Culture Unit Study Guide and RAFT

I. What is Culture
   a. DEFINE AND APPLY ETHNOCENTRISM!!!
   b. Define and distinguish culture from society
   c. Define and distinguish culture traits from culture items
   d. Define and apply anthropologists
   e. Define and distinguish archaeologist from ethnologists

II. Geography and Culture
   a. Evaluate the way various elements of geography affect cultural development

III. How is Culture Transmitted
   a. Symbols of culture
   b. Language and culture
      i. Sapir-Whorf Hypothesis/Hypothesis of Linguistic Relativity
         1. how vocabulary relates to culture
   c. Connect problems with intercultural communication and unique cultural methods of communication

IV. Norms and Values
   a. Apply Norms, Values, Mores, Folkways to the “norm curve”
   b. Connect folkways and mores to LAW/law enforcement

V. Beliefs and Material Culture
   a. Distinguish material and nonmaterial culture
   b. Distinguish ideal and real culture

VI. Cultural Diversity and Similarity
   a. 3 theories of cultural change
   b. Define and distinguish subculture and counterculture
   c. Distinguish cultural universals and cultural particulars

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<thead>
<tr>
<th>Role</th>
<th>A News Anchor</th>
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<tr>
<td>Audience</td>
<td>The American People</td>
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<td>Format</td>
<td>News Broadcast</td>
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<td>Topic</td>
<td>“American Teen Sentenced to Caning in Sri Lanka”</td>
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<td>Directions</td>
<td>You are an anchorman/woman for a major national broadcast. The breaking news is that a 9 year old American girl on vacation in Sri Lanka was just sentenced to public caning (being whipped with a bamboo cane in the town square) for stealing a candy bar from a local convenience store. Now, Americans are rioting in protest of the punishment. *You must describe the incident and offer a sociologically acceptable reason for the American reaction to this event. Do not forget to include 5 vocab words and show what they mean. (Vocab suggestions: ethnocentrism, norm, value, folkway, mores, law)</td>
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Grading Criteria :

1. Correct usage of 5 unit vocabulary words : _____/5 points
2. Demonstration of correct understanding of sociology concepts:
   a. Accurately describes reason for protest in America _____/5 points
   b. Provides supporting evidence to suggest that American protest is in vain _____/5 points
3. Response is written in correct voice and format : _____3 points
4. Response shows demonstration of creativity and effort : _____2/ points

Total Points : _____/20
The ritual of the Nacirema was first brought to the attention of anthropologists twenty years ago, but the culture of this people is still very poorly understood. They are a North American group living in the territory between the Canadian Cree, the Yaqui and Tarahumara of Mexico, and the Carib and Arawak of the Antilles. Little is known of their origin, although tradition states that they came from the east.

Nacirema culture is characterized by a highly developed market economy, which has evolved in a rich natural habitat. While much of the people’s time is devoted to economic pursuits, a considerable portion of their day is spent in ritual activity. The focus of this activity is the human body, the appearance and health of which appear as a major concern in the people’s belief. While such a concern is certainly not unusual, its ceremonial aspects and associated philosophy are unique.

The main belief underlying this ritual activity appears to be that the human body is ugly and that its natural tendency is to weakness and disease. Captive in such a body, man’s only hope to avert these characteristics is through the use of ritual and ceremony. Every household has one or more shrines devoted to this purpose. The more powerful individuals in the society have several shrines in their houses and, in fact, the grandeur of a house is often referred to in terms of the number of such ritual centers it possesses.

The focal point of the shrine is a box or chest, which is built into the wall. In this chest are kept the many charms and magical potions without which no native believes he or she could live. These preparations are obtained from a variety of specialized practitioners. The most powerful of these are the medicine men, whose help must be rewarded with large gifts. However, the medicine men do not provide the potions for their clients, but decide what the ingredients should be and then write them down in an ancient and secret language. This writing is understood only by the medicine men and by the herbalists who, for another gift, provide the required charm.

Beneath the charm-box is a small font. Each day every member of the family enters the shrine room, bows his or her head before the charm-box, mingles different sorts of holy water in the font, and proceeds with a brief rite of cleansing. The holy waters are secured from the Water Temple of the community, where the priests conduct elaborate ceremonies to make the liquid ritually pure.

The medicine men have an imposing temple, or latipso, in every community of any size. The more elaborate ceremonies required to treat very sick patients can only be performed at this temple. These ceremonies involve not only the miracle-worker, but also a group of assistants who move quietly about the temple chambers in distinctive costume and headdress. The latipso ceremonies are so harsh that a fair proportion of the really sick natives who enter the temple never recover. Despite this fact, sick adults are not only willing, but eager to undergo the long and drawn-out ritual purification, if they can afford to do so. No matter how ill or how grave the emergency, the guardians of many temples will not admit a client if he or she cannot offer a rich gift.

The Nacirema have an unrealistic horror of and fascination with the mouth, the condition of which is believed to have a supernatural influence on all social relationships. Were it not for the rituals of the mouth, they believe that their teeth would fall out, their gums bleed, their jaws shrink, and their friends desert them. They also believe that there is a strong relationship between oral and moral characteristics. For example, there is a ritual cleansing of the mouth for children, which is supposed to improve their moral character.

The daily body ritual includes a mouth-rite. This rite involves a practice which strikes the unfamiliar stranger as revolting. It was reported to me that the ritual consists of inserting a small bundle of hog hairs into the mouth, along with certain magical pastes, and then moving the bundle in a highly formalized series of gestures.

In addition to the private mouth-rite, the people seek out a holy-mouth-man once or twice a year. These practitioners have an impressive set of tools, consisting of a variety of augers, awls, probes, and prods. The use of these items in removing the evils of the mouth involves almost unbelievable ritual torture of the client. The holy-mouth-man opens the client’s mouth and, using the above-mentioned tools, enlarges any holes which decay may have created in the teeth. Magical materials are put into these holes. If there are no naturally occurring holes in the teeth, large sections of one or more teeth are gouged out so that the supernatural substance can be applied. In the Nacirema’s view, the purpose of these religious functions is to arrest decay and to draw friends.

Our review of the ritual life of the Nacirema has certainly shown them to be a magic-ridden people. It is hard to understand how they have managed to exist so long under the burdens which they have imposed upon themselves.
**Directions:** For each picture you see, describe how that geographical situation could impact each of the 5 aspects of the culture of the people living there.

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HOW TO STUDY CULTURES
LESSON 1: HOW GEOGRAPHY DEFINES A CULTURE
Listening Guide

Directions: Answer the following questions during or following the video presentation of "How Geography Defines a Culture." Use the back of this sheet if necessary.

1. What is the main focus of this lesson?

2. What are key geographic elements that influence how people adapt to their surroundings?

3. What is topography?

4. What are some examples of natural topographic features?

5. What are some examples of human-made topographic features?

6. What is climate?

7. How does climate influence the way people live?

8. What are natural resources?

9. What are some examples of natural resources?

10. What are human subsistent needs?
HOW TO STUDY CULTURES
LESSON 1: HOW GEOGRAPHY DEFINES A CULTURE
Discussion Questions

Directions: Answer the following questions as directed by your teacher. Add to your notes as you discuss the questions and answers as a class. Use the back of this sheet if necessary.

1. What are some ways people have adapted to the topographic features found in your region?

2. What are some ways people have adapted to the climatic features of your area?

3. What are some ways people have utilized the natural resources found in your area?

4. What are some natural resources that are imported into your country? Why are they imported?

5. How do people in your region satisfy their needs for food, water, clothing, and shelter?

6. How do natural resources, climate, and topography influence population distribution in your country?
Culture
Gross Grub Video Worksheet

*Tally each time you cringe etc ________________________________
**How ethnocentric does this mean you are?

1. Which term from our culture unit is best illustrated by the warning caption at the beginning of this show?

2. According to the video, where does disgust come from?

3. If disgust is not natural, why do you think it can have a physiological impact?

4. In Bangalore, India, what are the dietary norms?

5. Who eats meat here? Who won’t eat meat here?

6. Would you eat at Emtiaz’s restaurant? Why or why not?

7. In Bethel, Alaska, what are the dietary norms?

8. Explain how native Alaskan’s “aged meals” can be linked to their history?

9. What are 3 rotten foods that most of us eat/drink?

10. In Sardinia, Italy, what are the dietary norms?

11. In Peru, what are the dietary norms?

12. To you, what is the most disturbing aspect of eating cuy?

13. What does the professor mean when he says we have “cellophaned away the animal” in our foods?

14. If you HAD to choose, which of the taboo foods mentioned in the video would you be most willing to try? Why?

15. Eating these foods in the areas in which they are common is normal, but its not in our culture. Why is this? What American values are called into question when eating these “taboo” foods?
Directions: Read the following poems, and then answer the corresponding questions.

Preface: This poem was written by Rudyard Kipling in an attempt to justify the American occupation of the Philippines after the Spanish-American War.

The White Man's burden
By: Rudyard Kipling

Take up the White Man's burden--
Send forth the best ye breed--
Go bind your sons to exile
To serve your captives' need;
To wait in heavy harness,
On fluttered folk and wild--
Your new-caught, sullen peoples,
Half-devil and half-child.

Take up the White Man's burden--
In patience to abide,
To veil the threat of terror
And check the show of pride;
By open speech and simple,
An hundred times made plain
To seek another's profit,
And work another's gain.

Take up the White Man's burden--
The savage wars of peace--
Fill full the mouth of Famine
And bid the sickness cease;
And when your goal is nearest
The end for others sought,
Watch sloth and heathen Folly
Bring all your hopes to nought.

Take up the White Man's burden--
No tawdry rule of kings,
But toil of serf and sweeper--

The tale of common things.
The ports ye shall not enter,
The roads ye shall not tread,
Go mark them with your living,
And mark them with your dead.

Take up the White Man's burden--
And reap his old reward:
The blame of those ye better,
The hate of those ye guard--
The cry of hosts ye humour
(Ah, slowly!) toward the light--
"Why brought he us from bondage,
Our loved Egyptian night?"

Take up the White Man's burden--
Ye dare not stoop to less--
Nor call too loud on Freedom
To cloke your weariness;
By all ye cry or whisper,
By all ye leave or do,
The silent, sullen peoples
Shall weigh your gods and you.

Take up the White Man's burden--
Have done with childish days--
The lightly proffered laurel,
The easy, ungrudged praise.
Comes now, to search your manhood
Through all the thankless years
Cold, edged with dear-bought wisdom,
The judgment of your peers!
The Brown Man's Burden
By: By Henry Labouchère
A response to The White Man's Burden

Pile on the brown man's burden
To gratify your greed;
Go, clear away the "niggers"
Who progress would impede;
Be very stern, for truly
'Tis useless to be mild
With new-caught, sullen peoples,
Half devil and half child.
Pile on the brown man's burden;
And, if ye rouse his hate,
Meet his old-fashioned reasons
With Maxims up to date.
With shells and dumdum bullets
A hundred times made plain
The brown man's loss must ever
Imply the white man's gain.
Pile on the brown man's burden,
compel him to be free;
Let all your manifestoes
Reek with philanthropy.
And if with heathen folly
He dares your will dispute,
Then, in the name of freedom,
Don't hesitate to shoot.
Pile on the brown man's burden,
And if his cry be sore,
That surely need not irk you--
Ye've driven slaves before.
Seize on his ports and pastures,
The fields his people tread;
Go make from them your living,
And mark them with his dead.
Pile on the brown man's burden,
Nor do not deem it hard
If you should earn the rancor
Of those ye yearn to guard.
The screaming of your Eagle
Will drown the victim's sob--
Go on through fire and slaughter.
There's dollars in the job.
Pile on the brown man's burden,
And through the world proclaim
That ye are Freedom's agent--
There's no more paying game!
And, should your own past history
Straight in your teeth be thrown,
Retort that independence
Is good for whites alone.
Pile on the brown man's burden,
With equity have done;
Weak, antiquated scruples
Their squeamish course have run,
And, though 'tis freedom's banner
You're waving in the van,
Reserve for home consumption
The sacred "rights of man"!
And if by chance ye falter,
Or lag along the course,
If, as the blood flows freely,
Ye feel some slight remorse,
Hie ye to Rudyard Kipling,
Imperialism's prop,
And bid him, for your comfort,
Turn on his jingo stop.
Questions:

1. Based on the first poem, identify at least 2 of the White man’s burdens and at least 2 qualities non-whites possess. (Stanzas 1, 2, 3, and 5 will be especially helpful).

2. Based on the second poem, what is the brown man’s burden? (consider the phrase “pile on the brown man’s burden”)

3. Based on the second poem, who is independence for?

4. Relate these poems to the term “ethnocentrism.”

5. How is Rudyard Kipling ethnocentric?

6. How is Henry Labouchère ethnocentric?

7. Write at least a 4 line poem for The WHS Student’s Burden. (Have no fear, this doesn’t have to rhyme or anything crazy!)
   Example of a The WHS Teacher’s Burden poem:
   Take on the Teacher’s Burden,
   And help the struggling child.
   Endure the unthankful task
   Of ensuring our future
   By educating the its’ past.

8. In your poem, identify the student’s burden as well as the adult’s faults.
Cultural Diversity/Similarity WS

Directions: For each of the following examples, indicate whether the change in culture resulted from discovery, invention or diffusion.

1. Nearly everyone in America owns a cell phone.
2. When the Beverly Hillbillies struck oil, they started living like the wealthy.
3. Life for farmers changed drastically when tractors became affordable to them.
4. Suzie went to Paris this summer and diversified her wardrobe with French fashion.
5. As Europeans imperialized Africa, many Africans converted to Christianity.
6. Upon finding that certain mushrooms, when consumed, cause hallucinations, many early cultures included the eating of such hallucinogens in their religious practices.

Directions: Identify whether each example represents a subculture or counterculture.

7. In high school, I was a cheerleader.
8. Mark joined a gang, where it is common to sell drugs, fight, or even commit murder.
9. The Hell’s Angels are notorious for defying the norms of American culture.
10. Joe is in the “nerdy” group at his office.

Directions: Identify whether each example is cultural universal or cultural particular.

11. Eating
12. Wearing sweaters
13. Family dinner
14. Drinking water
15. Drinking clean/processed water

Review of Previously learned Material

Directions: Place each of the following on the norm curve below.

A. Wear Clothing  B. Wear Stylish Clothing  C. Don’t cross the street when a car is coming  D. Don’t hurt puppies  E. Eat fast food  F. Don’t bring your own soda to the movie theater  G. Don’t do drugs  H. Go to School  I. Get 8 hours of sleep each night

Mores

Prescriptive  Proscriptive

Folkways
Travel Brochure

You will be creating a travel brochure to a destination of your choice. Within this brochure, you need to include general information about the selected destination, areas of historical and recreational interest. In addition, you must include pictures and images to appeal to the eyes of your consumers. Remember, first impressions are always the most lasting impressions, so you’ll want to create an out-of-this-world brochure that will leave your clients with a desire to book a flight tomorrow!

Categories that need to be included:

1. General Information:
   i. Population
   ii. Capital
   iii. Geography
   iv. Language
   v. Religion

2. Public Holidays
3. Culture
   vi. Clothing
   vii. Gestures
   viii. Food
   ix. Symbolic acts
   x. Social classes
   xi. Social Issues (Gender issues) (Relationships)
   xii. Sports and Recreation
   xiii. History and Government (traditions?)
   xiv. Climate (how is this related to the culture)

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<tr>
<td>___/5 General Information</td>
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<td>___/5 Demonstrates Effort</td>
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<td>___/34 Total</td>
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Be sure to include the website address’s you used on your travel brochure. You need a minimum of 4 sources.