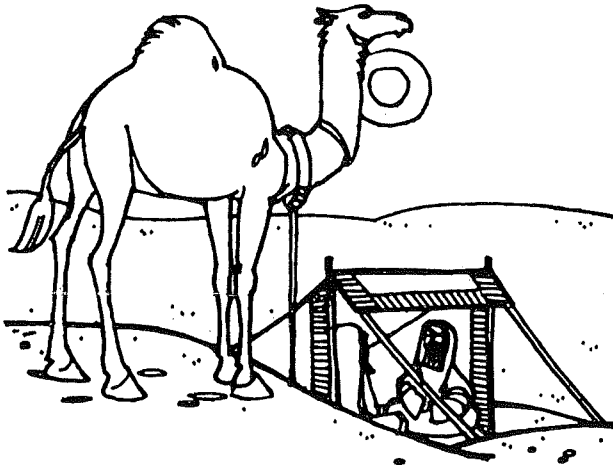


# Creating Your Culture



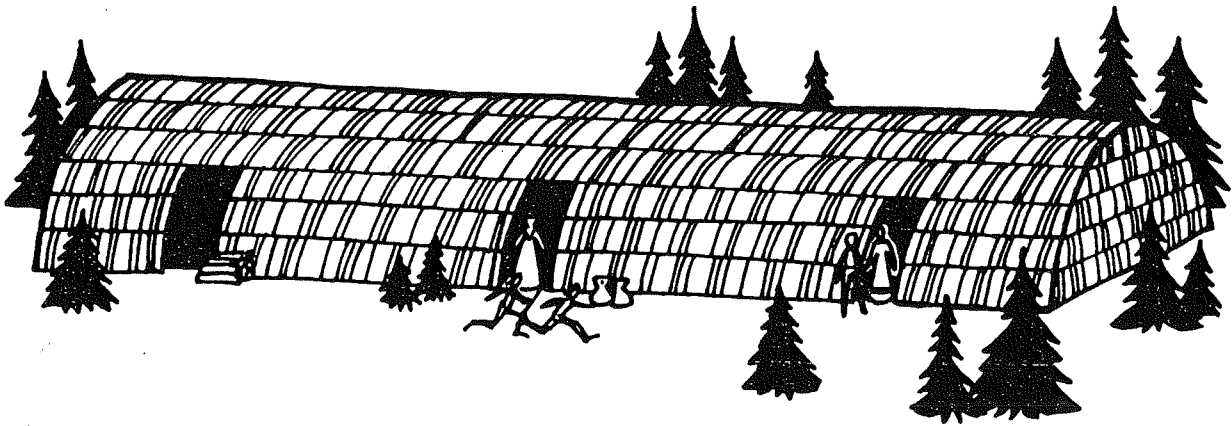
# Living Quarters and Buildings

All people need some kind of shelter, whether they live in caves, tents, castles, or high-rise apartment buildings. The living quarters people choose show many things about their culture. The types of buildings people live in depend on the climate, natural resources, and social relationships.



In the 1500s, the Iroquois lived in **long houses** made from elm trees. A long house was 50 to 100 feet long and had a hall down the middle. A dozen or so families lived in separate parts of the same long house. People slept on wooden shelves along the walls and cooked their meals in the hall on open fires shared with other families.

In the Sahara Desert, people had to keep moving to gather food and to find fresh grass for their animals. These nomadic tribes lived in tents that they could carry with them and put up quickly at their next location.



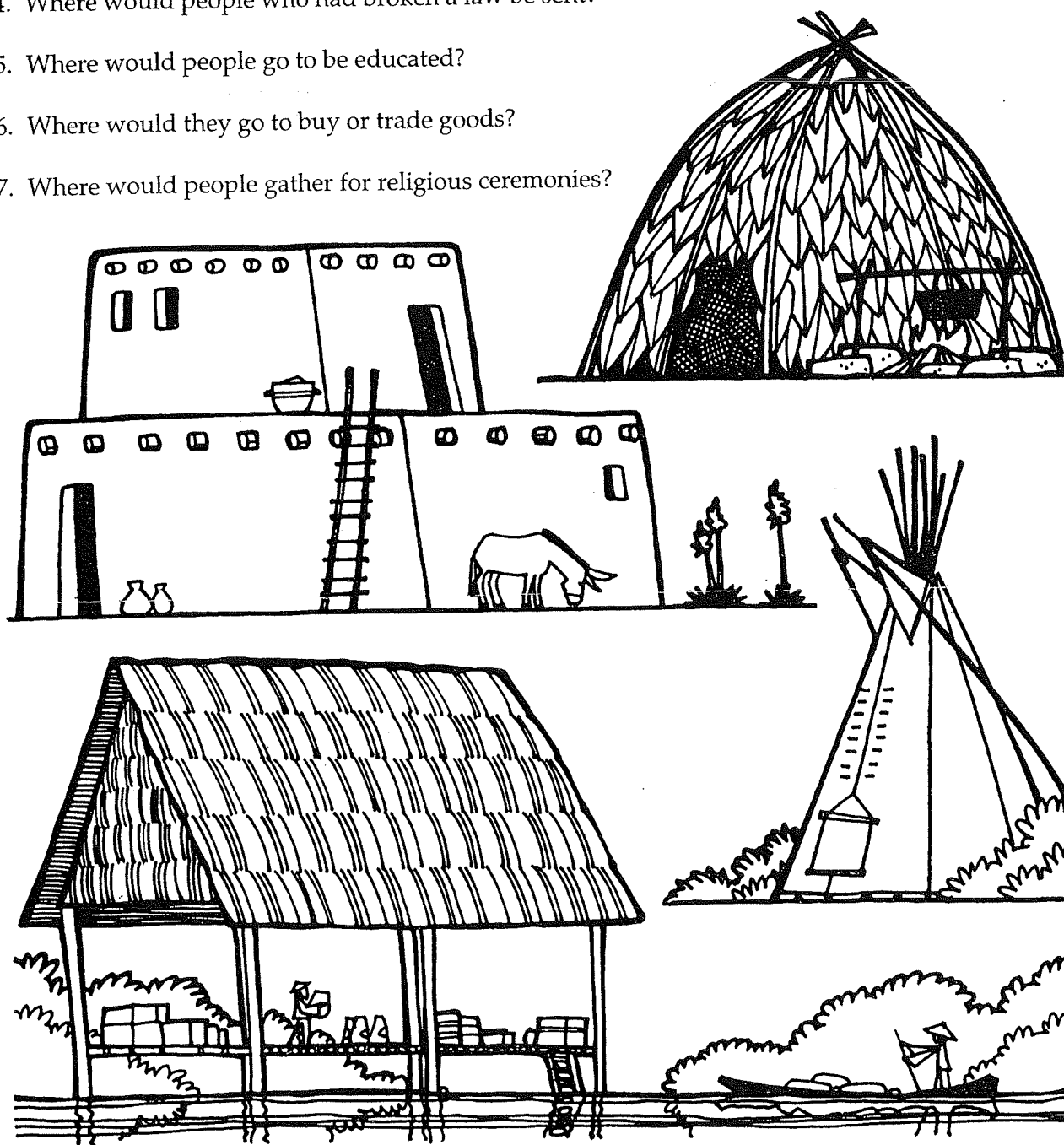
Brainstorm with your group the answers to the following questions about shelter for the culture you are creating. Record your responses below.

1. What are the sizes, shapes, and styles of the houses where families live? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What are the rooms like where people gather? Where are these rooms located?  
\_\_\_\_\_  
\_\_\_\_\_
3. Where do people sleep? \_\_\_\_\_  
\_\_\_\_\_
4. Where do people cook and eat their meals? \_\_\_\_\_
5. Are the houses communal or single-family dwellings? \_\_\_\_\_

# Living Quarters and Buildings (continued)

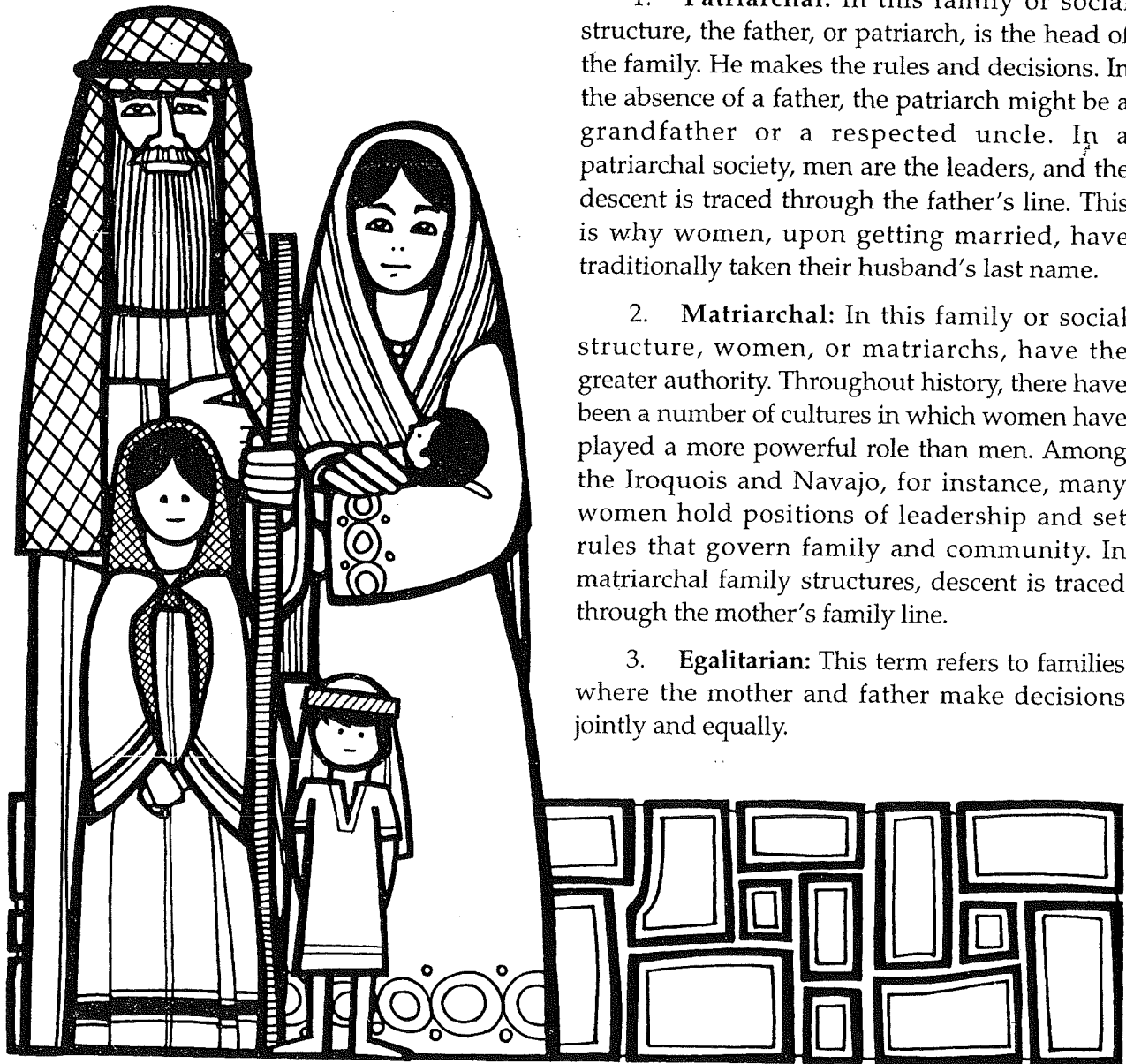
With your group, discuss the buildings your culture uses. Write a short paragraph answering each of the questions below.

1. What materials do people use to build their living quarters and other structures?
2. How are these buildings made, and who makes them?
3. To what building would people in this culture go for health care?
4. Where would people who had broken a law be sent?
5. Where would people go to be educated?
6. Where would they go to buy or trade goods?
7. Where would people gather for religious ceremonies?



# Family Structure

For some cultures, the entire tribe or group is much like a family, sharing work and food and helping to care for children. But even tightly knit cultural groups usually have smaller family units. There are three basic types of family structures.



1. **Patriarchal:** In this family or social structure, the father, or patriarch, is the head of the family. He makes the rules and decisions. In the absence of a father, the patriarch might be a grandfather or a respected uncle. In a patriarchal society, men are the leaders, and the descent is traced through the father's line. This is why women, upon getting married, have traditionally taken their husband's last name.

2. **Matriarchal:** In this family or social structure, women, or matriarchs, have the greater authority. Throughout history, there have been a number of cultures in which women have played a more powerful role than men. Among the Iroquois and Navajo, for instance, many women hold positions of leadership and set rules that govern family and community. In matriarchal family structures, descent is traced through the mother's family line.

3. **Egalitarian:** This term refers to families where the mother and father make decisions jointly and equally.

These terms also describe families.

1. The **nuclear family** refers to the parent or parents and children living together.
2. The **extended family** includes relatives like grandparents, aunts, and uncles who are close to the family but don't live in the same home. Most nuclear families also have an extended family.
3. In some cultures, the **tribal group** is also a kind of extended family.

# Family Structure (continued)

In your group, brainstorm answers to the following questions to describe the family structure in the culture you are creating.

1. What is the family structure in your culture? \_\_\_\_\_
2. What is the typical family size, and who belongs to this group? \_\_\_\_\_  
\_\_\_\_\_
3. What roles do elderly people play in the family life of your culture? \_\_\_\_\_  
\_\_\_\_\_
4. Check any activities that would be done by one specific family member in your culture.  
Tell who would be responsible for each task you checked.

- |   |  |
|---|--|
| <input type="checkbox"/> building _____       | <input type="checkbox"/> cooking _____                   |
| <input type="checkbox"/> child care _____     | <input type="checkbox"/> defense _____                   |
| <input type="checkbox"/> clothes making _____ | <input type="checkbox"/> discipline _____                |
| <input type="checkbox"/> education _____      | <input type="checkbox"/> food gathering or hunting _____ |
| <input type="checkbox"/> cleaning _____       | <input type="checkbox"/> storytelling _____              |



# Power Structure

Nearly all cultures develop structures that give some people power over others. In families, for instance, parents have the power to discipline and teach their children. Government is another power structure. Throughout history, many forms of government have been tried.



**Aristocracy** is government by a small, privileged class, usually wealthy or educated or respected members of the culture.

**Democracy** is a government in which people vote for leaders to represent them and to pass laws and decide policies.

**Monarchy** is rule by a king or queen who gains power by being born into a royal family or by marrying royalty.

**Oligarchy** is rule by a small group of people who select themselves as leaders.

**Plutocracy** is a government controlled by a culture's wealthiest members.

**Theocracy** is a government controlled by a culture's religious leader or leaders.

**Dictatorship** is a type of government in which one individual holds power and makes all political and military decisions. Dictators often seize power with the help of armed followers.

**Totalitarianism** is the belief that every aspect of government, work, education, the arts, science—in fact, all of life and thought—must match the beliefs of those in power.

Look up the countries listed below. Find out what form of government each one has, or had.

Iran (before 1900) \_\_\_\_\_ Venezuela (1850-1935) \_\_\_\_\_

Iran (after 1979) \_\_\_\_\_ Greece (8th century B.C.) \_\_\_\_\_

Japan \_\_\_\_\_ Nepal (before 1980) \_\_\_\_\_

Vatican City \_\_\_\_\_ Russia under Stalin \_\_\_\_\_

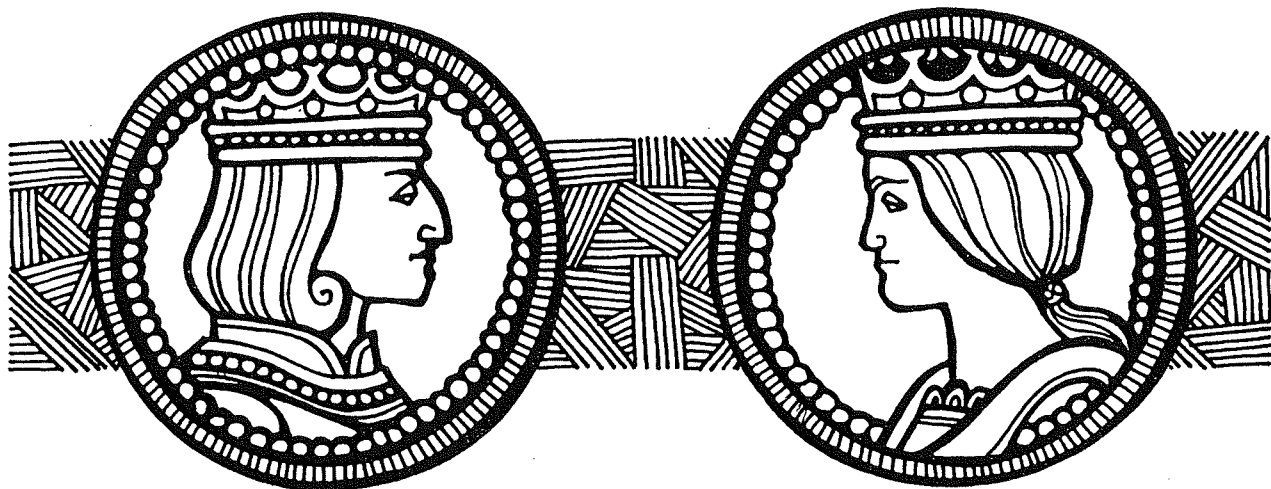
Tudor England \_\_\_\_\_ United States \_\_\_\_\_



# Power Structure (continued)

Brainstorm with your group to decide who holds power in your culture. Record your decisions by answering the following questions.

1. What form of government does your culture have? \_\_\_\_\_
2. How are leaders selected? \_\_\_\_\_  
\_\_\_\_\_
3. What are the titles of those in power? \_\_\_\_\_  
\_\_\_\_\_
4. What are the responsibilities of those in power? \_\_\_\_\_  
\_\_\_\_\_
5. What ceremonies are held when a new leader is named? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Is there a written record of laws in your culture? \_\_\_\_\_
  - What is it called? \_\_\_\_\_
  - Does your culture have a constitution to describe how the government functions? \_\_\_\_\_
  - Does the constitution apply to everyone, including those in power? \_\_\_\_\_
7. How are arguments or legal disputes settled? \_\_\_\_\_  
\_\_\_\_\_
8. What major laws have been made and why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. What punishments exist for rule breakers? \_\_\_\_\_  
\_\_\_\_\_



# Economy and Currency

Nowadays, most of us take for granted that whatever we need is a quick shopping trip away. We go to a variety of stores and simply hand over money that we or other members of our family have earned in exchange for all kinds of goods and services.



It sounds so simple, and yet it's anything but. Our way of life is based on a complicated economy. An economy refers to the way people use resources to make and sell goods and services. Before economies developed, money didn't exist. People had to produce everything for themselves. Because this was too difficult and time consuming, a barter system began. In other words, people traded goods or services they had for ones they didn't have but needed.

The introduction of money as medium of exchange allowed economies to grow. Today each country has a currency and a "national economy." The United States, for example, has a "free enterprise" economy. Privately-owned businesses produce and distribute most of the goods our society needs on a daily basis. The people in a free enterprise economy earn money by owning or working for the businesses that produce and deliver goods and services.

Not every country has a free enterprise economy. In socialist or communist economies, for example, the government – not private businesses – controls the production and distribution of goods. In these economies, most people work for and get paid by the government.

Write the name of the country that uses each of the coins listed below.

franc \_\_\_\_\_ guilder \_\_\_\_\_

drachma \_\_\_\_\_ krone \_\_\_\_\_

quetzal \_\_\_\_\_ rial \_\_\_\_\_

rupee \_\_\_\_\_ yuan \_\_\_\_\_



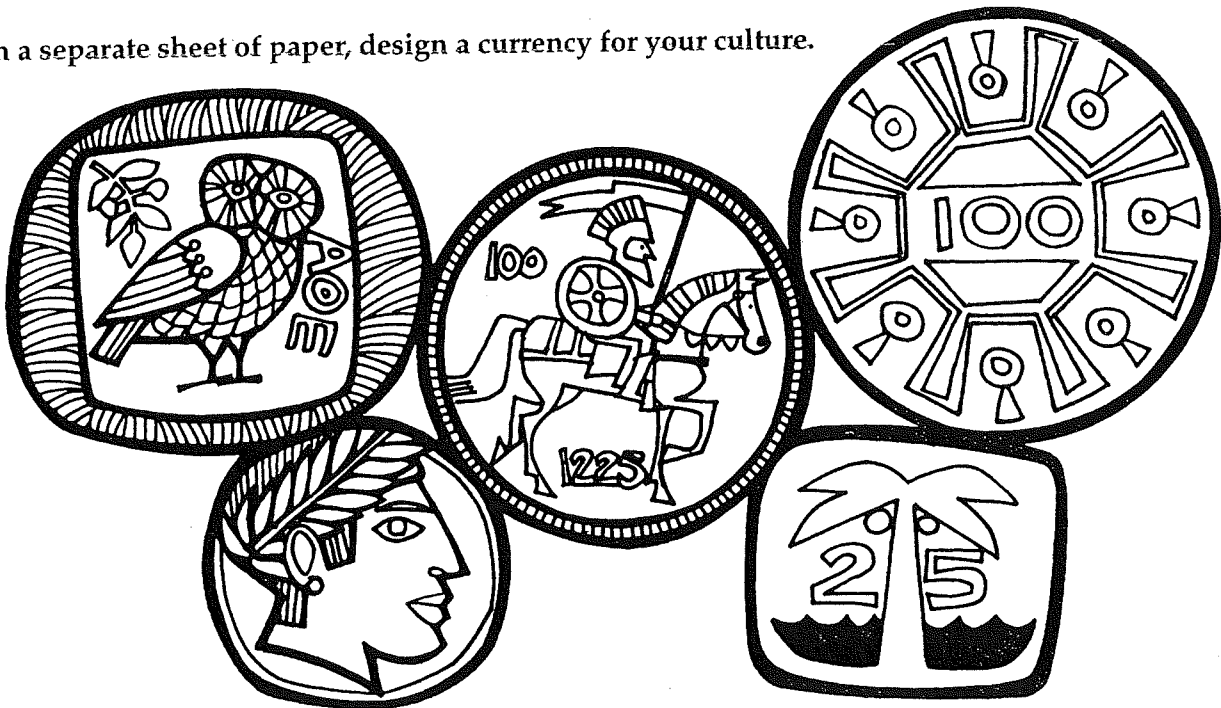


# Economy and Currency (continued)

Brainstorm with your group how the economy of your new culture works. Discuss your ideas and answer these questions. Record your decisions below.

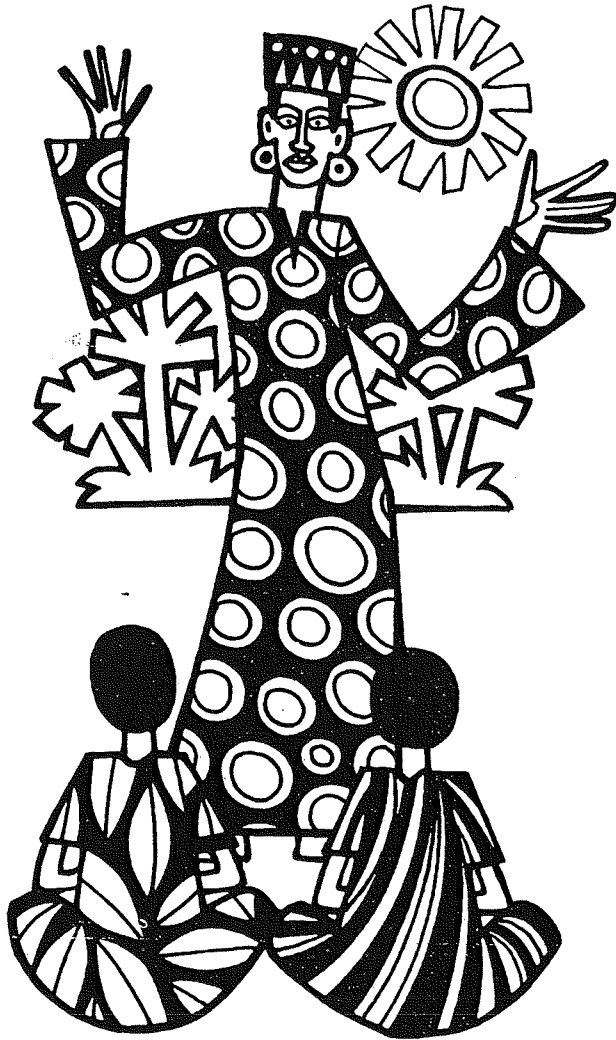
1. What items are considered valuable and why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Who has access to these things of value? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What types of "cash" are used? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How does trade within this culture happen? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. How do people display their wealth? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Who is considered "successful"? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

On a separate sheet of paper, design a currency for your culture.



# Education

Cultures must develop ways to pass on important skills, traditions, and knowledge. Parents often teach their children these things, but children also learn from a variety of other teachers.



Since the people of many early cultures could neither read nor write, oral storytelling was a common way to preserve the culture's history and pass it on to the next generation. For example, a Mandinkan *griot* or storyteller taught the tribe's history to its children.

Today, most cultures rely on books, as do schools in the United States and Japan. In Japan, however, the school day is much longer. Many young Japanese also go to classes outside of school. Pressure to pass difficult tests that decide the kind of high school or college students are allowed to attend keep these classes in demand.

The city-state of Sparta in ancient Greece had a very different idea of education. Because victory in war was valued above everything, boys had to leave home at age seven and join groups run by army officers. Until the age of 18, boys walked barefoot, slept on hard beds, and worked at gymnastics, running, jumping, javelin and discus throwing, swimming, and hunting. Meals were small to encourage boys to steal food. Failures were harshly punished, and boys were taught to take pride in the pain they could endure. Girls lived at home but also learned to throw a javelin and discus, run, jump, and wrestle.

With your group, discuss education in your culture. List some of the things children would need to learn at each of the ages below.

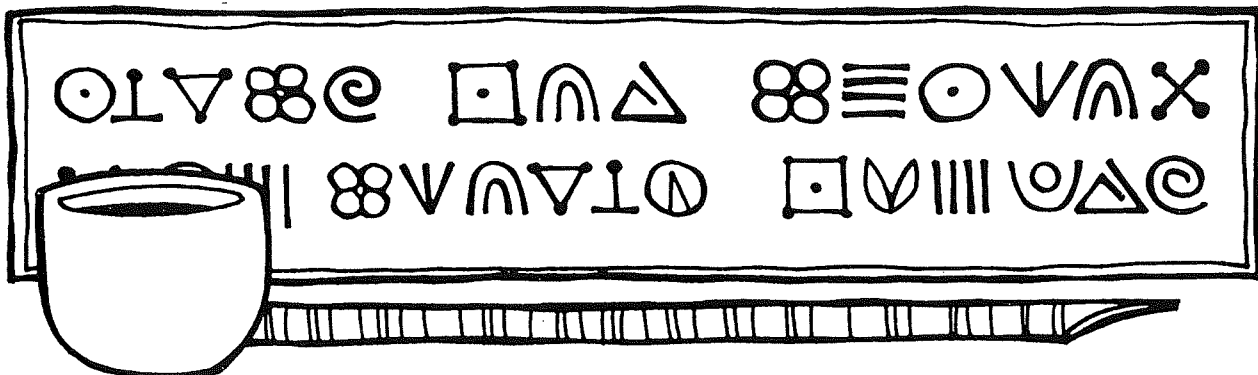
1. Ages 2 to 5 \_\_\_\_\_
2. Ages 6 to 10 \_\_\_\_\_
3. Ages 11 to 13 \_\_\_\_\_
4. Ages 14 to 18 \_\_\_\_\_
5. Over 18 \_\_\_\_\_

# καλοδιδάσκαλος

# Education (continued)

Brainstorm with your group how the culture you are creating educates its people. Have one person in your group fill in the following information.

- How do the people in your culture learn about its history? \_\_\_\_\_  
\_\_\_\_\_
- At what age do children begin their education? Are children educated individually or in a group? \_\_\_\_\_
- How many hours do children spend in a formal learning situation each day? During what hours? \_\_\_\_\_
- Who are the teachers in this culture, and what methods do they use to teach? \_\_\_\_\_
- How do children learn to survive in the environment? What survival skills must they learn? \_\_\_\_\_
- What social skills are valued by this culture? How are these skills taught? \_\_\_\_\_
- What are some of the unique things about education in your culture? \_\_\_\_\_



# Language

People communicate in many ways. Members of a culture will use their own language to communicate within the group, but they may also know several other languages.

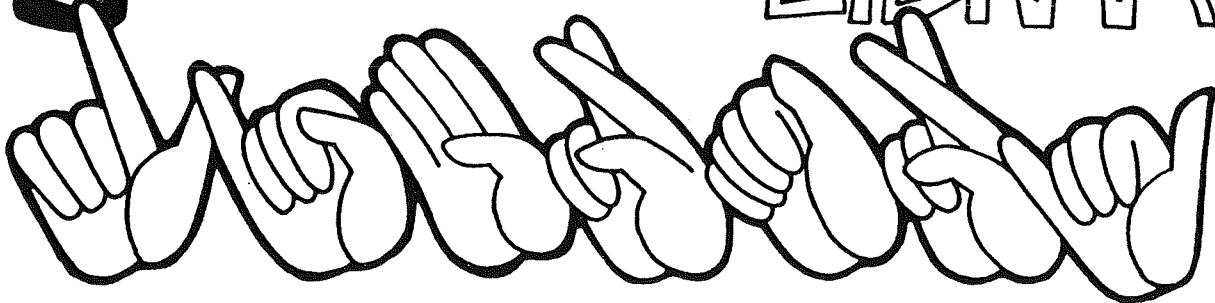
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For example, a person living in Scotland may speak Gaelic. A person living in Canada may speak French or English or both. People in Switzerland might speak Italian, German, and French.

People who live in different regions of the same country may speak the same language but pronounce the words differently. They are said to have accents, like the Boston or Southern accent, or an Irish brogue.

When members of a group have their own special words or phrases or use standard words in odd ways, their speech is called **dialect**. Cockney in England is one example. Nonstandard vocabulary or informal usage that is popular for a limited time is called **slang**.

Sometimes language is not even meant to be spoken.

List below some ways that people communicate.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Language (continued)

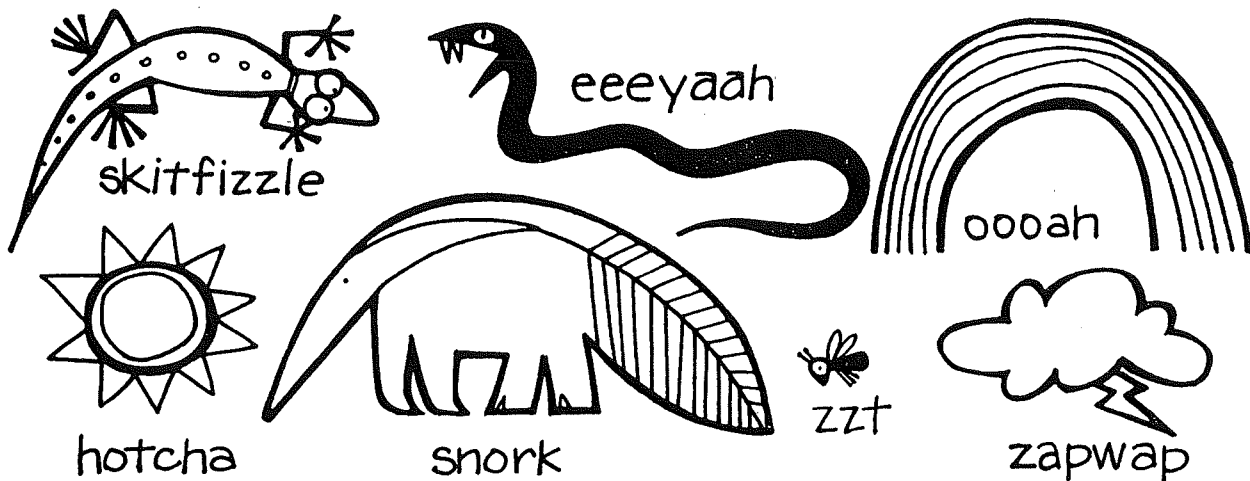
Brainstorm with your group all the different ways people in your culture communicate. Then fill in the following information.

1. What is the name of the language your culture speaks? \_\_\_\_\_
2. About how many words exist in your culture's vocabulary? \_\_\_\_\_
3. List the major ways in which your culture communicates. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What are some examples of slang or dialect within your culture? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Write six important words from your culture's vocabulary, just as they would appear in a dictionary. Include the pronunciation, part of speech, and definition for each.

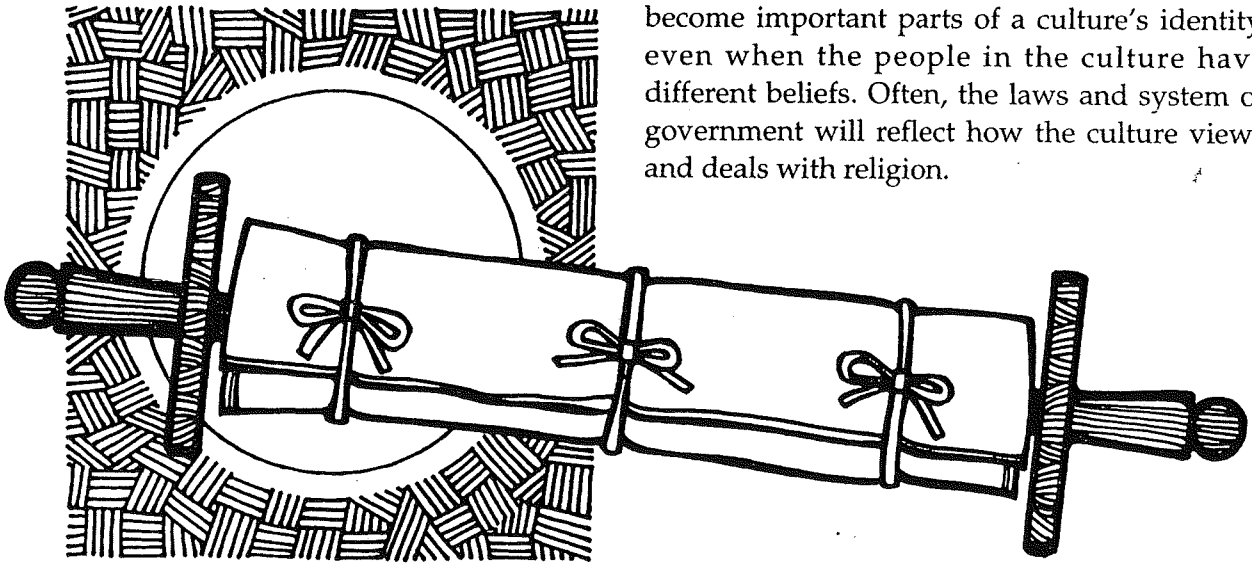
- (a) \_\_\_\_\_  
\_\_\_\_\_
- (b) \_\_\_\_\_  
\_\_\_\_\_
- (c) \_\_\_\_\_  
\_\_\_\_\_
- (d) \_\_\_\_\_  
\_\_\_\_\_
- (e) \_\_\_\_\_  
\_\_\_\_\_
- (f) \_\_\_\_\_  
\_\_\_\_\_



# Religion and Rituals

For many cultures, religious beliefs help shape the society's customs and laws. This is especially true in cultures where the people hold the same religious beliefs or where the leader of the culture is also the leader of the religion.

Religious rituals and celebrations usually become important parts of a culture's identity, even when the people in the culture have different beliefs. Often, the laws and system of government will reflect how the culture views and deals with religion.



Research these religions and find out what cultures believe in them. Then record one thing about each religion that makes it unique.

1. Buddhism: believers \_\_\_\_\_  
unique quality \_\_\_\_\_
2. Christianity: believers \_\_\_\_\_  
unique quality \_\_\_\_\_
3. Hinduism: believers \_\_\_\_\_  
unique quality \_\_\_\_\_
4. Islam: believers \_\_\_\_\_  
unique quality \_\_\_\_\_
5. Pantheism: believers \_\_\_\_\_  
unique quality \_\_\_\_\_
6. Quakerism: believers \_\_\_\_\_  
unique quality \_\_\_\_\_
7. Shinto: believers \_\_\_\_\_  
unique quality \_\_\_\_\_
8. Judaism: believers \_\_\_\_\_  
unique quality \_\_\_\_\_

# Religion and Rituals (continued)

Brainstorm with your group and record your answers to the following questions about your culture's religion and rituals.

1. What god(s) is/are worshipped by the people in this culture? \_\_\_\_\_  
\_\_\_\_\_
2. What are the most important teachings, principles, or ideas that the god(s) represents?  
\_\_\_\_\_  
\_\_\_\_\_
3. How do the people show respect for their god(s)? \_\_\_\_\_  
\_\_\_\_\_
4. Who are the "holy people" in this culture? \_\_\_\_\_  
\_\_\_\_\_
5. What are the duties of these "holy people"? \_\_\_\_\_  
\_\_\_\_\_
6. What are the privileges of these "holy people"? \_\_\_\_\_  
\_\_\_\_\_
7. What role do animals play, if any, in religious rituals? \_\_\_\_\_  
\_\_\_\_\_
8. Describe the most important religious holiday in your culture. Tell why it is important and what people do to celebrate it. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

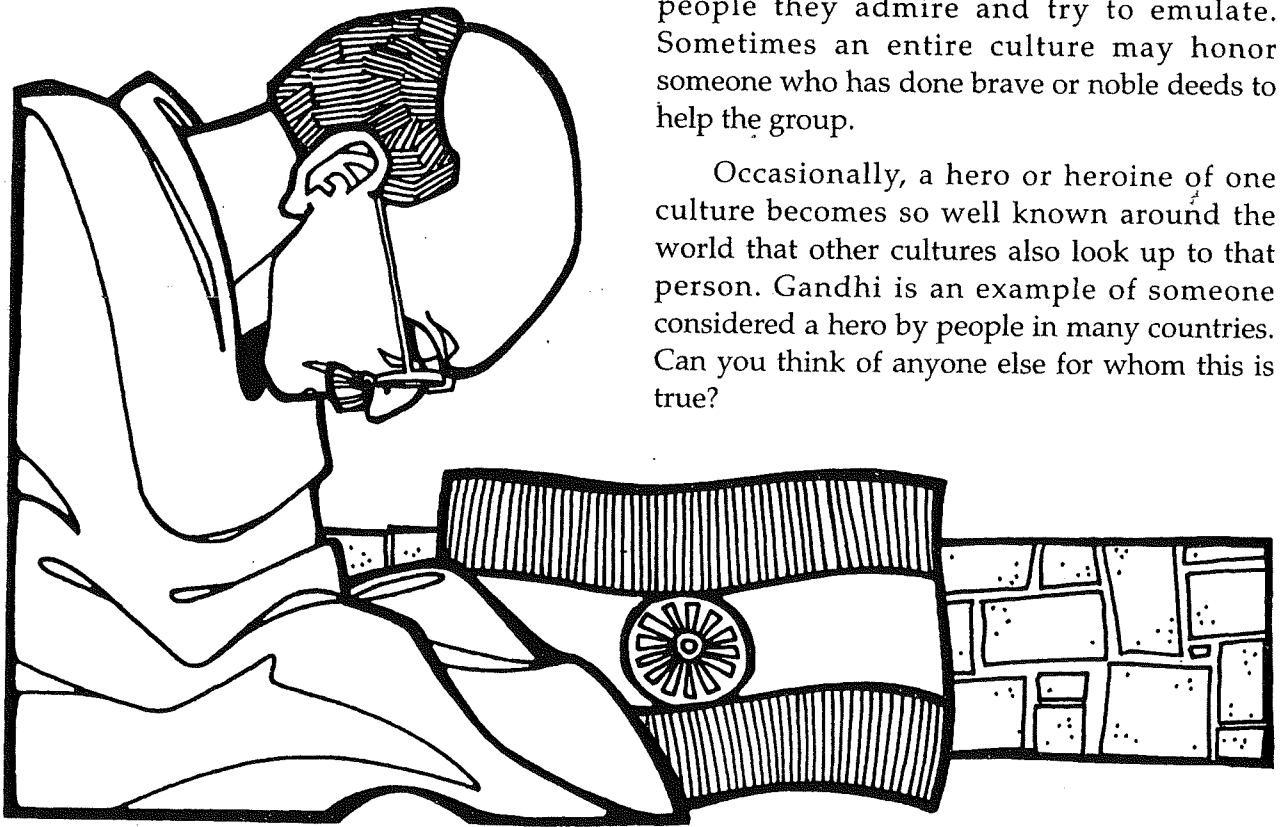


# Heroes and Heroines

All cultures have heroes and heroines, people who are respected for having done remarkable things. Often, these heroes become part of the stories told in the culture.

Individuals also have heroes and heroines, people they admire and try to emulate. Sometimes an entire culture may honor someone who has done brave or noble deeds to help the group.

Occasionally, a hero or heroine of one culture becomes so well known around the world that other cultures also look up to that person. Gandhi is an example of someone considered a hero by people in many countries. Can you think of anyone else for whom this is true?



In the boxes below, name a person in each profession who could be considered a hero or heroine in today's society.

|           |
|-----------|
| scientist |
|-----------|

|                |
|----------------|
| philanthropist |
|----------------|

|         |
|---------|
| athlete |
|---------|

|          |
|----------|
| educator |
|----------|

|           |
|-----------|
| physician |
|-----------|

|       |
|-------|
| other |
|-------|



# Heroes and Heroines (continued)

Brainstorm with your group the heroes and heroines in the culture you are creating. Then answer these questions.

1. What are the names of the heroes and heroines in your culture? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Write a short description of the remarkable things each one did that made the person heroic.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

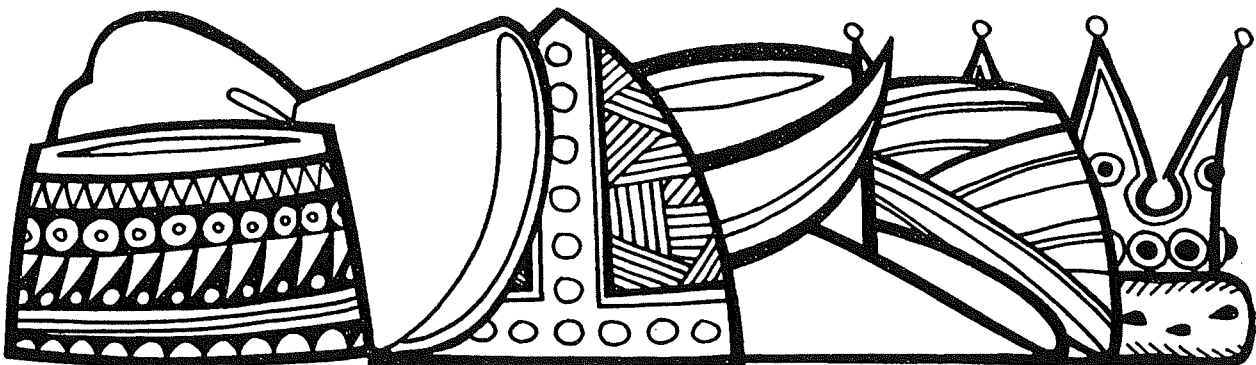
3. How does your culture honor its heroes and heroines? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What values or important ideas does each hero or heroine represent in your culture? Write the people's names and what value or idea each person represents.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_



# Folklore

Remember the tale of George Washington chopping down a cherry tree? That story is one example of **folklore**, a body of stories reflecting a culture's beliefs, traditions, heroes, and values.



Often, the characters of folk tales represent admired qualities that are passed on in stories told to children. Some folk tales are made-up stories about real people, like George Washington and Johnny Appleseed (John Chapman). Others are told about bigger-than-life, make-believe heroes, like Paul Bunyán and Pecos Bill.

Folk tales have been told for centuries. All cultures have them. The Baganda tribe of East Africa, for example, has a collection of stories so old that no one knows when they originated. One character, the clever and resourceful Wakaima rabbit, closely resembles Brer Rabbit, hero of the tales told by black Americans in the 1800s; Coyote, the trickster of Native American tales, is another example of a folk tale character who exemplifies cleverness and cunning.

At one time, all folklore was part of an **oral tradition** passed on by word of mouth. Today, folklore finds its way into poetry, song lyrics, and fables. How did you learn the story of George Washington and the cherry tree? What cultural quality does his action symbolize?

Have each person in your group read a different Aesop's fable and then do the following:

1. Tell your group which fable you read and what its moral was.
2. Retell your fable to the others in your group.

As a group, do the following:

1. List the similarities that exist among all the fables you heard or read. \_\_\_\_\_

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2. List the differences. \_\_\_\_\_

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# Folklore (continued)

With your group, brainstorm ideas about the folklore of your culture. Fill in the information below.

1. List three behaviors, qualities, or traits that the people in your culture consider important.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

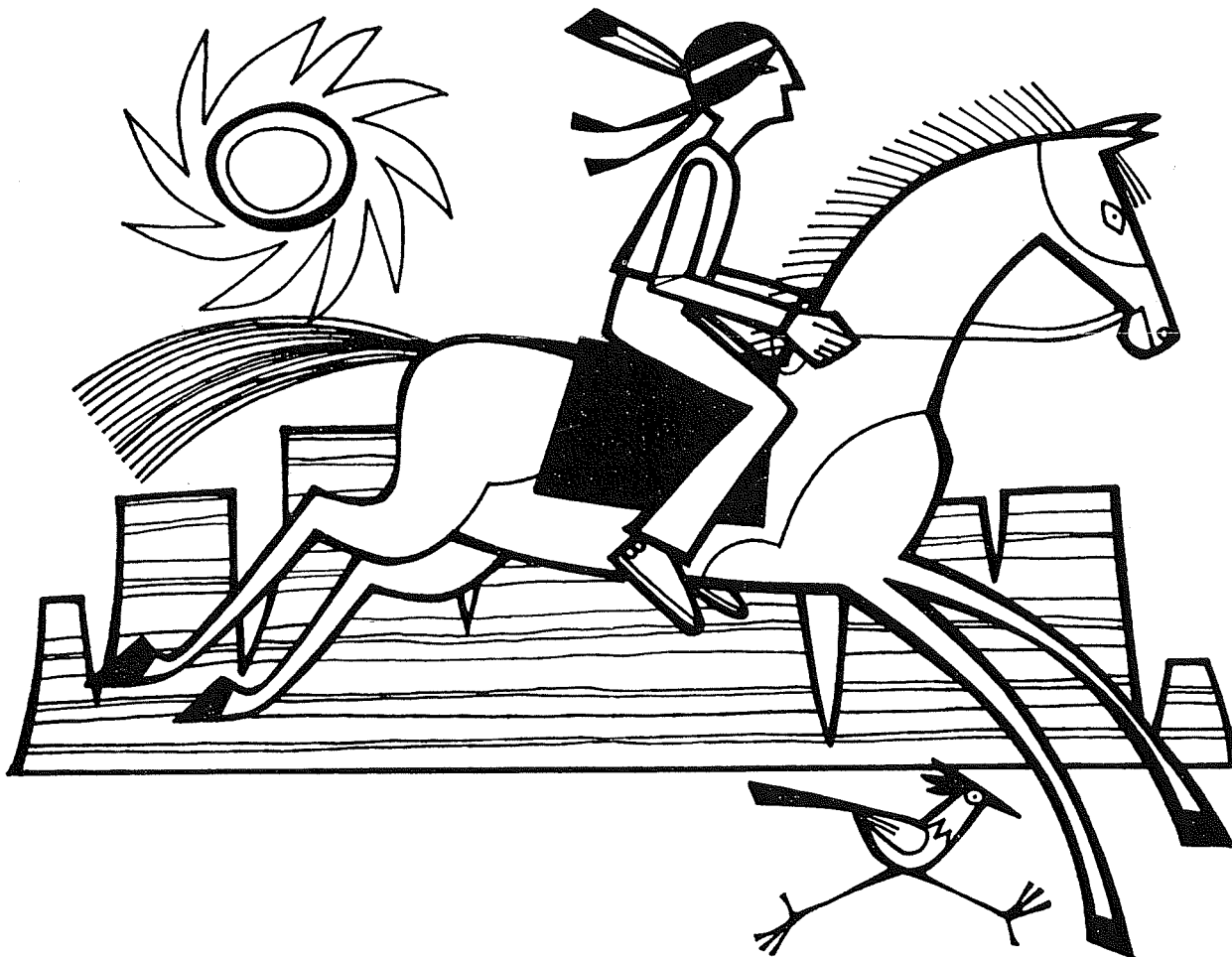
2. In some folk tales, the same character is repeated, like Robin Hood and Merlin of English stories, the centaurs of Greek legend, and the tales of the Norse hero Peer Gynt. List below the character or characters who would appear in many of the folk tales told in your culture.

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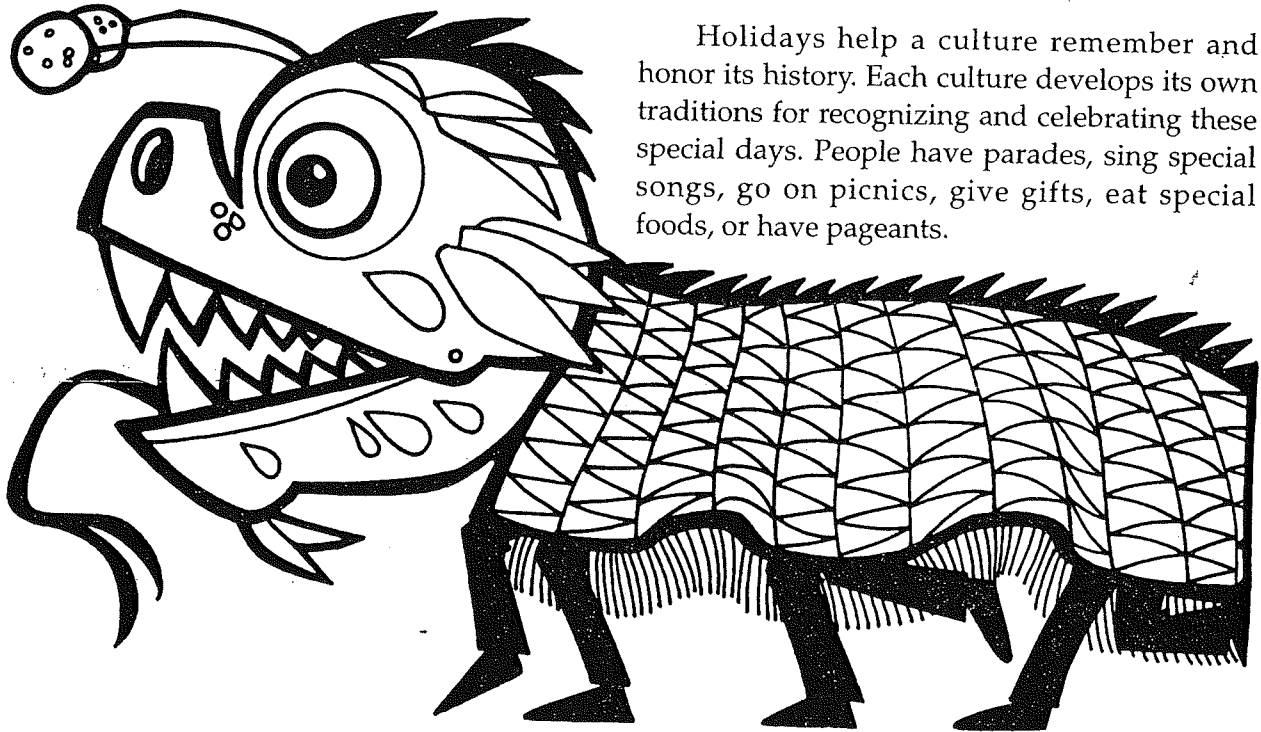
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# Holidays and Celebrations

A holiday is a day made special by a culture's customs or laws. Usually, some kind of celebration is held on that day.



Holidays help a culture remember and honor its history. Each culture develops its own traditions for recognizing and celebrating these special days. People have parades, sing special songs, go on picnics, give gifts, eat special foods, or have pageants.

Do research to learn more about each of these holidays celebrated around the world. Name the culture where the holiday originated and describe one unusual fact about the day.

1. Kwanzaa \_\_\_\_\_  
\_\_\_\_\_
2. Bastille Day \_\_\_\_\_  
\_\_\_\_\_
3. Angin Matsui \_\_\_\_\_  
\_\_\_\_\_
4. Diwali \_\_\_\_\_  
\_\_\_\_\_
5. Dia del Idiome \_\_\_\_\_  
\_\_\_\_\_
6. New Fire Holiday \_\_\_\_\_  
\_\_\_\_\_
7. Shavuot \_\_\_\_\_  
\_\_\_\_\_



# Holidays and Celebrations (continued)

Brainstorm with your group some of the holidays your culture celebrates. For ideas, review previous sections about the people, beliefs, or events that are important in your culture. Record your decisions about four of your holidays below.

| What is the holiday called? | How is it celebrated? | Why is it important? |
|-----------------------------|-----------------------|----------------------|
| 1. _____                    | _____                 | _____                |
| 2. _____                    | _____                 | _____                |
| 3. _____                    | _____                 | _____                |
| 4. _____                    | _____                 | _____                |



# Dance

Dance is an important part of most cultures. Some dances are created to celebrate historic events. In the hula, a Polynesian dance, the dancers use pantomime to retell these events.

French Gavotte



Sometimes dances stand for something else, like hunting, prayers, or warfare. In these symbolic dances, people may take on the traits of an animal. Other dances are purely for entertainment, like square dancing and couples dancing.

Often, special clothing is worn for the dance. Hula dancers wear flower leis and long skirts of grass. In Scotland, both men and women dancers wear kilts, pleated wool skirts with plaid designs that represent a clan or family.



Latin Flamenco



Israel's Hora

Use references to look up each of the dances pictured above. Write a few sentences about each dance, explaining why it is performed and what special clothing is worn.

1. Flamenco: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Gavotte: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Hora: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Dance (continued)

Brainstorm with your group some of the ways your culture uses dance to celebrate its history or identity. Plan at least two of the dances, using the lines below.

### First Dance

name of dance \_\_\_\_\_

special clothing worn \_\_\_\_\_

---

---

---

---

event celebrated \_\_\_\_\_

---

some of the steps or movements in the dance

---

---

---

---

---

---

---

### Second Dance

name of dance \_\_\_\_\_

special clothing worn \_\_\_\_\_

---

---

---

---

event celebrated \_\_\_\_\_

---

some of the steps or movements in the dance

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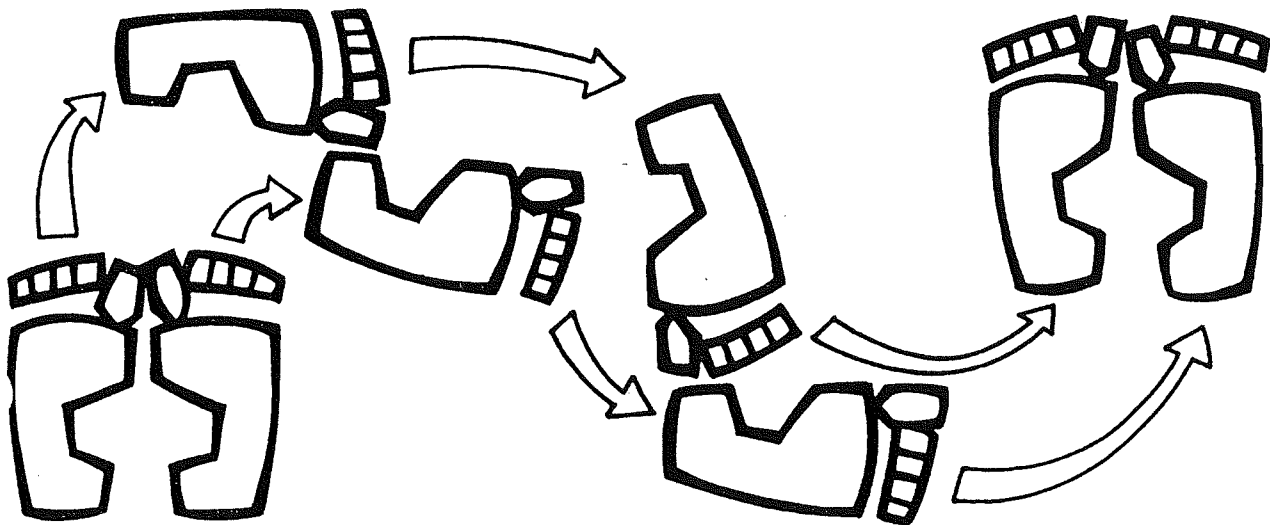
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# Foods and Their Preparation

Each culture develops a diet and ways of preparing food based on what is available in the culture's habitat. Many cultures can be recognized by the unique foods they eat or by their characteristic ways of cooking or seasoning meals.



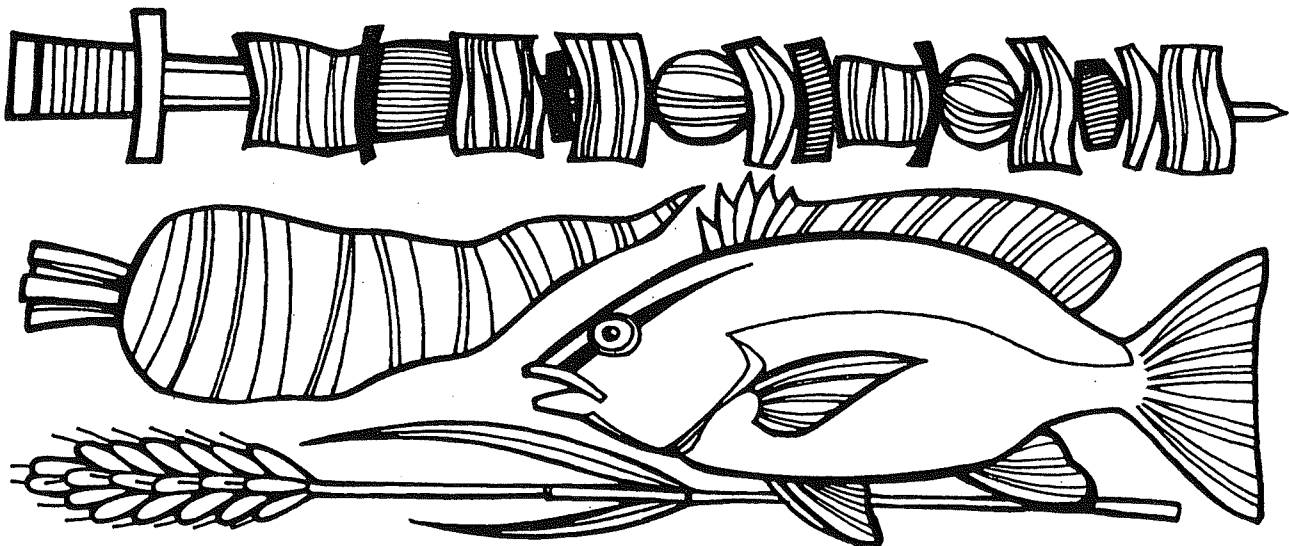
Think about how a culture's habitat and way of life might affect what the people eat. Will hunting tribes eat the same foods as agricultural peoples? Will people living along rivers or coastlines eat the same foods as people living in forests or grasslands?

In fact, would you cook and eat the same way on a camping trip as you do at home?



Research the following foods. Tell where each originated and list the main ingredient needed to make each one.

1. borscht \_\_\_\_\_
2. chimichanga \_\_\_\_\_
3. escargot \_\_\_\_\_
4. goulash \_\_\_\_\_
5. couscous \_\_\_\_\_

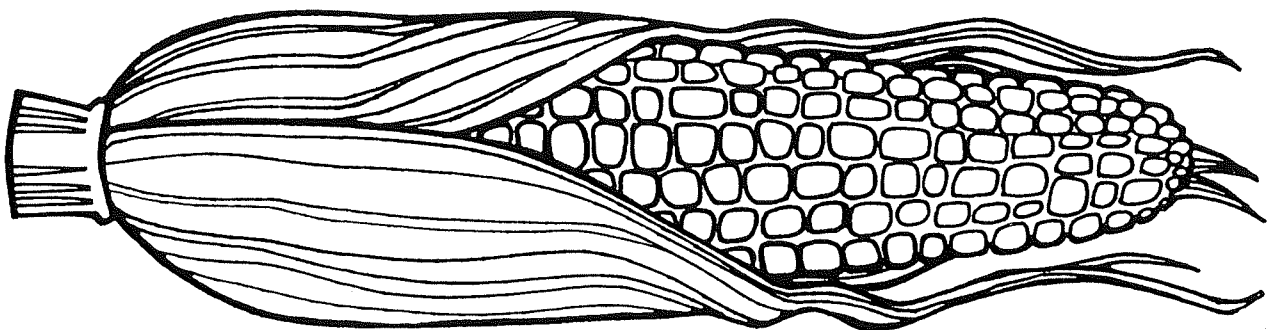




# Foods and Their Preparation (continued)

Think about your created culture's natural resources. Decide what would be eaten by the people and how food might be prepared. Brainstorm with your group, and then answer the following questions.

1. What are three special foods that the people in your culture eat regularly? \_\_\_\_\_  
\_\_\_\_\_
2. Who is in charge of getting the ingredients, and how do they get them? \_\_\_\_\_  
\_\_\_\_\_
3. What tools or weapons are used in this process? \_\_\_\_\_  
\_\_\_\_\_
4. How many meals a day are eaten and at what times? \_\_\_\_\_  
\_\_\_\_\_
5. Who prepares each meal, and where is this done? \_\_\_\_\_  
\_\_\_\_\_
6. Who gathers to eat these meals? \_\_\_\_\_  
\_\_\_\_\_
7. Are there any special activities, manners, or rituals that are part of the meals? If so, describe them. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Are any foods used as treats or rewards? If so, describe them. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Do any people in your culture sell food to make money? If so, who are these people, and what do they sell? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. Does your culture engage in trade with other cultures for food that is not found locally? \_\_\_\_\_



# Clothing

Most cultures have special clothing that is different from what they wear every day. For instance, to show respect for the dead, people who are mourning in Ghana wear **kobene**, cotton dyed a deep red. In many western cultures, men wear tuxedos and women wear long and sometimes elaborate dresses for formal occasions.



Clothing is also determined by climate and natural resources. Some northwestern Native American tribes made ornamental capes and hats from cedar bark. Cultures in arctic climates wore parkas, mittens, and boots made of sealskin and lined with fur.

Throughout history, people also have worn uniforms that tell what kind of work they do, like today's chefs, soldiers, nurses, or firefighters.

In the space below, describe the clothes people in your culture wear for each special event listed. Include the colors and the materials, and tell which people wear this special clothing.

1. weddings \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. funerals \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. first holiday (name) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. second holiday (name) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. a special occupation \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# Rites of Passage

**Rites of passage** are ceremonies held to honor important milestones reached by members within the cultural group.

When these accomplishments or new stages of life are recognized, the family—or even the entire culture—may join in a traditional celebration to honor the event. People may wear clothing associated with the rite of passage, prepare special foods or drinks, and perform traditional dances or ceremonies.

The ceremonies can recognize a variety of events: reaching a certain age, getting engaged or married, having a child, completing an education, winning a competition, etc. Some rites of passage mark major changes in a person’s life. Others are less significant but still play significant roles in the life of the culture.



**Brainstorm with your group to decide what rites of passage exist in your culture. Describe below the rites you have chosen.**

birth \_\_\_\_\_

coming of age \_\_\_\_\_

marriage \_\_\_\_\_

death \_\_\_\_\_

others (name each one) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Pick one of the rites of passage listed above and find out how three real cultures celebrate this milestone. Pick from an African, European, Asian, or Hispanic culture. Tell the others in your group what you have learned.



# Calendar

Every culture has some way of marking the passage of time. Ancient cultures used the sun and moon to count the passing of days and months. Today, we use calendars, clocks, and watches.



Think about how the people of a culture might measure time. Would they count rotations of the earth or phases of the moon? Hours on a clock or shadows on a sundial? Years or the changes of seasons?

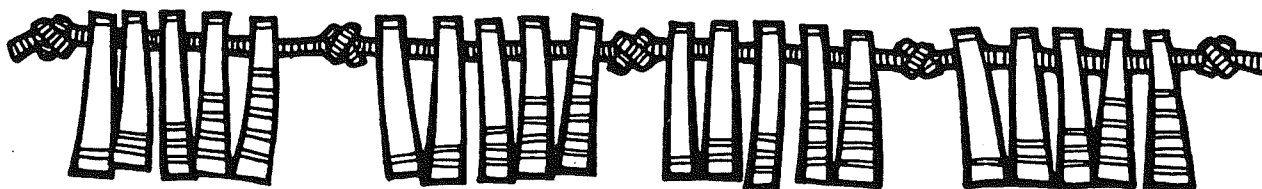
What names might people give to parts of the day, month, or year? What about longer time periods? Would people refer to a decade, the person in power, a war, an event, a major invention, or a natural disaster like a flood or an earthquake?

How might a culture's habitat, way of life, religious beliefs, heroes and heroines, or traditions affect the way people think about time? What role might scientists or astronomers play in learning about time?



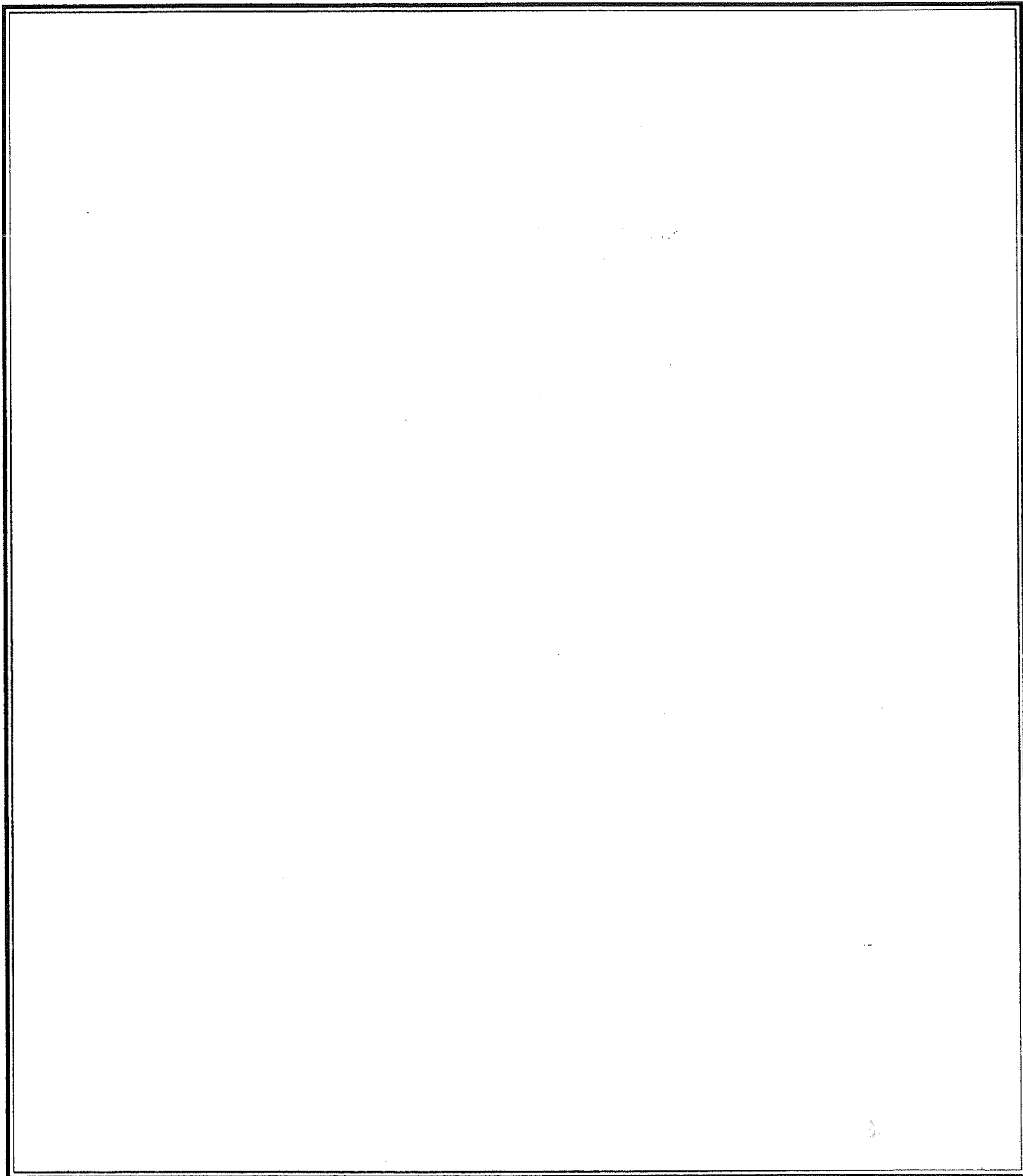
With your group, discuss the different ways your culture keeps track of time. Decide the names of different time segments. Consider the climate, geography, people, and beliefs of your culture. What effects might they have on your calendar?

Make notes with your group. Then use the next page to create a calendar for your culture.



# Calendar (continued)

Create a calendar for your culture. Divide the space below into the blocks of time your culture uses on its calendars. (Rotate the page or use the page more than once if you prefer.) Label holidays and special events. Show how your calendar can be used for record keeping and planning.



# Toys, Games and Sports

People in a culture often participate in sports and play games to fill their leisure time.



In the United States, baseball is known as "the great American pastime." Soccer is considered the national sport of many South American and European countries. Games like chess are popular worldwide.

Often games—or sports—grow out of tournaments that highlight strengths or skills needed in the culture. Members of tribes, rival towns, or countries compete to prove their superiority. The ancient Greek Olympics, Medieval jousts, and early American lumberjack contests are a few examples.



With your group, decide some of the toys people play with in your culture. Record your decisions below.

1. What kinds of toys are popular? \_\_\_\_\_  
\_\_\_\_\_
2. What materials are used to make most toys, and who makes them? \_\_\_\_\_  
\_\_\_\_\_
3. Do any of these have a purpose other than for entertainment? \_\_\_\_\_  
\_\_\_\_\_
4. Describe three toys that are popular in your culture and tell who plays with each one.
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_



# Toys, Games and Sports (continued)

Brainstorm with your group the games people in your culture play in their leisure time. Record your answers to the following questions.

1. What games do family members play together? \_\_\_\_\_  
\_\_\_\_\_
2. What games are played by a solitary player, not a group? \_\_\_\_\_  
\_\_\_\_\_

With your group, decide what kind of team competition sports are played in your culture. Answer the questions below.

1. Do any of these games have a purpose other than entertainment? Describe any special purpose.  
\_\_\_\_\_  
\_\_\_\_\_
2. What are the main rules for one of the games? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. How many are on a team for most games? \_\_\_\_\_
4. What are the players' roles? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Who is eligible to play? \_\_\_\_\_  
\_\_\_\_\_
6. Do the players wear special clothing or uniforms? If so, describe them. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Where is each kind of game played? \_\_\_\_\_  
\_\_\_\_\_
8. Who is invited to watch the games? \_\_\_\_\_  
\_\_\_\_\_
9. How are winners determined? \_\_\_\_\_  
\_\_\_\_\_
10. How are winners rewarded for winning? \_\_\_\_\_  
\_\_\_\_\_

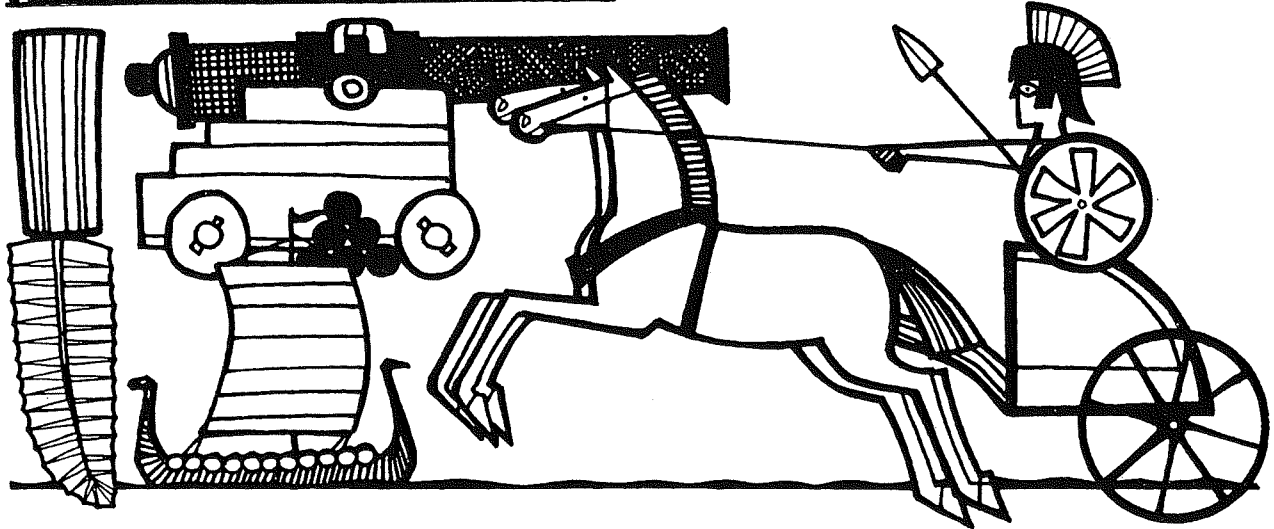
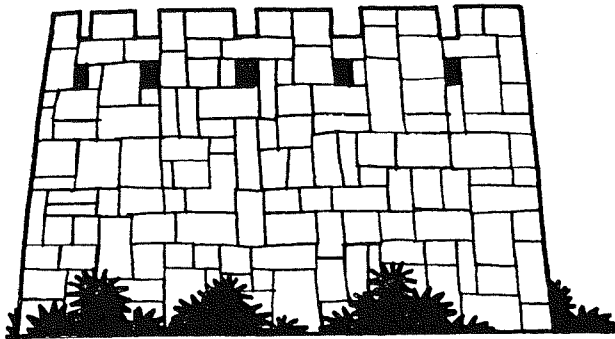


# Defense and Protection

Most cultures have some system of defense. They want to protect territory and valuables from neighboring cultures. Wars have been fought because one culture trespassed on another's land.

Some cultures try to prevent this kind of invasion. People have built walls, forts, and castles. They have dug moats and ditches, invented weapons, and trained armies.

Sometimes the landscape itself can be part of a culture's defenses. Castles may be built on high cliffs, or cultures may migrate to islands that are not easily reached by others.



Describe briefly at least three ways that people around the world defend themselves and their property.

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# Defense and Protection (continued)

Brainstorm with your group the answers to the following questions. Record your ideas below.

1. Which features of the landscape make your culture easy to attack? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What defenses does the landscape provide naturally? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Which people in your culture are trained to defend it? \_\_\_\_\_  
\_\_\_\_\_
4. How are defense strategies taught, and who teaches them? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Have any major battles been fought? If so, who was involved and who won? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What types of weapons are used in training and fighting? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What other ways do the people in your culture defend themselves? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What kinds of clothing or uniforms do the defenders wear? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

