



How To Study Cultures



Photos by Michael Speaks



*How Beliefs and Values
Define a Culture*

Teacher's Guide

Lesson 2
How Beliefs and Values
Define a Culture

from
How to Study Cultures
A Unit of Study

catalog #2263

Teacher's Guide

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Lesson 4
HOW BELIEFS AND VALUES
DEFINE A CULTURE
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HOW TO STUDY CULTURES

A Unit of Study

Grades 8-12

GENERAL DESCRIPTION OF THE SERIES

How to Study Cultures is a live-action, four-part series which is designed to help students learn how to study any culture.

What is a culture? A culture is a total way of life of a people. Individuals growing up in a culture learn acceptable ways to behave and function within that culture. Members learn how to use the natural resources found in their environment and how to adapt to the climatic and topographic features of their region. They learn about the economic activities carried on by members of their culture. They acquire knowledge, skills, and techniques that will allow them to participate in these activities. They learn about the social groups that have been formed within their culture and how to participate in these groups. They also learn what culture members value and believe and that these values and beliefs influence how people behave.

As people become more interactive within and among cultures, and knowledge of the diversity of human conditions grows, it becomes increasingly more important that students know how to identify the crucial factors that define cultures. Knowledge of these factors will help them understand and appreciate cultures different from their own and hopefully facilitate their cross-cultural interactions.

UNIT GOALS

This Unit of Study is designed to help students learn how to study and analyze any culture by answering four key questions:

- How do culture members adapt to their environment?
- What economic activities do culture members carry on to help them survive in their environment?
- What social organizations exist within the culture, and what are their purposes?
- What do culture members value and believe, and how do these values and beliefs influence individual and group behavior?

Specific student objectives are contained in the teacher's guide supplied for each video lesson. These objectives will assist students in grasping the fundamentals of each topic. By achieving these objectives for each video lesson, the students will be able to accomplish the unit goals.

MATERIALS IN THE UNIT

Videocassettes

This unit contains four individual videocassettes - one for each video lesson. The titles and a brief description of the contents for each video are provided below. The programs may be viewed independently or as a Unit of Study and do not need to be presented in any particular sequence. The description of the program contained in this guide, Lesson 3, is printed in bold type.

Lesson 1: HOW GEOGRAPHY DEFINES A CULTURE

Members of a culture adapt to their natural environment. They use the natural resources available, and they learn to cope with the climatic and topographic features found in the region in which they live. Natural resources, topography, and climate affect how and where people live, their economic activities, transportation, and recreation. They also determine how a culture interacts with other cultures in that natural resources are unevenly distributed among regions.

Viewing time: 18 minutes

Lesson 2: HOW ECONOMIC ACTIVITIES DEFINE A CULTURE

Members of a culture carry on certain economic activities to meet their needs and wants. These activities are influenced by climatic and topographic features and by natural resources available in the natural environment in which the culture exists. Members of a culture develop technology to help them carry on their economic activities; technology increases economic efficiency. Members of a culture organize their economic activities around certain economic principles.

Viewing time: 20 minutes

Lesson 3: HOW SOCIAL ORGANIZATIONS DEFINE A CULTURE

Culture members organize groups to educate, to govern, to nurture, to recreate, to work, and to worship. These groups include the nuclear and extended families, religious congregations, formal and informal educational groups, recreational organizations, work groups, ethnic groups, and governmental groups. Government is organized according to political concepts, such as democracy, monarchy, communism, and dictatorship, among others.

Viewing time: 22 minutes

Lesson 4: HOW BELIEFS AND VALUES DEFINE A CULTURE

Beliefs and values influence how members of a culture conduct their lives. Every culture has a history, and certain events in history teach valuable lessons about conduct. The resulting beliefs and values influence the key economic and political concepts used to organize the culture's economy and government. Beliefs and values influence what is cherished by the members of the culture, as well as what material objects, social relationships, procedures, skills, and techniques they value. Religious beliefs can greatly influence the beliefs and values of a culture.

Viewing time: 24 minutes

Teacher's Guides

A guide, provided with each video lesson in this series, aids the teacher in utilizing the materials contained within this Unit of Study. The guides contain the following:

- Suggested Instructional Procedures for each lesson.
- Follow-up activities, and Internet activities for each lesson.
- Answer keys for the blackline master activities.
- The transcript of each video narration.

Blackline Masters

Blackline master activities for each video lesson are included in this Unit of Study. These activities, including Listening Guides and Discussion Questions, are designed to reinforce the information in the video and to provide extended learning activities for the students. Unit blackline master culminating activities are included with this series when purchased as a unit.

Unit of Study Packet

An envelope containing the Unit activities is included in each complete four-part program. It contains activities and a unit test. The activities are designed to reinforce the lessons and to assess student comprehension of the entire Unit of Study, if it is used as such. A passage describing each Culminating Activity follows.

UNIT BLACKLINE MASTERS and CULMINATING ACTIVITIES

1. Before commencing the presentation of this unit to your students, distribute Blackline Master 1, **How to Study Cultures: A Unit Introduction**. This information will help prepare students for the lessons and provide them with an overview of the philosophy of this program.

2. After viewing the four videotapes and completing the activities for each of the four lessons, distribute Blackline Master 2, **How to Study Cultures: A Study Model**. Have each student identify a country whose culture she/he would like to study. Instruct students to prepare reports on these cultures using the study model.

3. After viewing the four videotapes and completing the activities for each of the four lessons, distribute Blackline Masters 4 and 5, **Ethnocentrism and One Hundred Percent American**. This exercise illustrates to students the concept of ethnocentrism - the resistance of others' cultures in favor of one's native culture. Have your students read and then discuss the questions regarding Ralph Linton's essay, "One Hundred Percent American."

4. The Unit Test is supplied on Blackline Masters 6-9. You may choose to use any or all of the Unit Test to test the students' comprehension of the material presented in all four lessons. An answer key can be found on page 9 of this guide.

INSTRUCTIONAL NOTES

It is suggested that you review each video lesson and read the Suggested Instructional Procedures in each Teacher's Guide before involving students in the lesson activities. In this way, you will become familiar with the materials and be better prepared to adapt them to the needs of your students. You may find it necessary to make some changes, deletions, or additions to fit the specific needs of your class. We encourage you to do so, for only by tailoring this program to your students will they obtain the maximum instructional benefits afforded by the materials.

It is also suggested that the video presentation take place before the entire group, under your supervision. The lesson activities grow out of the content of the video; therefore, the presentation should be a common experience for all students.

Have your students start a *How to Study Cultures* folder. All blackline masters and other important materials pertaining to the study of cultures should be kept in this folder. These materials will help them prepare for their report at the end of this unit.

Lesson 4
HOW BELIEFS AND VALUES
DEFINE A CULTURE
Grades 8-12
Viewing Time: 24 minutes

SUGGESTED INSTRUCTIONAL PROCEDURES

Teacher Preparation

- Read through the entire lesson plan for this lesson.
- Duplicate Blackline Masters 1-2.
- Preview the videotape “How Beliefs and Values Define a Culture.”

A script of the video narration can be found beginning on page 14 in this guide.

The content for this lesson is contained in the videotape. The videotape content has been developed around five basic questions:

- What do members of a culture value and how do these values influence how culture members behave?
- What religious beliefs do culture members hold and how do these beliefs influence how they behave?
- How do historical events influence how members of a culture conduct their lives and structure their society?
- How do beliefs and values influence the development of economic and political systems?
- What are some factors that encourage cross-cultural interaction, and what impact does this cross-cultural contact have on a culture?

Student objectives and activities have been developed around these key questions. The purpose of this lesson is to help students learn to study any culture by focusing their inquiry around key questions concerning how beliefs and values influence individual and group behavior within a culture.

Student Preparation

Students will need a pen or pencil to complete the blackline master activities.

Student Objectives

After viewing the videotape and participating in the lesson activities, students will be able to:

- Define the terms **beliefs** and **values** and explain how beliefs and values influence human behavior.
- Explain that beliefs and values can influence the development of a culture's governmental and economic systems.
- Explain that members of a culture value certain things, such as material objects, social relationships, technical skills and abilities, artistic abilities, education, and religious beliefs and practices.
- Explain that exposure to other cultures can influence what culture members believe and value.

Introducing the Program

Distribute Blackline Masters 1-2. Explain to your students that members of all cultures value and believe certain things, and that these values and beliefs can influence individual and group behavior. In order to understand a culture, it is important to realize how beliefs and values influence human behavior. When analyzing a culture, students should ask why people behave as they do. Answers can usually be found by examining what members of the culture value and believe.

Have students answer the questions on Blackline Master 1, **How Beliefs and Values Define a Culture Listening Guide**, during or shortly after the video presentation. You may find it necessary to stop the videotape at certain points to give the students time to write responses to the questions on the Listening Guide. An answer key for the blackline master activities is provided on page 8 of this guide. After the video presentation, correct the Listening Guide orally with your students and discuss the important points as needed for clarification.

- **Present the video.** The viewing time is 24 minutes.

Follow-Up Activities

1. Assign students to define the term values. Encourage students to understand that values are things that people cherish. Values influence how people conduct their lives.
2. Ask your students to define the term beliefs. A belief is a conviction that something is true, and beliefs influence how one feels and how one feels he/she should behave. You may choose to have students write down their answers or discuss the terms as a group.

3. Distribute Blackline Master 2, **Discussion Questions**. Give students time to make some notes about each question, then ask them to add to their notes as you discuss the questions and answers with them.

4. Discussion: Some Native-American tribes of the northwest coast of North America held potlatch ceremonies. The host of the potlatch distributed gifts to his guests. The more he gave away, the greater was his status in the culture. He did expect a gift or a favor from the recipient in return for his generosity. Ask your students to consider what the members of this culture valued. Encourage them to understand that an individual's status was valued and was contingent upon his generosity. The giving of things ensured group togetherness, dependency, and loyalty. Reciprocity was valued and expected, and furthered the cohesion of the group.

5. Discussion/Written Reports: History can teach members of a culture valuable lessons. Ask students to consider what lessons may have been learned and what the impact on the culture's values and beliefs might have been as a result of the following historical events (you may choose to assign topics or have the students choose one):

The Crusades
Exploration
The Colonial Period of the United States
The American Civil War
Industrialization
World War II
The Great Depression
The American Civil Rights Movement
The Age of Imperialism
The Assassination of President Kennedy
The Assassination of Martin Luther King, Jr.

6. Discussion: What are some things that are making it easier for members of different cultures to interact in the modern world? Encourage students to think about improvements in communication, transportation, and media exposure. How has this interaction affected the students individually? How has this interaction affected the cultures to which the students belong? Have the students make some predictions about the cultural nature of the world in the near and distant future.

7. Discussion: Ask students to name examples of cultures in which beliefs and values have directly impacted economic and political systems. The fall of the Iron Curtain in the last two decades of the twentieth century.

eth century provides illustration of the impact of the beliefs and values of American democracy on the politics and economies of Eastern European nations. How has America's position in world affairs impacted the beliefs and values of other cultures? Examine the struggle for civil rights in China as another example of the impact of beliefs and values on a culture's governmental and economic systems.

ANSWER KEY

Blackline Master 1, How Beliefs and Values Define a Culture Listening Guide

Student answers will vary but should include similar content.

1. To examine how a culture is defined by the beliefs and values of the people who live within a particular nation or region.
2. True; answers will vary.
3. Material objects, social relations, technical ability and skilled craftsmanship, artistic ability, education and religious beliefs.
4. Uneven distribution of natural resources, advancements in technology, and the growing impact of various forms of media.
5. True; answers will vary.

Blackline Master 2, Discussion Questions

1. Answers will vary, but encourage students to think about why material objects have value. Pragmatic reasons may be given. Material objects may make life easier and more enjoyable. Also, culture members may believe that certain objects are very important to possess. Aesthetic reasons may be given as well. Certain objects give people pleasure. Some objects promote a person's status in the culture.
2. Answers will vary, but social relationships bond people together. Security can come from social relationships, as can education, status, and opportunity.
3. Answers will vary, but possessing certain skills may enable someone to perform tasks that have importance in the person's life and/or culture. Possessing skills may promote a person's identity and status within a culture. Skills may lead to personal wealth as well.
4. Artistic ability is often admired because it allows for the expression of beauty. It can clarify concepts and give meaning to the significance of events. It can also promote new ways of thinking. Artistic ability can allow an individual to participate in the creation of artwork that is valued for religious or spiritual reasons by other members of the culture.
5. Education is the vehicle through which things of importance are passed from one generation to the next.

6. Beliefs and practices are valued as guidelines for human conduct. Moral laws and social customs often evolve from these beliefs and practices. They often give individuals the confidence that they are “on the right path.”

Blackline Masters 6-9 UNIT TEST (Supplied in the Unit Blackline Masters and Culminating Activities envelope.)

Blackline Master 6, **TRUE OR FALSE** (Answers appear in bold face.)

T 1. Economic activities are part of any culture; economic activities are carried on to meet the needs and wants of culture members.

F 2. What people believe and value has little influence on individual behavior.

T 3. Members of a culture share a common language; however, other languages may exist within a culture.

T 4. A football team is an example of a recreational group.

F 5. Because of modern technology, members of a culture no longer have to adapt to their natural environment.

T 6. Mountains, dams, harbors, and swamps are all examples of topographic features.

F 7. Teachers, bus drivers, wheat farmers, and cooks are all service-related jobs.

F 8. Climatic and topographic features have little influence on population distribution patterns.

F 9. Schools are not social organizations, they are educational groups.

F 10. Most religions do not espouse guidelines for individual behavior.

F 11. Available natural resources have little impact on economic activities.

F 12. All natural resources are generally available to all cultures in unlimited supply.

T 13. Cultures develop technology to help them carry on economic activities.

F 14. Climate has little influence on what economic activities are carried on by members of a culture.

F 15. A free market economy is controlled by government economic planners. The planners eliminate competition in the market place.

T 16. Nuclear and extended families are basic economic units.

F 17. Work groups exist only for the production of goods; work groups do not provide services.

F 18. A monarchy is a form of government characterized by the rule of a military dictatorship.

F 19. Recreational groups exist just for fun.

T 20. In a command economy, the government owns all significant enterprises and closely regulates all economic activity.

Blackline Master 7, **FILL IN THE BLANKS**

1. A culture is **learned behavior** acquired by individuals as members of a social group.
2. A **nuclear** family includes mother, father, and their children.
3. A **bridge** is an example of a topographic feature.
4. **Climate** is the average condition of the weather over a long period of time.
5. Fish, natural gas, and sand are **natural resources**.
6. Cultures develop **economic systems** to facilitate the exchange of goods and services.
7. Food, water, shelter, and clothing are **subsistent needs** necessary for basic human survival.
8. **Social relationships** are valued in most cultures.
9. Through formal and informal **education**, values and beliefs are passed from one generation to the next.
10. History can teach valuable **lessons** about how to live within a culture.
11. **Technology** usually evolves from people's need to increase economic production.
12. **Beliefs and values** influence the development of a culture's political and economic systems.
13. One reason families exist in cultures is to **nurture** children.
14. **Religious** groups are formed to assist in worship and reinforce the practice of a belief in a divine entity.
15. **Communication** is the one vital element that allows social organizations to exist.

Blackline Master 8, **MULTIPLE CHOICE**

1. Examples of natural resources are
 - (a). a dam and wind
 - (b). **coal and trees**
 - (c). a highway and cars
 - (d). a bridge and fish
2. Topography is
 - (a). precipitation averages
 - (b). natural resources of a region
 - (c). **the physical features of the land**
 - (d). average temperature of a region
3. Elements that comprise the geography of a region include
 - (a). natural resources
 - (b). climate
 - (c). topography
 - (d). **(a), (b), and (c)**
 - (e). (b) and (c), but not (a)
4. Agricultural jobs include
 - (a). automobile assembly line workers
 - (b). **apple growers and cattle producers**
 - (c). lawyers and doctors
 - (d). barbers and painters
5. Climate is long-term weather conditions of a region, with an emphasis on
 - (a). **temperature and precipitation averages**
 - (b). rain and snow storms
 - (c). floods and earthquakes
 - (d). wind and sun
6. Technology consists of
 - (a). tools and machines
 - (b). materials
 - (c). plans and procedures
 - (d). (a) and (b), but not (c)
 - (e). **(a), (b), and (c)**
7. Extended families may include
 - (a). grandparents
 - (b). aunts and uncles
 - (c). cousins
 - (d). **all of the above**
8. Democracies, dictatorships, and monarchies are examples of
 - (a). types of economies
 - (b). types of religious groups
 - (c). **types of governments**
 - (d). types of cultures

INTERNET ACTIVITIES

1. Visit the **What is Culture?** website at
<http://www.wsu.edu:8001/vcwsu/common/topics/culture/culture-index.html>

This site contains information on the definitions and components of culture as well as links to other culture-related websites, a glossary, and quotations on culture. Several scholarly articles are published herein; you may want to duplicate and distribute these pieces to spur discussion.

2. The search engine Yahoo! has a **Society and Culture** site at
http://www.yahoo.com/Society_and_culture/Cultures

This site includes links to information on more than 100 specific world cultures as well as a search mechanism. The information herein would be extremely helpful to students in compiling reports and profiles, including the Culminating Activities for the "How to Study Cultures" Unit of Study.

3. **Cultural Studies Central** at
<http://home.earthlink.net/%7Ermarkowitz>

contains some great links to cultural information, including pop culture, that offer an effective way to tie the study of cultures to the modern cultural climate. It incorporates World Wide Web projects involving culture, as well as links to sites of interest and profiles of pop culture icons.

Script of Video Narration

Silence. Humility. Devotion. Young Buddhist monks beg for food from families in their village in accordance with religious beliefs.

This ritual takes place twice each day in many Buddhist nations where religion and traditional values are part of nearly everyone's way of life.

Peoples' beliefs and values help them develop and understand their attitude and approach toward government, economics, and their daily way of living. Beliefs and values play a significant role in defining a culture.

What is a culture? Most anthropologists agree that a human culture is learned behavior acquired by individuals as members of a social group.

There are several universal elements which need to be examined in order to understand and define a culture. They include beliefs and values, geography and natural resources, social organizations, and economic activities.

Members of a culture share certain beliefs, morals, customs, traditional practices and a common language.

The sum of the elements that unite a group of people is collectively referred to as a culture. A culture is a total way of life.

This lesson will examine how a culture is defined by the beliefs and values of the people who live within a particular nation or region.

Beliefs and values are often shaped by historical events or philosophies handed down by individuals or social and religious organizations. Beliefs and values strongly influence the way people choose to conduct their lives.

And beliefs and values can have a significant impact upon a culture's government, economy and way of life.

For example, the United States is a nation which was created based on specific beliefs and values regarding individual freedom. Freedom of religion and freedom to openly express one's beliefs is at the core of the American constitution.

Preserving such freedoms has influenced the American system of government and economics.

Democracy is based on individuals having the freedom to vote for the political candidates of their choice.

And free enterprise is a system of economics which allows individuals to own and run their own businesses, make the products of their choice, and buy and sell things they desire on an open market.

The American version of democracy and free enterprise economics was designed by the founding father's because of their beliefs in personal freedom and the value they placed on maintaining an individual's freedom to choose.

Today, the American system has been modeled by several countries around the world and is frequently modified or combined in some way with traditional systems in numerous developing world nations.

Perhaps more than ever before, cultural beliefs and values are affected by cross-cultural contact and increased cultural interdependence. This is largely due to communication among different social organizations and individuals and the movement of people between cultures due to immigration.

Many cultures assign value to a variety of things such as: material objects, social relations, technical ability or skilled craftsmanship, artistic ability, education, religious beliefs.

Each culture has different values and beliefs which are shaped by its unique history and experiences.

In some cultures, a person or family's standing within the culture might be measured by its abundance of material objects.

By contrast, some cultures place a high value on interpersonal relations or respect for community elders. In a nation such as Bali, older people are admired for the wisdom they've gained through a lifetime of experience.

Technical and craft skills are highly valued in some cultures. These Aboriginal people on the Tiwi Islands of Australia share their ancient legends through the sacred art of pole carving.

These poles stand as personal tributes at the grave sites of the deceased.

In America's southwest, many Native-American families, such as these women from the Zia Pueblo, have a high regard for traditional practices of food preparation, ceramics and weaving.

The people of Denmark are proud of their unique heritage in the fine craft of sculptured painting. Items such as this often become valuable throughout the world.

Skills and knowledge are passed from generation to generation. Patience is encouraged and talents are nurtured in order to produce these beautiful items.

Most cultures place some value on artistic expression—a gallery exhibit of an artist in Norway, a sculpture garden in Sweden, a street painter in Costa Rica—art can provide a unique and meaningful reflection on the values of a culture.

Art can also educate about current issues such as the destruction of tropical rainforests in Central America and it can bring people closer to their religious values and traditions through painted and sculpted icons of the men, women, animals and gods deemed holy by a culture.

Education is a valued asset in most cultures. Teachers, scholars, shamans, clerics, coaches, skilled artisans and other educators often possess knowledge or talent admired and valued by society.

Teaching styles can vary widely and students around the world seek knowledge through various forms of education.

An American college coach shares his knowledge of the game.

A Hindu scholar explores the wisdom of holy scriptures.

A young craftsman learns to recount Buddhist history on a wooden palette.

A Peruvian shaman shares an offering to spirits of the ancient Inca.

Education is valued in many different ways in cultures throughout the world. It is through both formal and informal education that values and beliefs are passed from one generation to the next.

Strong religious or spiritual beliefs and ritual practices often dictate what is valued by a culture and help to shape individual lifestyles.

Religious beliefs sometimes add structure to a culture by providing a set of moral laws. Many religions explore the concept and meaning of a soul in relation to a god or gods, and nearly all religions espouse guidelines for individual behavior. For example, Christianity, Judaism and Islam share similar views about good and evil and the implications of sin. And the holy books of each faith have written guidelines or spiritual laws intended to influence a person's lifestyle choices.

In some cultures, people devoted to a particular religion or spiritual way of life spend time each day in prayer or meditation. Some perform acts of kindness according to their religious mandate. Some make pilgrimages to mystic lands in honor of their gods.

It is important to note, however, that not all people within a culture always share the same system of beliefs and values.

India is one of the most densely populated countries in the world and is home to people from many different cultural backgrounds.

To outsiders, one culture's system of beliefs and values may seem confusing and impractical.

For example, the Hindu faith in India prohibits the consumption of beef. Cows are considered divine and are revered and cared for in unique ways.

To many non-Hindu's in India, the cow is strictly a work animal and a source of food, not necessarily a sacred creature.

Key events in a culture's history, such as war or governmental changes, also influence beliefs and values.

A culture preserves its history and passes it on to new generations through formal and informal education.

History can provide lessons on how to live within a culture. Members of a culture often learn from these lessons, whether through storytelling, formal education or various forms of media, such as television, books, and the Internet.

People are able to understand traditions, values, beliefs and customs by being educated in their own cultural history.

Events in history often affect more than one culture. These events can be significant factors in motivating cultures to interact with each other to pursue a common cause, such as the union of Allied Forces opposing Adolf Hitler's Third Reich in World War Two. France, Canada, the United States and Great Britain, among others, united in their fight against the Nazis.

In addition to historical events, several other factors cause cultures to interact and influence cultural interdependence including: uneven distribution of natural resources, advancements in technology, and the growing impact of various forms of media, such as music, television, satellite communications and the Internet.

All help to create inter-cultural relationships throughout the world by enabling the exchange of ideas, beliefs, values, goods and services.

History is a compilation of events that can affect one or many cultures simultaneously. Sporting events, national elections, space exploration and natural disasters are just a few of the factors that encourage cultural interaction.

Individual events, such as the first lunar landing, the epidemic spread of the AIDS virus, genetic cloning and anti-government protests are historical occurrences that can revolutionize thinking and behavior in many cultures throughout the world.

The uneven distribution of natural resources also facilitates cultural interdependence. For example, people of the midwestern United States have abundant land for farming. Crops are grown and harvested, then used locally or exported to other cultures where ample farmland is not available.

Advancements in technology also contribute to cultural interdependence and improved communication. For example, it's become commonplace for people to travel from one culture to another and into previously unreachable wilderness areas through various forms of air transportation. This increases exposure among cultures.

Different forms of media, such as television, newspapers and magazines, radio, and computer software all facilitate greater cross-cultural communication. Each allows exposure to a broad range of beliefs and values shared by members of a variety of cultures.

Students in many parts of the world can obtain information on different cultures and their beliefs and ways of life via the Internet. And electronic mail, or e-mail, allows global communication and the sharing of ideas among members of numerous cultures.

Various forms of technology have made cross-cultural contact easier and are helping create understanding of the differences among cultures around the world.

Expanding cultural interdependence is having a global impact. As cultures become more interactive, members of a culture are exposed to new ideas, values, and behaviors. While such interaction can promote understanding and acceptance of differences, it can, in some cases, reinforce negative attitudes. People who are passionate about their beliefs and values sometimes view cultural differences negatively. The result may be conflict and misunderstanding.

Because of their open immigration policies, many cultures demonstrate cultural interdependence within their own borders.

The United States, for example, has traditionally had a fairly open immigration policy. People from many cultures around the world have had the opportunity to become American citizens. The laws of the United States were drafted to protect cultural differences and the nation was founded on belief in religious and philosophical freedom.

The U.S. constitution states that all people are created equal and entitled to life, liberty and the pursuit of happiness.

Today, people from many developing world nations fight to secure the same political, economic and religious freedoms for their people, often using countries such as India, Canada, France, the United States and Britain as examples of governmental systems they hope to model. It is the hope of many in these struggling nations that the values of cultural diversity, tolerance, and freedom will enhance happiness, health, opportunity and prosperity.

To recap, when learning how to study a culture, it's important to examine the universal elements that define a culture. They include: beliefs and values, geography and natural resources, social organizations and economic activities.

The important elements to consider when studying a culture's system of beliefs and values include material objects, social relations,

technical ability or skilled craftsmanship, artistic ability, education, and religious beliefs.

Remember that cultural history and growing cross-cultural contact and communication influence what the members of different cultures believe and value.

Whether through travel, immigration or various forms of media, the growth of cultural interdependence in the 21st century is inevitable.

From art to religion, technology to education, understanding how a culture's system of beliefs and values works is an important element to consider when learning how to study a culture.

HOW TO STUDY CULTURES

UNIT OF STUDY PACKET UNIT BLACKLINE MASTERS AND CULMINATING ACTIVITIES

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NOTE: These activities are designed to reinforce the lessons and to assist student comprehension of the entire Unit of Study.

For suggestions on how to use these activities, consult the Introduction section of the Teacher's Guide for each of the four lessons.

HOW TO STUDY CULTURES

A Unit Introduction

What is a culture? A culture is a total way of life of a people.

Individuals growing up in a culture learn acceptable ways to behave and function in their culture. They learn how to use the natural resources found in their environment and how to adapt to the topographic and climatic features of their geographic region. They learn about the economic activities carried on by members of their culture. They acquire knowledge, skills, and techniques that will allow them to participate in these activities. They also learn about the social groups that have been formed within their culture and how to participate in these groups. They discover what is valued and believed by members of their culture and that these values and beliefs influence how people behave.

This Unit of Study is designed to help you learn how to study and analyze any culture. Therefore, the Unit is organized around certain key questions:

- How do culture members adapt to their environment?
- What economic activities do culture members carry on to help them survive in their environment?
- What social organizations exist within the culture and what are their purposes?
- What do members of a culture value and believe, and how do these values and beliefs influence individual and group behavior?

The four videotapes and their respective activities in this Unit will help you learn how to study cultures. This knowledge is becoming more important as exposure among cultures becomes more common in our world. New methods of communication and transportation have made most of the earth more accessible to its citizens than ever before. By understanding the components of a culture, you will be able to understand its members and the way in which they conduct themselves. This knowledge will be extremely valuable throughout your lifetime.

HOW TO STUDY CULTURES A Study Model

Directions: Use the following outline to prepare a report on a specific country and its culture.

I: Cultural Overview

- A. Where is the culture located?
- B. What is the population size of the culture?
- C. What percentage of the population lives in rural areas, and what percentage lives in urban areas?
- D. What percentage of the population is involved in the economic activities listed below?
 1. Service
 2. Industry
 3. Agriculture
- E. What form(s) of government exist in the culture?
- F. What type(s) of religion exist in the culture?

II: A Description of the Environment In Which the Culture Lives

- A. What are the prominent topographic features of the environment?
- B. What climatic conditions (average temperatures and precipitation) exist in the region in which the culture lives?
- C. What are the primary natural resources found in the environment?

III: Major Economic Activities and Level of Technological Development

- A. How do members of the culture satisfy their need for food, water, clothing, and shelter?
- B. What economic activities exist in the culture? Describe the major economic activities in some detail.
 1. Hunting and gathering
 2. Simple or mechanized agriculture
 3. Simple or mechanized industrial activities
 4. Service-related activities
- C. Generally, what kinds of tools, machines, procedures, and techniques do members of the culture use to accomplish their economic activities and carry on their daily lives?

IV: Social Organization

- A. What types of groups have culture members formed and why do these groups exist?
 1. Family organizations (nuclear or extended)
 2. Work groups
 3. Religious groups
 4. Educational groups
 5. Governmental groups
 6. Recreational groups
 7. Other (such as ethnic groups)

(Continued on Blackline Master 3)

HOW TO STUDY CULTURES

A Study Model (*Continued*)

V: Beliefs and Values and Key Concepts

- A. What are some major religious beliefs within the culture and how do these beliefs influence individual and group behavior?
- B. What economic concepts have been used to organize the economy (free market economy, command economy, etc.) and how do these reflect the values and beliefs of the culture?
- C. What political concepts have been used to develop the culture's governmental system (democracy, monarchy, communism, etc.) and how do these reflect the values and beliefs of the culture?
- D. What do culture members value?
 1. Material objects
 2. Social relationships
 3. Procedures, skills, and techniques
 4. Artistic ability
 5. Education
 6. Other

VI: Communication

- A. What is the official language of the culture?
- B. Is the language both oral and written?
- C. Do other languages exist in the culture? If so, what are these other languages?
- D. What types of artistic expression exist in the culture? Describe these in some detail.

VII: Cultural History

- A. Briefly describe three major events in the history of the culture. Answer the following questions:
 1. What actually happened?
 2. Why did the event occur?
 3. How did the culture change as a result of the event?

HOW TO STUDY CULTURES

Ethnocentrism

To a certain degree, people living in any culture tend to be "culture bound." They think that their way of life is superior to other cultures. They believe that their culture is the best and all other cultures are inferior. When studying other cultures, it is important to guard against being ethnocentric.

Ethnocentrism is the tendency of persons to judge other cultures according to their own cultural standards. People studying other cultures may tend to judge others as inferior if they are not just like them. They may conclude that other cultures are not as "good" as their own. Differences between cultures emerge as people ask such questions as: How are women treated in other cultures? What religious beliefs are held sacred? What foods are eaten? How do people dress? How do they communicate? What forms of education exist in other cultures?

It is important to be objective when studying other cultures. Admittedly, this is not easy. It will become easier if you try to focus your study by asking good questions. Why do people behave as they do? Why do they value what they value? Why do they believe what they do? To what forces of nature and environment have they had to adapt? What sort of historical events have shaped the lives of members of other cultures? By asking and answering questions such as these, you will avoid judging members of other cultures and imposing the standards of your own culture on them.

An interesting thing happens when two cultures come into contact with each other. They tend to borrow from each other. The American culture is an ideal example. How much of the American culture actually originated in the United States? In 1937, Ralph Linton, a distinguished anthropologist, wrote an article that was published in The American Mercury magazine. Linton wrote the article, titled "One Hundred Percent American," to encourage Americans to be less ethnocentric. He wanted to point out that, as a rule, cultures draw heavily upon other cultures for their defining ideas. What makes the American culture so rich is what it has borrowed from other cultures - cultures that Americans often consider inferior. Linton illustrates in the article that many of the basic components of the American "way of life" are not American at all. They have been imported and adapted by Americans to become part of the American culture.

Read the article, which follows on Blackline Master 5, and then discuss the following questions: • What would the American culture be without the "goods" it has borrowed from other cultures?

- Should Americans judge other cultures as inferior if they have borrowed from them so freely over the years?
- What role does ethnocentrism play in the world today? Discuss specific cultural clashes, such as those in the Middle East, Bosnia, Africa, and Russia, to illustrate your points. How does the study of culture help eliminate ethnocentric misunderstandings?
- Give examples of different food, dress, rituals, and other cultural functions in your daily life which have come from cultures outside of your own.

Name _____

Date _____

HOW TO STUDY CULTURES

One Hundred Percent American

Ralph Linton

Originally printed in The American Mercury magazine, April, 1937

There can be no question about the average American's Americanism or his desire to preserve this precarious heritage at all costs. Nevertheless, some insidious foreign ideas have already wormed their way into his civilization without his realizing what was going on. Thus dawn finds the unsuspecting patriot garbed in pyjamas, a garment of East Indian origin; and lying in a bed built on a pattern which originated in either Persia or Asia Minor. He is muffled to the ears in un-American materials: cotton, first domesticated in India; linen, domesticated in the Near East; wool from an animal native to Asia Minor; or silk whose uses were first discovered by the Chinese. All these substances have been transformed into doth by a method invented in Southwestern Asia. If the weather is cold enough, he may even be sleeping under a down quilt invented in Scandinavia.

On awakening, he glances at the clock, a medieval European invention, uses one potent Latin word in abbreviated form, rises in haste, and goes to the bathroom. Here, if he stops to think about it, he must feel himself in the presence of a great American institution; he will have heard stories of both the quality and frequency of foreign plumbing, and will know that in no other country does the average man perform his ablutions (wash) in the midst of such splendor. But the foreign influence pursues him even here. Glass was invented by the ancient Egyptians, the use of glazed tiles for floors and walls in the Near East, porcelain in China, and the art of enameling on metal by Mediterranean artisans of the Bronze Age. Even his bathtub and toilet are but slightly modified copies of Roman originals. The only purely American contribution to the ensemble is the steam radiator.

In this bathroom the American washes with soap invented by the ancient Gauls. Next he cleans his teeth, a European practice which did not invade America until the latter part of the eighteenth century. He then shaves, a masochistic rite first developed by the heathen priests of ancient Egypt and Sumer. The process is made less of a penance by the fact that his razor is of steel, an iron-carbon alloy discovered in either India or Turkestan. Lastly, he dries himself on a Turkish towel.

Returning to the bedroom, the unconscious victim of un-American practices removes his clothes from a chair, invented in the Near East and proceeds to dress. He puts on close-fitting tailored garments whose form derives from the skin clothing of the ancient nomads of the Asiatic steppes and fastens them with buttons whose prototypes appeared in Europe at the close of the Stone Age. This costume is appropriate enough for outdoor exercise in a cold climate, but it is quite unsuited to American summers, steam-heated houses, and Pullmans. Nevertheless, foreign ideas and habits hold the unfortunate man in thrall even when common sense tells him that the authentically American costume of gee string and moccasins would be far more comfortable. He puts on his feet stiff coverings made from hide prepared by a process invented in ancient Egypt and cut to a pattern which can be traced back to ancient Greece and makes sure they are properly polished, also a Greek idea. Lastly, he ties about his neck a strip of bright-colored cloth which is a survival of the shoulder shawls worn by seventeenth-century Croats. He gives himself a final appraisal in the mirror, an old Mediterranean invention, and goes downstairs to breakfast.

Here a whole new series of foreign things confronts him. His food and drink are placed before him in pottery vessels, the popular name of which - china - is sufficient evidence of their origin. His fork is a medieval Italian invention and his spoon a copy of a Roman original. He will usually begin the meal with coffee, an Abyssinian plant first discovered by the Arabs. The American is quite likely to need it to dispel the morning-after effects of over-indulgence in fermented drinks, invented in the Near East; or distilled ones invented by the alchemists of medieval Europe. Whereas the Arabs took their coffee straight, he will probably sweeten it with sugar, discovered in India; and dilute it with cream, both the domestication of cattle and the technique of milking having originated in Asia Minor.

If our patriot is old-fashioned enough to adhere to the so-called American breakfast, his coffee will be accompanied by an orange, domesticated in the Mediterranean region, a cantaloupe domesticated in Persia, or grapes, domesticated in Asia Minor. He will follow this with a bowl of cereal made from grain domesticated in the Near East and prepared by methods also invented there. From this he will go on to waffles, a Scandinavian invention, with plenty of butter, originally a Near-Eastern cosmetic. As a side dish, he may have the egg of a bird domesticated in Southeastern Asia or strips of the flesh of an animal domesticated in the same region, which have been salted and smoked by a process invented in Northern Europe.

Breakfast over, he places upon his head a molded piece of felt, invented by the nomads of Eastern Asia, and, if it looks like rain, puts on outer shoes of rubber, discovered by the ancient Mexicans, and takes an umbrella, invented in India. He then sprints for his train - the train, not the sprinting, being an English invention. At the station he pauses for a moment to buy a newspaper, paying for it with coins invented in ancient Lydia. Once on board he settles back to inhale the fumes of a cigarette invented in Mexico, or a cigar invented in Brazil. Meanwhile, he reads the news of the day, imprinted in characters invented by the ancient Semites by a process invented in Germany upon a material invented in China. As he scans the latest editorial pointing out the dire results to our institutions of accepting foreign ideas, he will not fail to thank a Hebrew God in an Indo-European language that he is a one hundred per cent (decimal system invented by the Greeks) American (from Americus Vespucci, Italian geographer).

HOW TO STUDY CULTURES

Unit Test

TRUE OR FALSE: Fill in the blanks below using T to indicate statements that are true, and F for statements that are false.

- ___ 1. Economic activities are part of any culture; economic activities are carried on to meet the needs and wants of culture members.
- ___ 2. What people believe and value has little influence on individual behavior.
- ___ 3. Members of a culture share a common language; however, other languages may exist within a culture.
- ___ 4. A football team is an example of a recreational group.
- ___ 5. Because of modern technology, members of a culture no longer have to adapt to their natural environment.
- ___ 6. Mountains, dams, harbors, and swamps are all examples of topographic features.
- ___ 7. Teachers, bus drivers, wheat farmers, and cooks are all service-related jobs.
- ___ 8. Climatic and topographic features have little influence on population distribution patterns.
- ___ 9. Schools are not social organizations, they are educational groups.
- ___ 10. Most religions do not espouse guidelines for individual behavior.
- ___ 11. Available natural resources have little impact on economic activities.
- ___ 12. All natural resources are generally available to all cultures in unlimited supply.
- ___ 13. Cultures develop technology to help them carry on economic activities.
- ___ 14. Climate has little influence on what economic activities are carried on by members of a culture.
- ___ 15. A free market economy is controlled by government economic planners. The planners eliminate competition in the market place.
- ___ 16. Nuclear and extended families are basic economic units.
- ___ 17. Work groups exist only for the production of goods; work groups do not provide services.
- ___ 18. A monarchy is a form of government characterized by the rule of a military dictatorship.
- ___ 19. Recreational groups exist just for fun.
- ___ 20. In a command economy, the government owns all significant enterprises and closely regulates all economic activity.

HOW TO STUDY CULTURES

Unit Test

FILL IN THE BLANKS: Complete the statements by filling in the blanks with terms listed in the box below. Not all terms will be used.

beliefs and values	religious	geography
extended	bridge	economic systems
lessons	communication	social relationships
learned behavior	natural resources	nuclear
climate	subsistent needs	education
technology	nurture	economy

1. A culture is _____ acquired by individuals as members of a social group.
2. A _____ family includes mother, father, and their children.
3. A _____ is an example of a topographic feature.
4. _____ is the average condition of the weather over a long period of time.
5. Fish, natural gas, and sand are _____.
6. Cultures develop _____ to facilitate the exchange of goods and services.
7. Food, water, shelter, and clothing are _____ necessary for basic human survival.
8. _____ are valued in most cultures.
9. Through formal and informal _____, values and beliefs are passed from one generation to the next.
10. History can teach valuable _____ about how to live within a culture.
11. _____ usually evolves from people's need to increase economic production.
12. _____ influence the development of a culture's political and economic systems.
13. One reason families exist in cultures is to _____ children.
14. _____ groups are formed to assist in worship and reinforce the practice of a belief in a divine entity.
15. _____ is the one vital element that allows social organizations to exist.

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Unit Test

MULTIPLE CHOICE: Circle the letter of the answer which best completes the following statements.

1. Examples of natural resources are

(a). a dam and wind	(c). a highway and cars
(b). coal and trees	(d). a bridge and fish

2. Topography is

(a). precipitation averages	(c). the physical features of the land
(b). natural resources of a region	(d). average temperature of a region

3. Elements that comprise the geography of a region include

(a). natural resources	(c). topography
(b). climate	(d). (a), (b), and (c)
	(e). (b) and (c), but not (a)

4. Agricultural jobs include

(a). automobile assembly line workers	(c). lawyers and doctors
(b). apple growers and cattle producers	(d). barbers and painters

5. Climate is long-term weather conditions of a region, with an emphasis on

(a). temperature and precipitation averages	(c). floods and earthquakes
(b). rain and snow storms	(d). wind and sun

6. Technology consists of

(a). tools and machines	(c.) plans and procedures
(b). materials	(d). (a) and (b), but not (c)
	(e). (a),(b),and(c)

7. Extended families may include

(a). grandparents	(c). cousins
(b). aunts and uncles	(d). all of the above

8. Democracies, dictatorships, and monarchies are examples of

(a). types of economies	(c). types of governments
(b). types of religious groups	(d). types of cultures

9. The tendency of a person to judge other cultures according to his or her own cultural standards is referred to as

(a). economics	(c). ethnocentrism
(b). religious indifference	(d). cultural inferiority

10. When studying cultures, it is important to consider
 - (a). How culture members have adapted to their environment
 - (b). What social organizations exist and why they exist
 - (c). What economic activities exist.
 - (d). What culture members believe and value

Name _____
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HOW TO STUDY CULTURES

Unit Test

MATCHING: Match the terms with their correct definitions by writing the letter of the correct definition on the line in front of the term. Not all definitions will be used.

TERMS	DEFINITIONS
_____ 1. topography	A. Government for the people, by the people.
_____ 2. dictatorship	B. Parents, offspring, aunts, uncles, and cousins.
_____ 3. beliefs	C. Food, water, clothing, and shelter.
_____ 4. values	D. Involved in farming of crops and/or animals.
_____ 5. culture	E. Form of government ruled by a royal family.
_____ 6. nuclear family	F. A total way of life of a people.
_____ 7. climate	G. Natural resources and land forms.
_____ 8. subsistent needs	H. Things that are cherished by culture members.
_____ 9. agricultural	I. Form of government ruled by one powerful leader, often against the will of the people.
_____ 10. monarchy	J. A conviction that something is true and should influence how one behaves.
	K. The average temperature and precipitation of a region.
	L. Food, shelter, and luxury items.
	M. Parents and their offspring.
	N. The physical features of the land.