

Global Studies  
Unit 4, Lesson 5

# *Cultural Universals*



# Unit 4, Lesson 5: Cultural Universals

## Lesson 5: Cultural Universals

Global Studies A Unit 4: Celebrating Diversity

### Global Studies

Briefing

### Cultural Universals



Your goals are to learn how to complete these objectives:

- Explain culture as the way of life people have developed to meet their needs for survival
- Describe ways in which all cultures are the same
- Compare and analyze societal patterns for preserving and transmitting culture

A cub reporter is always looking for a good human interest story. Finding one is not difficult if you can keep an open mind and look in unexpected places.

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Culture is something that makes us unique.

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

So how are cultures alike?



★★★★★  
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# Unit 4, Lesson 5: Cultural Universals

Lesson 5: Cultural Universals  
Global Studies A. Unit 4: Celebrating Diversity

**Global Studies**

Assignment

**Cultural Universals**

Culture is the way of life people have developed to meet their needs for survival. Because humans belong to the same species, they all have similar physical and psychological needs that must be met in order to survive. Some of these needs are as follows:

- Providing the material goods needed for survival such as food, shelter, and clothing
- Meeting the psychological needs of love, friendship, and a sense of belonging
- Bearing and raising children
- Maintaining important values of its members

By studying societies of the past and present, you can see that human cultures are more alike than they are different. There are at least seventy cultural behavior patterns that are universally shared by all societies. These cultural universals provide for the basic needs of the people and can be grouped into three main categories: social, political, and economic.

**Social activities** help people meet their needs of living with one another in small and large groups. Family structure, language, education, feasting, and celebrations are examples of social activities.

**Political activities** are fewer in number but answer the basic question, "Who has the power?" The development of government, laws, and positions of authority are examples of political activities. The ways communities are organized are also examples of political activities.

**Economic activities** solve the problems of getting and distributing food, goods, and services to the people. Property rights, rules of inheritance, trade, and housing are examples of economic activities. Another important economic activity is cooperative labor. People have learned that some jobs can be done easier by working together.

Below is a table showing some examples of cultural universals for each category. Keep in mind activities may overlap all three categories. For example, people work so they can pay taxes which the government collects in order to operate schools which educate the young.

Social	Political	Economic
Courtship, marriage and marriage rules	Community organization	Division of labor
Family organization	Political organization	Rules of inheritance
Celebration and mourning	Governmental control	Cooperative labor
Education of the young	Laws	Trade
Feasting and mealtimes	Ethics	Property rights
Etiquette, gift giving	Religious ritual	Tool making
Use of personal names	Concepts of soul	
Art, music, dancing	Superstitions	
Greetings, gestures	Science	
Bodily adornment and hair styles	Weather control	

Remember the example of a mosaic? While people everywhere may appear to be different, there are many similarities people share. Governments, food, music, and religions might seem different, but the fact that they exist at all is an example that people everywhere and at every time have developed these cultural practices for the same reasons-- survival.

**Please Note** How do members of a society learn what is acceptable behavior?  
**Find out more** [How is culture transmitted?](#)

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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

**Global Studies**

**How is culture transmitted?**

Although there are certain basic similarities between all cultures, such as the need to find food and shelter, the ways in which humans meet these goals differ. Different cultures have evolved in different parts of the world in response to the different conditions of the physical environments throughout the world. As cultures developed among groups of people sharing their experiences with one another, societies developed as well. A society is a group of people that have a common set of rules for doing things. Is that confusing? Not really. Culture is the set of rules for living, and a society is the group of people following those rules.

These rules must be communicated among the group's members. The term **acculturation** is the process of learning and becoming part of a culture. All societies have developed ways to acculturate their members, beginning with the most vital means of preserving and transmitting cultural values: the family.

Political philosophers, social historians, and civic and religious leaders throughout the ages have praised the family as the foundation of the social order, the bedrock of a nation, and the bastion of civilization. The family is a universal and irreplaceable community, rooted in human nature, that is the basis for all societies at all times. As the cradle of life and love for each new generation, the family is the primary source of personal identity, self-esteem, and support for children. It is also the first and foremost school of life, uniquely suited to teach children integrity, character, morals, responsibility, service, and wisdom. As the UN Programme for the International Year of the Family (1994) states, the family provides the following:

"the natural framework for the emotional, financial and material support essential to the growth and development of its members, particularly infants and children. ... The family remains a vital means of preserving and transmitting cultural values." U.S. DEPARTMENT OF STATE & SOCIAL ISSUES

**Please Note**

Because there are many culturally distinct ways of reaching the same goal or of living one's life, it makes sense that you are given the opportunity to select which path you would like to take to complete this assessment.

Use the links below to learn about three different approaches to demonstrating your knowledge about cultural universals. Each choice gives you specific directions on what to submit.

- [Once Upon a Time](#)
- [You Choose](#)
- [Common Threads](#)

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people share. Government, food, music, and religions might seem different, but the fact that they exist at all is an example that people everywhere and at every time have developed these cultural practices for the same reasons--survival.

**Please Note**

How do members of a society exhibit this acceptable behavior?

**Find out more:** [How is culture transmitted?](#)

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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

## Global Studies

What is  
**ACCULTURATION?**



Although there are certain basic similarities between all cultures, such as the need to find food and shelter, the ways in which humans meet these goals differ. Different cultures have evolved in different parts of the world in response to different physical environments throughout the world. As cultures developed among groups of people, societies developed as well. A society is a group of people that have a common set of rules for living. Culture is the set of rules for living, and a society is the group of people who follow these rules. Confusing? Not really. Culture is the set of rules for living, and a society is the group of people who follow these rules.

These rules must be communicated among the group's members. The term **acculturation** is the process of learning the ways of life of another society. Societies have developed ways to acculturate their members, beginning with the most vital means of preserving and transmitting culture.

Political philosophers, social historians, and civic and religious leaders throughout the ages have praised the family as the bedrock of a nation, and the bastion of civilization. The family is a universal and irreplaceable community, rooted in the soil of every society at all times. As the cradle of life and love for each new generation, the family is the primary source of personality for each child. It is also the first and foremost school of life, uniquely suited to teach children integrity, character, morality, and responsibility. The UN Programme for the International Year of the Family (1994) states, the family provides the following:

"the natural framework for the emotional, financial, and material support essential to the growth and development of infants and children. . . . The family remains a vital means of preserving and transmitting cultural values."



Because there are many culturally distinct ways of reaching the same goal or of living one's life, it may be necessary to provide an opportunity to select which path you would like to take to complete this assessment.

Use the links below to learn about three different approaches to demonstrating your knowledge about the specific directions on the assignment.

- [Once Upon a Time](#)
- [You Choose](#)
- [Common Threads](#)

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

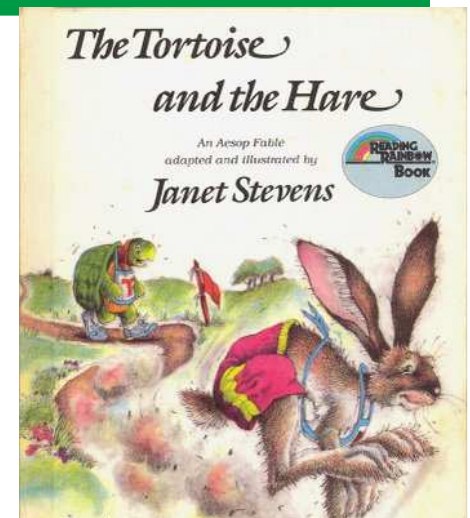
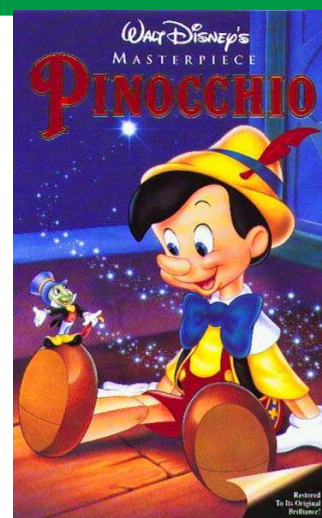
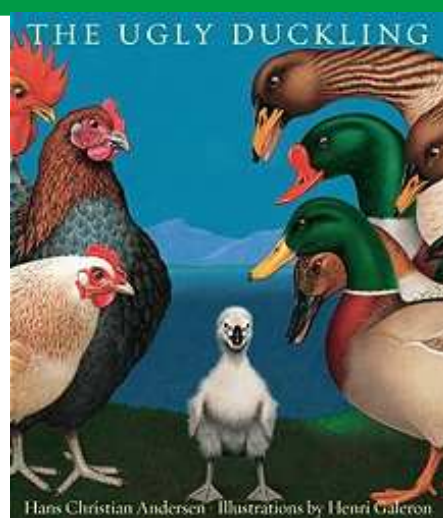
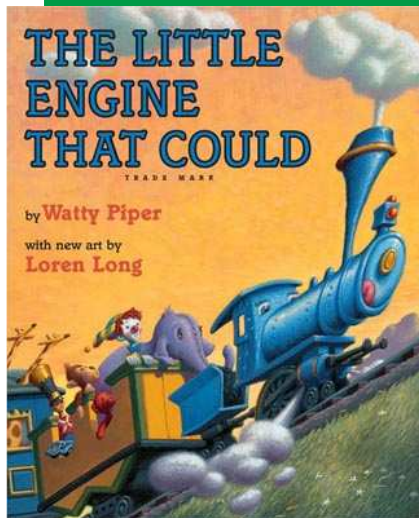
And guess what? YOU get to decide which section's project you will complete as your assignment.

# 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 in which they are set. In one version you may read that Cinderella lives in a kingdom ruled by a king and queen, while in another she lives in a village governed by a tribal council. While the two stories may seem very different, you can easily find similarities and differences between them.



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

- [Versions of Cinderella](#) from D. L. Ashliman
- [Example of Venn Diagram](#) from The 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** of the work file.
- 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 cultural universals can be found in different versions of the story.
- You will submit the completed work file to receive credit for this activity.

## Contents

1. [The Cinder Maid](#) (reconstructed from various European sources)
2. [Cinderella, or, The Little Glass Slipper](#) (France, Charles Perrault)

## Cinderella

Aarne-Thompson-Uther folktale type 510A and related stories of persecuted heroines translated and/or edited by



D. L. Ashliman  
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...texts, a library of folktales, folklores, Sagas, and myths...

The screenshot shows the Graphic Organizer website interface. At the top, it says 'GRAPHIC.ORG THE GRAPHIC ORGANIZER'. Below that, there are navigation tabs: 'Add to Bookmarks', 'Print', 'Share', 'Order', and 'Date'. The main content area features a Venn diagram with two overlapping circles. The left circle is labeled 'Ramona' and contains the text 'girl sits walks to school'. The right circle is labeled 'Nguyen' and contains 'boy swims rides bus to school'. The overlapping area in the center contains 'classmates live pizza live in a house play together'. Below the diagram, there is a URL 'http://www.graphic.org' and a paragraph of text explaining the tool's purpose for organizing information.



# 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 Universals Work File Choice A: Once Upon a Time (Option #1)

#### Part One

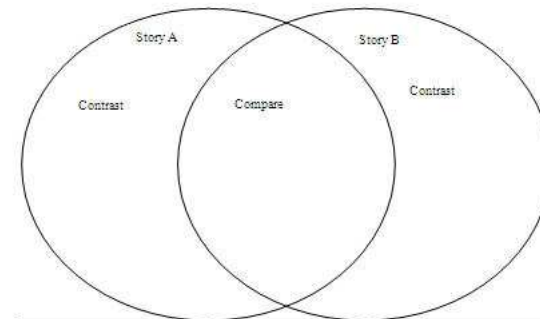
Use this work file to record the cultural universals you discover while reading two (2) different versions of Cinderella. Refer to the section on cultural universals in the lesson for help deciding what kinds of activities fit into each of the categories listed below. An example is provided to help you get started. Please delete the example before submitting your work file.

Culture	Social	Political	Economic
<p><b>Title of story:</b> Cinder-Eily by Frances Minters</p> <p><b>Location:</b> New York City, NY, USA</p> <p><b>Description:</b> This is a modern version of the Cinderella story about a young girl living in New York City. Her godmother helps her go to the basketball game where she makes friends with the star player named Prince.</p>	<ol style="list-style-type: none"> <li>lives with parents, brother and sister</li> <li>goes to school</li> <li>watches T.V.</li> <li>plays video games</li> <li>has to wash floor</li> <li>enjoys basketball game</li> <li>is considered too young to go, must stay home</li> <li>not supposed to speak to strangers</li> <li>has godmother who wants to help</li> <li>waves good-bye</li> <li>decides to get pizza after game</li> </ol>	<ol style="list-style-type: none"> <li>letter is delivered by mailman</li> <li>godmother cares about her and came to visit</li> <li>city pays for garbage to be picked up</li> <li>game played according to rules</li> <li>phone company provides numbers</li> <li>municipal government provides lamp posts on city streets</li> </ol>	<ol style="list-style-type: none"> <li>free tickets to basketball game</li> <li>needs to go shopping for new clothes</li> <li>not enough money to buy clothes for all</li> <li>godmother owns a cane</li> <li>Eily is given a bike to use</li> <li>Eily has to be home on time or give the clothes back</li> <li>Prince went to copy shop to make copies of poster</li> </ol>
<p><b>Title of story:</b></p> <p><b>Location:</b></p> <p><b>Description:</b></p>			

<b>Title of story:</b>			
<b>Location:</b>			
<b>Description:</b>			

#### Part Two

Use the information above to complete a Venn diagram in which you compare and contrast the different versions of the story. Keep in mind that when you compare things, you are showing how they are the same or alike. When you contrast, you are showing how they are different. See the **Lesson Resource Packet** for help using the draw function of word processing programs. Or, if you prefer to create your own Venn Diagram, you may submit it separately as an attachment.



# Activity A: Once Upon A Time

## The Rubric

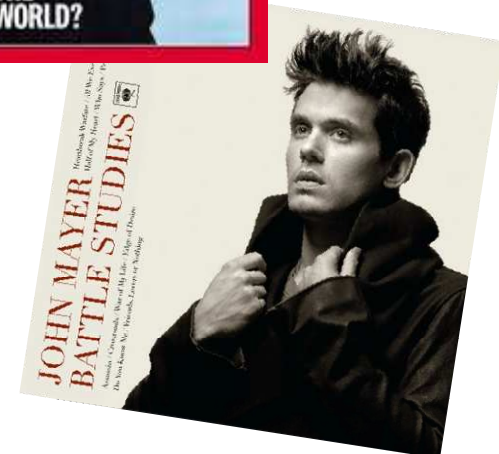
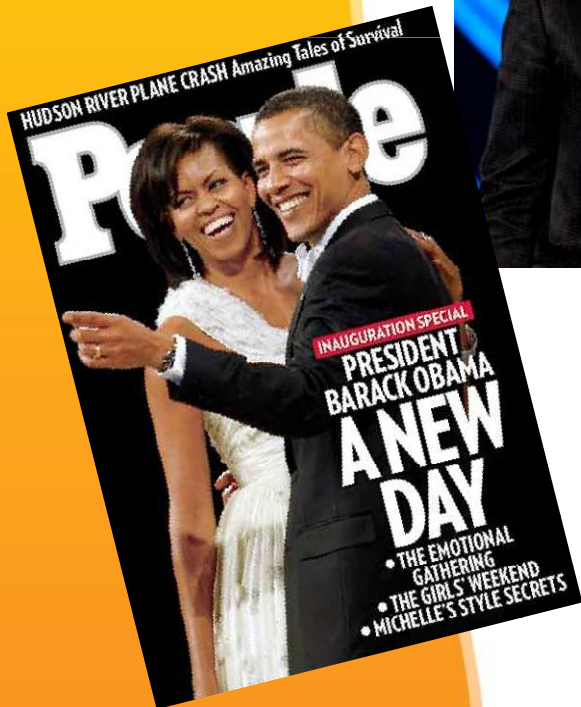
Don't forget to check the rubric to make sure you have met all of the requirements.

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

<b>Activity A:</b> 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:	100 pts. total
• At least three comparisons and three contrasts	70 pts.
• At least four comparisons and four contrasts	80 pts.
• At least five or more comparisons and five or more contrasts	90 pts.
• Few, if any, errors in spelling and conventions.	5 pts.
• Creative use of information and technology.	5 pts.

# 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.

**Global Studies**

**Activity B**  
**You Choose**

Cultural Universals are characteristics of a culture that are shared by most cultures. There are three categories of Cultural Universals – they are Social, Political, and Economic.

Please refer to the assessment page to get a description of what type of activities are included in each. If you are confused in any way, be sure to call your editor!

Once you feel comfortable with the universals, use the chart below to list three activities from your own life in each category – that will be a total of 9 activities. We've given you some examples.

Social	Political	Economic
Friendship, marriage, and marriage rules	Political organization	Trade
Family Organization	Laws	Property Rights

Now for the fun part! Think about a CD or a magazine that you like. From that CD or magazine, pick a song or an article. Your job as a reporter is to evaluate your choice using the universals. As you are reading, or listening, think about the activities/characteristics mentioned and how you would categorize them as either Social, Political, or Economic. You may use the chart below to keep track of the universals you encounter. Be sure to include a minimum of three in each category for a total of 9.

Social	Political	Economic

Once you are finished, tell us about the song or article, why did you choose it, and what you found it? What cultural universals were present there? Did you see any overlap between the song or article and the universals you listed in the first chart?

Finally, write a paragraph about the song to include an alternate ending that follows the universals that wasn't present in the song/article to begin with. Submit this work file in assessment for credit.

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Part 1

Part 2

Part 3

Part 4

## 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

## Activity B: You Choose



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"

Part 2

Social	Political	Economic
<i>friends</i>	<i>those who lead it [the world]</i>	<i>the system</i>
<i>neighbors</i>	<i>the system</i>	<i>the means</i>
<i>Christmas</i>	<i>war</i>	<i>power</i>
<i>generation</i>	<i>they</i>	
<i>population</i>	<i>the means</i>	
<i>television</i>	<i>power</i>	
	<i>the fight</i>	
	<i>rule</i>	

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?

Part 3

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.

Part 4

# Activity B: You Choose

## 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.

	<b>Activity B:</b> Student demonstrates an understanding of cultural universals by submitting a work file that includes:	100 pts. total
<b>Part 1</b>	• A minimum of 9 examples of cultural universals from their own life.	25 pts.
<b>Part 2</b>	• A minimum of 9 examples of cultural universals from the media source they chose.	25 pts.
<b>Cultural Universals</b>		
<b>Part 3</b>	• 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.	25 pts.
<b>Part 4</b>	• A rewrite of the song or article that includes an alternate ending and a discussion of the universals found in the alternate ending.	20 pts.
	• Few, if any, errors in spellings and conventions.	5 pts.



# Activity C: Common Threads

Global Studies

Activity C  
Common Threads

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

Visual art is another way of passing down culture.

Throughout human history, we find that people have taken the time to add visual beauty to just about everything, including everyday items. Obviously, looking good is important. Take, for example, the textiles and fabrics from which your clothing and household items are made. The color, design, and texture of your clothing are very much an artistic expression of your culture. The clothing you wear communicates things about you such as where you live, what kinds of activities you do, and what you consider important enough in which to invest your resources.

**We are all threads in the tapestry of humanity.**



Textiles, fabric, and cloth are really the same thing and represent the end product of a process called weaving. Weaving, the joining together of threads and yarns to form cloth, has developed over thousands of years of discovery and experimentation. The use of fabrics is a common link that ties us all together. More importantly, the use of textiles and fabrics with different colors, patterns, and designs to express important feelings and messages is a common thread found among all cultures.

Explore some ways in which fabric is used to create strong and powerful works of art that symbolize strong and powerful people and cultures. Be sure to look for ways in which different colors, patterns, and techniques are used to tell individual stories and communicate cultural messages that will help you find links and connections between us all.

- [Brief History of Kimono and the Shoyochi Tradition](#) from the Asia Society
- [Kimonos: Textile Art of the Future](#) from Princeton Online
- [Quilts 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](#) web site. 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.

**First, consider the objectives of this activity:**

- Develop a new range of "visual literacy" by exploring art as a medium in which cultural values and traditions are transmitted.
- Recognize ways in which textiles are used as a medium to communicate cultural values.
- Demonstrate the importance of traditions in preserving any cultural heritage.



**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, a family story, 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.



See an [example](#).



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.

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# Activity C: Common Threads

## Tapestry

We are all threads in the tapestry of humanity.



Textiles, fabric, and cloth are really the same thing and represent the end product of a process called weaving. The process of weaving together of threads and yarns to form cloth, has developed over thousands of years of discovery and experimentation. The use of fabrics is a common link that ties us all together. More importantly, the use of textiles and fabrics with different designs to express important feelings and messages is a common thread found among all cultures.

Explore some ways in which fabric is used to create strong and powerful works of art that symbolize strong and powerful people and cultures. Be sure to look for ways in which different colors, patterns, and techniques are used to tell individual stories and communicate cultural messages that will help you find links and connections between us all.

- [Brief History of Hmong and the Storycloth 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 web site. 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.

Tapestry is an art that uses fabric to tell a story. Click on these links to explore this art form.

# 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, story, or 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?
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See an [example](#).



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

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Student 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.

### Part 1 Visual Art Component

### Part 2 Written Response Component

<p><b>Activity C:</b> Student demonstrates a sense of visual literacy by submitting a graphic representation of a cultural tradition that includes the following:</p>	100 pts. total
<ul style="list-style-type: none"> <li>Product should include story cloth, quilt square, mola, or tapestry that communicates a tradition, story, or event that is important to student</li> </ul>	35 pts.
<ul style="list-style-type: none"> <li>Answers to each of the following questions:               <ol style="list-style-type: none"> <li>Why is this tradition, story, or event important to you? (15 pts.)</li> <li>What would you want other people to know about how this tradition, story, or event has helped define who you are? (15 pts.)</li> <li>What cultural values are communicated by your tradition, story, or event? (15 pts.)</li> <li>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.)</li> </ol> </li> </ul>	60 pts.
<ul style="list-style-type: none"> <li>Few, if any, errors in spelling and conventions</li> </ul>	5 pts.

## Unit 4, Lesson 5: Cultural Universals

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

Assignment: <a href="#">4.05 Cultural Universals</a>	Not submitted	None / Unlimited
Assignment: <a href="#">4.05x Telling Stories</a>	Not submitted	None / Unlimited

<b>Title</b>	4.05 Cultural Universals
<b>Details</b>	Please refer to detailed directions in the lesson regarding what to submit as an attachment.  In the comment box, please type in the name of the activity you are submitting.
<b>Due Date</b>	
<b>Points Possible</b>	100
<b>Course Contribution</b>	100
<b>Submissions Allowed</b>	Unlimited
<b>Submission Number</b>	0
<b>Optional File Upload</b>	<input type="text"/> <input type="button" value="Choose..."/>
<a href="#">Show all files I have uploaded (1 file(s))</a>	
<b>Student comments</b>	<div style="border: 1px solid #ccc; height: 150px;"></div>
<input type="checkbox"/> <input type="button" value="Submit for Grading"/> <input type="button" value="Reset"/> <input type="button" value="Submit"/>	

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.

# Contact Information

**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](http://www.flvsgs.weebly.com)

Appointments: <http://tiny.cc/sageappt>