

2012

Discovering Diffusion and Reformulation

Sarah Lerdal

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Recommended Citation

Lerdal, Sarah, "Discovering Diffusion and Reformulation" (2012). *Open Educational Resources*. 94.
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Discovering Diffusion and Reformulation

Sarah Lerdal – School not available

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| Grade Level (Req.): 7th-12th grade | Content Area (Req.): Geography | Unit (Opt.): |
| <p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> • Sociology: central to the study of sociology is the impact of diffusion, and how societies and people affect one-another; this lesson focuses on teaching the meaning of both diffusion and reformulation. • • | | |
| Time Frame (Req.): 1 or 2 class periods | Goal (Req.): Students will be able to identify sociological terms. | |
| | Objective (Req.): Students will be able to define diffusion and reformulation and give examples of each. Students will be able to explain how certain everyday products have been diffused into the American culture. Students will be able to use Google Earth and its tagging feature to demonstrate to the class the origins of the product or process. | |
| <p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> • Student journals • Computers with Internet access and Google Earth capabilities • Two different versions of the same food (optional) • • • • | <p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> • • • • • | |
| <p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Students will journal in response to the following question “How has American society changed in the past 100 years?” As a class, discuss student responses and together brainstorm some sources of those changes.</p> | | |
| <p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> 1. Introduce the topics of diffusion and reformulation with Oreos. Each student will receive one “American” Oreo and one “Chilean” Oreo. They will be asked to try each, and without discussing it, choose which one was from which country. 2. Talk about the results. Was it easy for students to tell the difference between the treats? Explain the idea of diffusion: process of spreading culture traits from one society to another. Explain the idea of reformulation: process of adapting borrowed cultural traits. 3. Discuss how these two terms relate to the Oreo demonstration and brainstorm other types of diffusion and reformulation. 4. Students will now choose some item or process from their life and research how diffusion and reformulation have impacted it. Some examples include: silk shirts, game of soccer, McDonalds, toenail polish, eyeglasses, and newspapers. 5. Students will investigate the origin of the product and research how Americans have reformulated it. If it turns out that the item was discovered in the US (like McDonalds) students | | |

should discuss how other countries have reformulated it.

6. Lastly, using Google Earth, students will take the information and “tag” the countries on Google Earth. They will insert descriptors alongside the country of origin and the country of reformulation.
7. Students will present to the class.
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Formative Evaluation (Req.): Group discussion

Assessment (Req.): Google Earth presentations, test questions regarding explanations of diffusion and reformulation

Iowa Core Curriculum Standards Used (Req.):

- Behavioral Sciences, grade 9-12: Understand the historical development of the behavioral sciences and the changing nature of society.
- Geography, grade 9-12: Understand how culture affects the interaction of human populations through time and space.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- The physical and human characteristics of places
- The characteristics, distribution, and migration of human population on Earth’s surface
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| Five Themes of Geography Used (Req.): <ul style="list-style-type: none">• Place• Human-Environmental Interaction• Region•• | School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none">••• |
| 21 st Century Universal Constructs (Opt.): Critical Thinking | |
| Other Disciplinary Standards (Opt.): <ul style="list-style-type: none">••••• | |
| Other Essential Information (Opt.): | |
| Other Resources (Opt.): <ul style="list-style-type: none">•••• | |