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Cultural Components, Cultural Universals, and Cultural Variations

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Cultural Components, Cultural Universals, and Cultural Variations

Sarah Lerdal – School not available

Grade Level (Req.): 7th-12th grade	Content Area (Req.): Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): 1 class period	Goal (Req.): Students will learn about culture.	
	Objective (Req.): Students will be able to describe the five main components of culture. Given an image, students will be able to differentiate between the components of culture. Students will be able to explain the difference between cultural universals and cultural variations. Students will be able to identify cultural universals and variations in cultures around the world, specifically between the United States and Chile. Students will recognize that although there are lots of differences amongst world cultures, cultures also share many similarities.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Student journals or paper • Teacher prepared PowerPoint – The 5 Components of Culture • Table worksheet to be filled in by students • • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): In journals, students will respond to the following prompt: “Are societies around the world more similar to or different from one another?” They will be asked to cite examples to defend their ideas. Randomly select several students to share their responses.		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Presentation of background information: Use the PowerPoint to introduce the 5 components of culture, first investigated by Sociologist George Murdock. 2. After students take notes on this topic, in pairs they should think of examples from their own culture. 3. Next, continue with the PowerPoint by showing students various photographs from Chile. 4. While viewing the pictures, the students will individually fill out the table. The table will ask them to describe the component of culture being displayed, write out their justification of why it meets that specific component, and describe any cultural variations they notice in the picture. The two most important columns are the last two, as I am most interested in having students represent their knowledge of the components by defending them. Arguments are important, as several slides could be classified as representing various components of culture. 5. Lastly, students should switch their completed tables. As a class we will view the pictures and 		

discuss what students filled in.

6. Students will hand in their completed tables.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Formative Evaluation (Req.): Journal responses, think-pair-share ideas

Assessment (Req.): Completed tables, test questions

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- Geography, grade 9-12: Understand how human actions modify the environment and how the environment affects humans
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Common Core Curriculum Standards Used (Opt.):

- Speaking and Listening, grade 6-12: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on specific grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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NGS Standards Used (Req.):

- The physical and human characteristics of places
- How human actions modify the physical environment
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<ul style="list-style-type: none"> • • 	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Place • Human-Environmental Interaction • Region • • 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • • •
<p>21st Century Universal Constructs (Opt.):</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> • • • • • 	
<p>Other Essential Information (Opt.): This lesson is a good intro to the main elements of culture, and it would be a good introductory lesson in World Cultures, Sociology, and Geography classes.</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> • • • • 	

Chile and the United States of America: Cultural Universals and Cultural Variations

Slide #	Which component of culture is being represented?	What are your reasons for choosing the component you did? Justifications?	Based on the photos, what are two cultural variations?

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The 5 Components of Culture

All cultures share 5 components

- ❑ These components are known as **cultural universals**
 - ❑ Studied by George Murdock
 - ❑ Regardless of the society, it had each of these elements
-

#1 Technology

- Tools people use to make life easier
-

#2 Symbols

- Something that stands for something else
-

#3 Norms

- Rules, or standards for behavior
 - Divided into mores and folkways
 - List examples
 - Assignment
-

#4 Language

- A shared written and/or spoken system of symbols
-

#5 Values

- Shared ideas, beliefs
 - What do Americans value?
 - How has what we value changed over time?
 - Journal: What would happen if students had to pay for school, just like college?
-

Why don't the 5 universal components of culture appear the same?

- Cultural variations
 - What causes cultural variation?
 - Immigration
 - Technology
 - Wars
 - Physical characteristics
-

Slide #1



Slide #2



Slide #3



Slide #4



Slide #5



Slide #5



Slide #6

