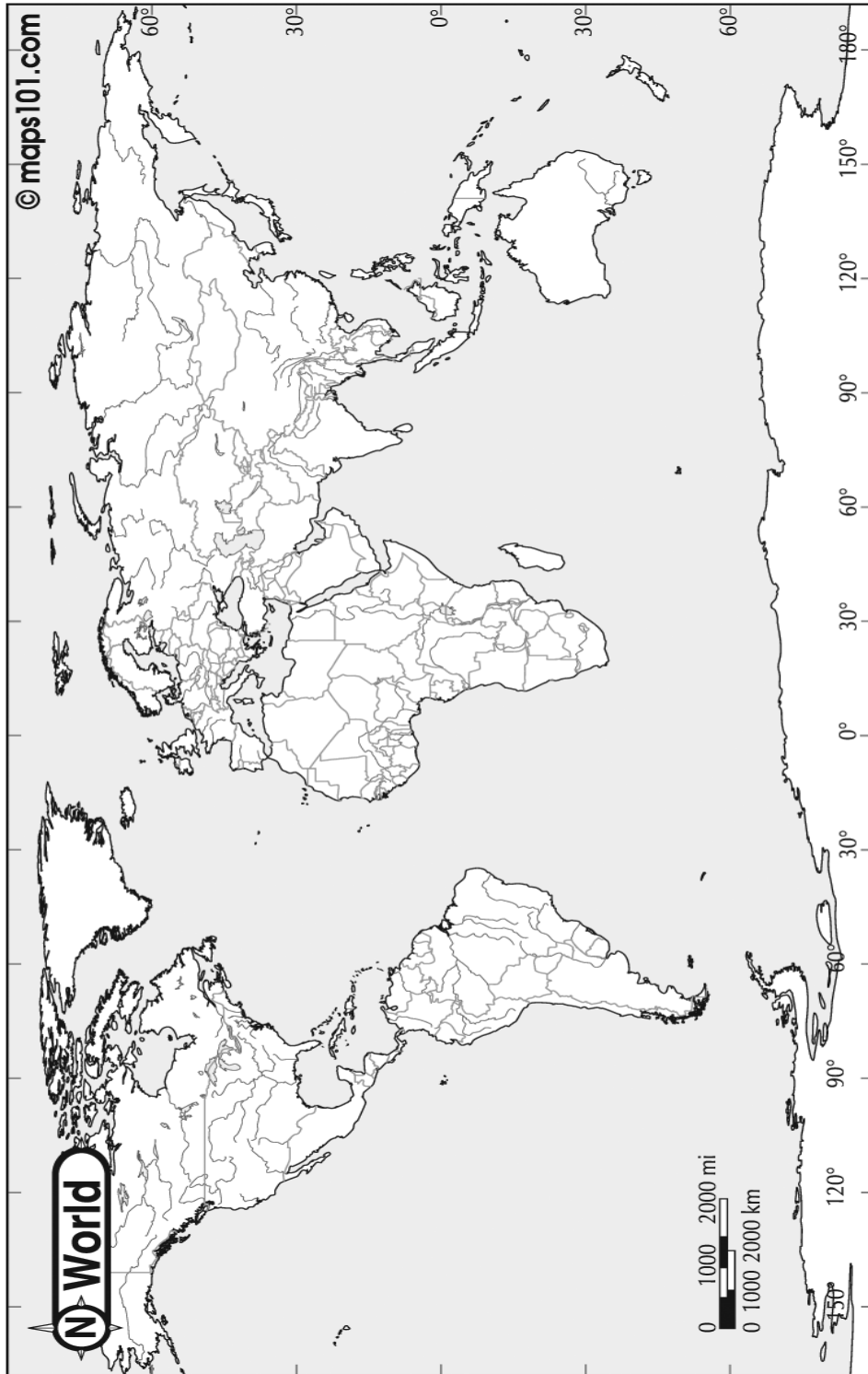
## Teacher Notes

Places on the Earth have gained certain cultural identities. A few examples of a cultural identity of a region are the Dust Bowl, New South and the Sunbelt regions.

The Dust Bowl is the area of the Great Plains that was devastated by the demand after World War I for farmers to grow wheat and cotton on land that was once used for grazing. In 1934 – 1935, the disaster struck when large number of farmers began to move. The years of 1933 – 1935 were unusually dry for the region. This turned the Great Plains into a desert. Dust storms carried away so much topsoil that the haze could be seen as far as the Atlantic Ocean. FDR's New Deal program did provide some relief for farmers. The government encouraged them to return to grazing. The Department of Agriculture helped farmers plant 190 million trees to help block the wind and retain some of the moisture.

The New South is the term used to describe the southern states that went through many changes due to economic development. Many of the changes were to rebuild the South after the devastation of the Civil War and the Great Depression. People that migrated into this area created a type of cultural diffusion, bringing in their new ideas, customs and beliefs that changed the native culture.

The Sunbelt region is focused on Florida, Texas, Arizona, and California. This region began a population rise after World War II. People began moving into this region because of the warm climate that attracted large retirement communities, especially in Florida and Arizona. Another attraction for industries was the lack of labor unions and cheaper labor than the Northern states. Events that have benefited the Sunbelt region are the oil boom in the 1970s and the growth of the tourist industry. During the 1980s, the area economy was hurt by the oil depression. At present, this area has recovered from the 80s and is home to Los Angeles, San Diego, Phoenix, Houston, Dallas and San Antonio, which are among the 10 largest cities in the United States.



## **RUBRIC**

### **Score Points**

4 – Respond to all 3 parts of the question. Demonstrate a clear and comprehensive understanding of the information and was able to draw conclusions.

3 – Respond to all 3 parts of the question. Demonstrate a general understanding of the information. Or provide accurate responses to 2 components of the question.

2 – Respond to 2 parts of the question. Demonstrate a general understanding of the content. Or provide accurate response to 1 component of the question.

1 – Respond to 1 part of the question and demonstrated limited understanding of the content.

0 – Provide answers that was inaccurate or irrelevant to the question. Or failed to respond.