Global Studies
Unit 4, Lesson 5
Cultural Universals
Culture is something that makes us unique.

But there are some elements that can be found in all cultures.

So how are cultures alike?
Unit 4, Lesson 5: Cultural Universals

Culture evolves in order to meet the needs of a group of people.

Generally speaking, people have the same needs.

Read this section to find similarities in how various societies address those same needs.
Unit 4, Lesson 5: Cultural Universals

How do we preserve our culture? How do we learn about our culture?

Click here to find out how culture is transmitted. This is also where to go to choose your assignment for this lesson.
Unit 4, Lesson 5: Cultural Universals

What is ACCULTURATION?

Click these links to read about three different ways culture is transmitted.

And guess what? YOU get to decide which section’s project you will complete as your assignment.
Activity A: Once Upon A Time

Culture is taught to us beginning at a VERY young age. Children's stories are one way we pass culture down to the next generation. What values do these stories teach children?

• The Little Engine That Could
• The Ugly Duckling
• Pinocchio
• The Tortoise and the Hare

Think about your favorite childhood stories. What values did they teach you?
Activity A: Once Upon A Time

As you can see here, the story of Cinderella has been used by many cultures to pass down values and morals. What does this story teach us?
Activity A: Once Upon A Time

After reading this section, click on the links to select the different versions of Cinderella that you’d like to read and compare.

You’ll also be using a Venn Diagram, so be sure you know how to complete one.

Then click on the Work File.

Understanding cultural universals will help you examine different versions of Cinderella and the social practices in which they are set. In one version, you may read that Cinderella lives in a kingdom ruled by a tribal council. While the two stories may seem very different, you can easily see what they have in common.

Your assessment is to read two (2) different versions of Cinderella and pick out the similarities and differences in each story. A work file is provided for you to organize the information you get from each story. You will help you complete this activity.

- Versions of Cinderella from D. Ashliman
- Example of Venn Diagram from Graphic Organizer

Here are some things to check before you submit your work:

- It is important that you have read two (2) different versions of the story and completed Part One and Part Two.
- The information included in the work file should show that you recognize cultural universals in different versions of the story.
- Completing the Venn diagram on the work file should also demonstrate you understand how different cultures contrast.
- You will submit the completed work file to receive credit for this activity.
Activity A: Once Upon A Time
The Work File

After reading two versions of Cinderella, complete Parts 1 and 2 of the Work File.

Cultural Universes Work File
Choice A: Once Upon A Time (Option 1)

Part One
Use the Work File to record the cultural universes you discover while reading the two different versions of Cinderella. Refer to the sections on English and Arabic in the section on activities, whichever is in the section for you, asking what kind of activities you like, by each of the categories listed below. An example is provided to help you get started. Please include the example before submitting your work file.

<table>
<thead>
<tr>
<th>Culture</th>
<th>Social</th>
<th>Political</th>
<th>Economic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of story: Cinderella</td>
<td>1. Mom and Dad</td>
<td>1. Mom mainly</td>
<td>1. Hustles to get by</td>
</tr>
<tr>
<td>Title of story: Cinderella</td>
<td>2. Grandma and Aunt</td>
<td>2. Grandma's</td>
<td>2. Grandma's</td>
</tr>
<tr>
<td>Description: A modern version of the Cinderella story, which is told in New York City. The grandmother lives in a large house with the story's main character, Cinderella.</td>
<td>3. Goes to parties</td>
<td>3. Shop till you drop</td>
<td>3. Makes money</td>
</tr>
<tr>
<td>Description: A traditional version of the Cinderella story, which is told in an Arabian village. The story's main character, Cinderella, takes care of her step-family.</td>
<td>4. Smiles at the ball</td>
<td>4. Works hard</td>
<td>4. Helps out in the family</td>
</tr>
<tr>
<td>Description: A modern version of the Cinderella story, which is told in New York City. The grandmother lives in a large house with the story's main character, Cinderella.</td>
<td>5. Enjoys playing basketball</td>
<td>5. Lives off the land</td>
<td>5. Lives in a big city</td>
</tr>
<tr>
<td>Description: A traditional version of the Cinderella story, which is told in an Arabian village. The story's main character, Cinderella, takes care of her step-family.</td>
<td>6. Wears a ____</td>
<td>6. Goes to the market</td>
<td>6. Has a job</td>
</tr>
<tr>
<td>Description: A modern version of the Cinderella story, which is told in New York City. The grandmother lives in a large house with the story's main character, Cinderella.</td>
<td>7. A ____</td>
<td>7. Can't go to the ball</td>
<td>7. Has a job</td>
</tr>
<tr>
<td>Description: A traditional version of the Cinderella story, which is told in an Arabian village. The story's main character, Cinderella, takes care of her step-family.</td>
<td>8. ____</td>
<td>8. Has to pay for clothes</td>
<td>8. Has a job</td>
</tr>
<tr>
<td>Description: A modern version of the Cinderella story, which is told in New York City. The grandmother lives in a large house with the story's main character, Cinderella.</td>
<td>9. ____</td>
<td>9. Has to pay for clothes</td>
<td>9. Has a job</td>
</tr>
<tr>
<td>Description: A traditional version of the Cinderella story, which is told in an Arabian village. The story's main character, Cinderella, takes care of her step-family.</td>
<td>10. ____</td>
<td>10. Has to pay for clothes</td>
<td>10. Has a job</td>
</tr>
<tr>
<td>Description: A modern version of the Cinderella story, which is told in New York City. The grandmother lives in a large house with the story's main character, Cinderella.</td>
<td>11. ____</td>
<td>11. Has to pay for clothes</td>
<td>11. Has a job</td>
</tr>
</tbody>
</table>

Part Two
Use the information above to complete a Venn diagram in which you compare and contrast the different versions of the story. Please mark the similarities and differences. For the function of your Venn diagram, you may submit it separately as an attachment.
**Activity A: Once Upon A Time**

**The Rubric**

Don't forget to check the rubric to make sure you have met all of the requirements.

Notice how a point value is assigned to how many comparisons and contrasts are made.

<table>
<thead>
<tr>
<th>Activity A: Student demonstrates understanding of elements of culture by creating a graphic organizer. Extent of comparisons and contrasts included in the graphic organizer will determine score as follows:</th>
<th>100 pts. total</th>
</tr>
</thead>
<tbody>
<tr>
<td>• At least three comparisons and three contrasts</td>
<td>70 pts.</td>
</tr>
<tr>
<td>• At least four comparisons and four contrasts</td>
<td>80 pts.</td>
</tr>
<tr>
<td>• At least five or more comparisons and five or more contrasts</td>
<td>90 pts.</td>
</tr>
<tr>
<td>• Few, if any, errors in spelling and conventions.</td>
<td>5 pts.</td>
</tr>
<tr>
<td>• Creative use of information and technology.</td>
<td>5 pts.</td>
</tr>
</tbody>
</table>
Activity B: You Choose

How about the media? How does the media transmit culture? Songs? Magazines?
Activity B: You Choose

**The lesson does not provide a Work File for this activity. Instead, you will have to copy-and-paste this page into a Word document so that you can complete the different parts of the assignment.**

There are FOUR parts.
Activity B: You Choose

“Waiting for the World to Change” by John Mayer

After you have completed Part 1, choose a song or article to work with.
This song is a personal favorite of mine :)

Want to hear the music? Copy-and-paste this link into a web browser:
http://www.jango.com/music/John+Mayer?l=0
"Waiting On The World To Change"
Me and all my friends                - John Mayer
We're all misunderstood
They say we stand for nothing and
There's no way we ever could

Now we see everything that's going wrong
With the world and those who lead it
We just feel like we don't have the means
To rise above and beat it

So we keep waiting
Waiting on the world to change
We keep on waiting
Waiting on the world to change

It's hard to beat the system
When we're standing at a distance
So we keep waiting
Waiting on the world to change

Now if we had the power
To bring our neighbors home from war
They would have never missed a Christmas
No more ribbons on their door
And when you trust your television
What you get is what you got
Cause when they own the information, oh
They can bend it all they want

That's why we're waiting
Waiting on the world to change
We keep on waiting
Waiting on the world to change

It's not that we don't care,
We just know that the fight ain't fair
So we keep on waiting
Waiting on the world to change

And we're still waiting
Waiting on the world to change
We keep on waiting waiting on the world to change
One day our generation
Is gonna rule the population
So we keep on waiting
Waiting on the world to change

We keep on waiting
Waiting on the world to change
Activity B: You Choose

Carefully read through the lyrics and choose terms/ideas that fit into the 3 cultural universals.

Some terms may overlap.

Then complete Parts 3 & 4.

John Mayer’s "Waiting for the World to Change"

<table>
<thead>
<tr>
<th>Social</th>
<th>Political</th>
<th>Economic</th>
</tr>
</thead>
<tbody>
<tr>
<td>friends</td>
<td>those who lead it [the world]</td>
<td>the system</td>
</tr>
<tr>
<td>neighbors</td>
<td>the system</td>
<td>the means</td>
</tr>
<tr>
<td>Christmas</td>
<td>war</td>
<td>power</td>
</tr>
<tr>
<td>generation</td>
<td>they</td>
<td></td>
</tr>
<tr>
<td>population</td>
<td>the means</td>
<td></td>
</tr>
<tr>
<td>television</td>
<td>power</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the fight</td>
<td></td>
</tr>
<tr>
<td></td>
<td>rule</td>
<td></td>
</tr>
</tbody>
</table>

Once you have finished, tell us about the song or article, why did you choose it? Where can we find it? What cultural universals were present there? Did you see any overlap between your song/article and the universals you listed in the first chart?

Finally, rewrite the article/song to include an alternate ending that reflects one of your universals that wasn’t present in the song/article to begin with. Submit this work file in assessment for credit.
Don't forget to check the rubric to make sure you have met all of the requirements.

Notice how a point value is assigned to each element.

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Part 2</th>
<th>Part 3</th>
<th>Part 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Universals</td>
<td>Cultural Universals</td>
<td>Cultural Universals</td>
<td>Cultural Universals</td>
</tr>
<tr>
<td>• A minimum of 9 examples of cultural universals from their own life.</td>
<td>• A minimum of 9 examples of cultural universals from the media source they chose.</td>
<td>• A well developed paragraph that includes a discussion of why they chose this source, what universals they found in the source, and a citation of the source.</td>
<td>• A rewrite of the song or article that includes an alternate ending and a discussion of the universals found in the alternate ending.</td>
</tr>
<tr>
<td>25 pts.</td>
<td>25 pts.</td>
<td>25 pts.</td>
<td>20 pts.</td>
</tr>
</tbody>
</table>

Activity B: Student demonstrates an understanding of cultural universals by submitting a work file that includes:

100 pts. total

• Few, if any, errors in spellings and conventions.

5 pts.
The previous activities involved transmitting culture via spoken or written word.

Visual art is another way of passing down culture.
Tapestry is an art that uses fabric to tell a story. Click on these links to explore this art form.

- Brief History of Hmong and the Storytelling Tradition from the Asia Society
- Molas: Textile Art of the Kuna from Princeton Online
- Quilting in America from American Studies at the University of Virginia

Another artistic use of fabric to depict important elements of culture is a heavy cloth woven in rich, varicolored designs or scenes called tapestries. Because of their size and weight, tapestries are generally used as wall decorations or furniture coverings. One of the most famous tapestries in the world is the Bayeux Tapestry. This picture is from the Reading Borough Council website. Although it is called a tapestry, it is in fact a very long and narrow piece of linen on which are embroidered in woolen yarns, figures and inscriptions depicting the conquest of England by William of Normandy in 1066 A.D.
Activity C: Common Threads

When creating your “virtual” story cloth, consider these questions.

Notice that there are TWO PARTS: visual and written.

Next, you will need to reflect on the following:

In what way can visual art be used to communicate cultural universals? Begin by thinking about a family tradition, an event, or an event that took place that has some special significance to you. Now consider the following questions:

- Why is this tradition, story, or event important to you?
- What would you want other people to know about how this tradition, story, or event has helped define who you are?
- What cultural universals are communicated by your tradition, story, or event?
- Which of the artistic techniques discussed in this lesson would allow you to effectively share this tradition, story, or event with other people? How does borrowing traditions from other cultures enhance your own?

Now, create your own “virtual” story cloth, quilt square, mola, or tapestry that communicates your tradition, story, or event.

Your choice should reflect careful thought about the above questions. Along with the visual representation, include a well-written three-paragraph (or more) essay that addresses the questions listed above.

This should be submitted in an electronic format, but may be sent as a hard copy.

Contact your instructor if you have any questions about submitting this assessment. You may want to investigate Capturing Images or Using the Draw Feature to help you with this assessment.

See an example.
Activity C: Common Threads
The Rubric

Don’t forget to check the rubric to make sure you have met all of the requirements.

Notice how a point value is assigned to each element, including the visual art component and the written component.

<table>
<thead>
<tr>
<th>Activity C</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student demonstrates a sense of visual literacy by submitting a graphic representation of a cultural tradition that includes the following:</td>
<td>100 pts. total</td>
</tr>
<tr>
<td>Part 1</td>
<td><strong>Visual Art Component</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Product should include story cloth, quilt square, mola, or tapestry that communicates a tradition, story, or event that is important to student</td>
<td>35 pts.</td>
</tr>
<tr>
<td>Part 2</td>
<td><strong>Written Response Component</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Answers to each of the following questions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Why is this tradition, story, or event important to you? (15 pts.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. What would you want other people to know about how this tradition, story, or event has helped define who you are? (15 pts.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. What cultural values are communicated by your tradition, story, or event? (15 pts.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Which of the artistic techniques discussed in this lesson would allow you to effectively share this tradition, story, or event with other people? How does borrowing traditions from other cultures enhance your own? (15 pts.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Few, if any, errors in spelling and conventions</td>
<td>5 pts.</td>
</tr>
</tbody>
</table>
In this lesson, we learned about Cultural Universals, and how cultures can be viewed as more alike than different.

We also learned about three ways that culture can be transmitted: children’s stories, media/songs/magazines, and visual art.

Think about your own culture. What cultural universals can you see within your own culture? In what ways has your own culture been passed down to you? You might want to discuss with a parent or learning coach to get their insight, as well.
Unit 4, Lesson 5: The Drop Box

Congratulations on completing this project! Click here to submit your assignment.

Choose the file, write out any comments you have and then click “submit for grading” and then the submit button.

Congratulations on completing this project!
Click here to submit your assignment.
Ms. Amber Sage
Global Studies Instructor
Florida Virtual School

239-443-5331 office
239-464-4181 text
(Text line is to be used ONLY for texts please!)

Tutorial Website: www.flvsgs.weebly.com

Appointments: http://tiny.cc/sageappt