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AIRs - LM in Understanding Culture Society and Politics Quarter 1: Week 4 - Module 4

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Understanding Culture Society and Politics

Grade 11/12 Quarter 1: Week 4 - Module 4

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La Union Schools Division

Region I

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Understanding Culture Society and Politics

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Target

Due to our current situation brought by COVID pandemic, the face-to-face way of conducting schooling is not advisable for our own safety. However, the importance of education to our learners is indispensable. Thus, formal education must be acquired in any means that both educators and learners can do. Let us continue our learning process in this new normal of education.

This course aims to provide students' ideas about human cultures, human agency, society and politics; recognize cultural relativism and social inclusiveness to overcome prejudices; and develop social and cultural competence to guide their interactions with groups, communities, networks, and institutions.

After going through this module, you are expected to:

- Analyze the significance of cultural, social, political and economic symbols and practices.

Specific Learning Objective

- Trace the biological and cultural evolution of early to modern humans.
- Explore the significance of human material remains and artefactual evidence in interpreting cultural and social, including political and economic, processes.
- Recognize national, local, and specialized museums, and archaeological and historical sites as venues to appreciate and reflect on the complexities of biocultural and social evolution as part of being and becoming human.



Jumpstart

Let us start with a few activities in order to understand the lesson

Activity 1: Recall Me! The result will determine your prior knowledge.

I. **Correct or Incorrect.** Write the word *Correct* if the idea of the statement is true and the write word *Incorrect* if otherwise.

- _____ 1. Apes and human have similarities in biological anatomy and capacity for culture.
- _____ 2. As the environment changes, our society and way of life also change.
- _____ 3. Stone tools offer archaeologists hints about the lifestyle of early homo sapiens.
- _____ 4. Earliest people believed in supernatural being or gods.
- _____ 5. The market economic system was founded during the agrarian stage of society.
- _____ 6. Foraging was an economic activity started during the Metal Age.
- _____ 7. The practice of agriculture was known during the late Paleolithic period.
- _____ 8. Producing more food allowed societies to become larger.
- _____ 9. Language has a little influence on our ways of perceiving, behaving, and feeling.
- _____ 10. The expansion of trade sparked the growth of cities as economic and political centers.

II. Identification. Identify what is being asked.

- _____ 11. A symbolic system through which people communicate and through which idea values, beliefs, and knowledge are transmitted, expressed, and shared.
- _____ 12. It refers to our cultural heritage in the form of structures, monuments, historical sites, and other artifacts.
- _____ 13. Sociologists refer to this as the combination of objects and rules of using them that speaks about their culture.
- _____ 14. Cultural period where the used of metal such as bronze, copper, and iron flourished.
- _____ 15. The Thinking Man –species to which all modern human beings belong

III. Match Column A to Column B to identify what field of Social Science is referring to.

| | Column A | Column B |
|----|---|----------------------|
| 1. | Their study on social relationship and interactions will provide information that will help in understanding society objectively through the use of scientific investigation and methodology. | A. Sociology |
| 2. | The study of the nature, causes, and consequences of collective decisions and actions taken by groups of people embedded in cultures and institutions that structure power and authority. | B. Archaeology |
| 3. | It seeks to studies human as both biological and social creatures. It seeks to answer this primary question: What does it mean to be human? | C. Anthropology |
| 4. | Examines the remains of ancient and historical human populations to promote an understanding of how humans have adapted to their environment and developed. | D. Economics |
| 5. | It is the study of how people allocate scarce resources for production, distribution, and consumption, both individually and collectively. | E. Political Science |

IV. Contributions to Civilization. Can you identify the ancient civilization that brought the world some of these greatest inventions or achievements? Choose your answers inside this table and write them at the space provided below each picture.

| | | | |
|-----------------------------------|-----------------------------------|-----------------------|-----------------------|
| Mesopotamia Civilization | Chinese Civilization | Indus Civilization | Egypt Civilization |
| Tigris/ Euphrates river-valley | Huang Ho/ Yangtze river-valley | Indus river-valley | Nile river-valley |



Cuneiform –First System of Writing

6. _____



Great Pyramids of the World

7. _____



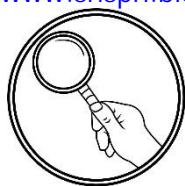
Inventor of first paper

8. _____



Mohenjo-daro –one of the world's greatest cities

9. _____



Discover

Human Capacity for Culture


Culture is defined as “that complex whole which encompasses beliefs, practices, values, attitudes, laws, norms, artifacts, symbols, knowledge, and everything that a person learns and shares as a member of a society” (Taylor, 2010). It is by-product of the attempt of humans to survive their environment and to compensate for their biological characteristics and limitations. Our evolution toward humanity as we know it has been a long journey of survival against the elements of the environment and against competing species. As our ancestors evolved biologically in response to their environment, they have also developed cultural technologies that aided them to efficiently obtain food and deter predators.

Evolution is a natural process of biological changes occurring in a population across successive generations (Banaag, 2012 p.31). It helps us identify and analyze man’s physiological development and eventually the emergence of different society. Moreover, man’s progression and characteristics are essential in understanding the capability for adaptation. Most scientists currently recognize some 15 to 20 different species of early humans.

| Human Biocultural Evolution | |
|--|--|
| Species | Characteristics |
| Hominids <i>“Manlike Primates”</i> | The development of the different species of primates which were able to evolve in 40 million years ago. There have been various relics of hominids which could be described as manlike primates. They are Ramapithecus, Lucy and Australopithecus. |
| Homo Habilis <i>“Handy Man”</i> | The apelike men who first to used stone tools as weapons and protection of their enemies. They are recognized as the first true human. Lived about 2.4 to 1.4 million years ago. |
| Homo Erectus <i>“The Upright Man”</i> | It was believed to be the first man like creature that lived about 500,000 years ago in Asia, Africa and Europe. This manlike specie could walk straight with almost the same brain with modern man. He made refined stone stools for hunting and weapons for protection of the enemies. The following are the major discovered fossils: a. Pithecanthropus Erectus “Java Man” –Discovered by Eugene Dubois at Trinil, Java, Indonesia in 1891. b. Sinanthropus Pekinensis “Peking Man” –Discovered at Choukoutien village, Beijing, China in 1929. |
| Homo Sapiens <i>“The Thinking Man”</i> | It was believed that this was the direct descendant of modern man who lived about 250,000 years ago. They had similar physical descriptions with modern man. They originated as the primitive men whose activities were largely dependent on hunting, fishing and agriculture. They buried their dead, used had tools and had religion. The following are Homo Sapiens subspecies: |

| | |
|--|---|
| | <p>a. Neanderthal Man –Discovered in Neanderthal valley near Dusseldorf, Germany in 1856 who lived in cave and dependent in hunting and fishing.</p> <p>b. Cro-Magnon Man – Discovered by a French archaeologist Louis Lartet in the Cro Magnon Cave in Southern France. It was believed to live in Europe, Asia and Africa. As a prehistoric man, they were the first to produce art in cave paintings and crafting decorated tools and accessories.</p> |
|--|---|

Four Biological Capacity of Human to Develop Culture

| | |
|--------------------------|--|
| 1. Our Thinking capacity | <ul style="list-style-type: none"> ➤ The primary biological component of humans that allowed for culture is the developed brain. It has the necessary parts for facilitating pertinent skills such as speaking, touching, feeling, seeing, and smelling. ➤ Compared with other primates, humans have a larger brain, weighing 1.4 kg. Due to the size of brain and the complexity of its parts, humans were able to create survival skills that helped them adapt to their environment and outlive their less adaptive biological relatives. |
| 2. Our gripping capacity | <ul style="list-style-type: none"> ➤ Look at your hands. Notice how your thumb relates with your other fingers. This capacity to directly oppose your thumb with your other fingers is an exclusive trait of humans. It allowed us to have a finger grip. ➤ <div style="text-align: center;">  <p style="text-align: center;"> Baboon Orangutang Chimpanzee Man </p> </div> <p>Figure 1. Hands of selected primates</p> <ul style="list-style-type: none"> ➤ The hand of human has digits (fingers) that are straight, as compared with the curved ones of the other primates. Notice that the thumb of the human is proportionately longer than those of other primates. These characteristics of the human hand allowed for two types of grip” power and precision. <ol style="list-style-type: none"> a) <i>Power grip</i> enabled humans to wrap the thumb and fingers on an object; it became the cornerstone of our capacity to hold tool firmly for hunting and other activities. b) <i>Precision grip</i> enabled humans to hold and pick objects steadily using fingers. This capacity was crucial for tool-making activities. |
| 3. Our speaking | <ul style="list-style-type: none"> ➤ As the brain is the capacity source of humans’ capacity to |

| | |
|-----------------------------------|---|
| capacity | <p>comprehend sound and provide meaning to it, the vocal tract acts as the mechanism by which sounds are produced and reproduced to transmit ideas and values.</p> <ul style="list-style-type: none"> ➤ Humans have longer vocal tract compared with chimpanzee. A longer vocal tract means that there is a longer vibration surface, allowing human to produce a wider array of sounds than chimpanzees. ➤ The tongue of human is also more flexible than of a chimpanzee, allowing for more control in making sounds. |
| 4. Our walking/ standing capacity | <ul style="list-style-type: none"> ➤ Primates have two forms of locomotion: bipedalism and quadropedalism. <i>Bipedalism</i> is the capacity to walk and stand on two feet, whereas <i>quadropedalism</i> uses all four limbs. Although apes are semi-bipedal, humans are the only fully bipedal primates. ➤ Being bipedal, humans gained more capacity to move while carrying objects with their free hands. It gave humans more capacity or productivity with their hands like hunting and foraging. |

Cultural and Sociopolitical Development

The physical as well as the mental development of early human beings helped them understand and adapt to their existing environment. Thus, their adjustment served as the onset of their culture. Culture enables the members of society to develop ways of coping with exigencies of nature as well as ways of harnessing their environment (Panopio, et.al 1994). The changes made by man through his interaction with the environment establish the different cultural evolution which determines man's socio-cultural development.

| Cultural Period | Cultural and Socio-political Development |
|---|--|
| <p>Paleolithic Period (Old Stone Age)</p> <p>3 million years to 8,000 B.C.</p> | <ul style="list-style-type: none"> ➤ Use of simple pebble tools. ➤ Learned to live in caves. ➤ Discovered the use of fires. ➤ Developed small sculptures; and monumental painting, incised designs, and reliefs on the wall of caves. ➤ "Food-collecting cultures" |
| <p>Neolithic Age (New Stone Age)</p> <p>Occurred sometime about 10,000 BCE</p> | <ul style="list-style-type: none"> ➤ Stone tools were shaped by polishing or grinding. ➤ Settlement in permanent villages. ➤ Dependence on domesticated plants or animals. ➤ Appearance of such crafts as pottery and weaving. ➤ "Food-producing cultures" |
| <p>Age of Metals</p> <p>4,000 B.C. – 1,500 B.C</p> | <ul style="list-style-type: none"> ➤ The used of metal such as bronze, copper, and iron produced a new historical development form cradles civilization of Egypt, Mesopotamia, Persia, including India and China which later on spread throughout Asia. ➤ The civilization which defines to a more developed social, cultural, political and economic system. ➤ It had already direct contacts through tribes, kingdoms, empire and later on state which the constant political activities were through conquest, wars and trade. |

The Early Types of Societies

During the course of human history, people have organized themselves into various types of societies depending upon their level of technology and the related methods of subsistence. The earliest societies confined themselves in gathering and hunting for food. When man invented the plow, it enabled him to increase the amount of available food. The introduction of modern technology and equipment, mass computerization, and white-collar service occupations, has changed the man's society into a more complex one.

| Type of Society | Technology | Economy | Settlements | Social Organizations |
|---------------------------------------|---|---|---|--|
| A. Hunting and Gathering Society | Very simple – fire, arrow, baskets | Bare necessities – no surplus | Nomadic 25-40 people | All resting within family. |
| B. Horticultural And Pastoral Society | Digging sticks, occasionally blade tools. | Simple crop cultivation, some surplus and exchange. | Semi-permanent – some cities occasionally kingdoms. | Family-centered; Religious system begins to develop, moderate specialization; Presence of social inequality. |
| C. Agrarian Society | Irrigation, Fertilization, Metallurgy, Animal-drawn plow. | Largely agricultural but much surplus; increased market exchange and substantial trade. | Permanent urbanization becoming important empires covering continent. | Family loses significance as distinctive religious, political, and economic system emerged. Increased presence of social inequality. |
| D. Industrial Society | Advance sources of energy; Mechanized production. | Industrial – few engage in agriculture or direct production; Much surplus; Fully developed market economy | Permanent – urban living predominating. Cities now contain most of the population. The rise of state. | Complex set of interdependent institutions. |

COMPONENTS OF CULTURE

The beginning of early man is a proper reference in treating the interesting subject of culture. Man's adaptation to his society, his conformity with the culture of his time and his education have worked alongside each other in putting him in his present status as the strongest and the most intelligent creature in the world.

As perceived by sociologists and anthropologists, culture is rather a complex concept. To understand culture, one must examine its major elements:

1. **Material Culture** –It is the physical objects a society produces, things people create and use. These are tools, furniture, clothing, automobiles, and computer systems, to name a few. Thus, the awareness of the kind of objects created and how people use them brings about greater understanding of the culture and of a society.

1.1. Technology. A Society's culture consists of not only physical objects but also rules for using those objects. Sociologists sometimes refer to this combination of objects and rules as technology. Using items of material culture, particularly tools, requires various skills, which are part of the nonmaterial culture.

2. **Non-material Culture** –It consists of elements termed norms, values, beliefs, and language shared by the members of a society. Non-material culture is considered as the carriers of culture.

2.1. Language. Perhaps, the most defining characteristics of human being is the ability to develop and use highly complex systems of symbols like language. A **symbol**, as sociologists say, is the very foundation of culture. The essence of culture is the sharing of meanings among members of a society. Unless one shares the language of a culture, one cannot participate in it. (Fishman, 1985; p.128)

Language influences our ways of perceiving, behaving, and feeling, and thus, tends to define and shape the world around us. It is through language that idea values, beliefs, and knowledge are transmitted, expressed, and shared. Without language, there will be no culture.

2.2. Beliefs. These are ideas that people hold about the universe or any part of the total reality surrounding them. These are the things how people perceive reality. The subject of human beliefs may be infinite and may include ideas concerning the individual, other people and any all aspects of the biological, physical, social, and supernatural world be it primitive or scientific.

2.3. Values. They are shared ideas about desirable goals. They are the person's ideas about worth and desirability or an abstract of what is important and worthwhile. Values make up our judgements of moral and immoral, good and bad, right and wrong, beautiful and ugly, etc.

2.4. Norms. These are shared rules of conduct that specify how people ought to think and act. A norm is ideas in the minds of the members of a group put into a statement specifying what members of the group should do, ought to do or are expected to do under certain circumstances. (Homans, 1950; p. 123).

Norms are usually in the form of rules, standards, or prescriptions and social shared expectations. Norms has three forms:

2.4.1. Mores. These are norms associated with strong ideas of right and wrong. Mores are standard of conduct that are highly respected and valued by the group and their fulfilment is felt to be necessary and vital to group welfare.

They are considered essential to the group's existence and accordingly, the group demands that they be followed without questions. They represent obligatory behavior because their infraction results to punishment –formal or informal.

2.4.2. Folkways. These are norms that are simply the customary, normal, habitual ways a group does things. These customary ways are accumulated and become repetitive patterns of expected behavior which tends to become permanent traditions.

One of the essential features of folkways is that there is no strong feeling of right or wrong attached to them. If one violates folkways, there is no punishment attached to it.

2.4.3. Laws. These are often referred to as formal norms. They are rules that are enforced and sanctioned by the authority of the government.

The Legacy of Early Humans to Contemporary Population

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is the primary transnational entity that manages and negotiates matters relating to human heritage. It defined cultural heritage as follows:

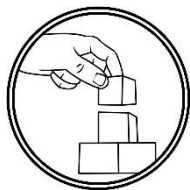
Cultural heritage is not limited to material manifestations, such as monuments and objects that have been preserved over time. This notion also encompasses living expressions and the traditions that countless groups and communities worldwide have inherited from their ancestors and transmit to their descendants, in most cases, orally (UNESCO, 2010)

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This definition us with a two-part meaning of cultural heritage. On one end, there is heritage being **tangible** in the form of structures, monuments, historical sites, and other artifacts. On the other hand, there is heritage being **intangible** in the form of literature, oral, traditions, concepts, and values.

Tangible heritage could be divided into two categories: **movable and immovable**. The primary difference in these categories is the size of the heritage. For example, the Stonehenge is an immovable tangible heritage, whereas the sarcophagus of the pharaoh Tutankhamun is a movable tangible heritage.

Movable tangible heritage pieces are often removed from the sites where they were found and transferred to museums for safekeeping and maintenance. Immovable tangible heritage pieces are often left to the elements of nature (i.e., rain, wind, sand, sun), which makes them vulnerable to decay and corrosion. This does not mean that conservation efforts are not being made. However, due to the constant exposure of these objects to these elements, conservation becomes more challenging.

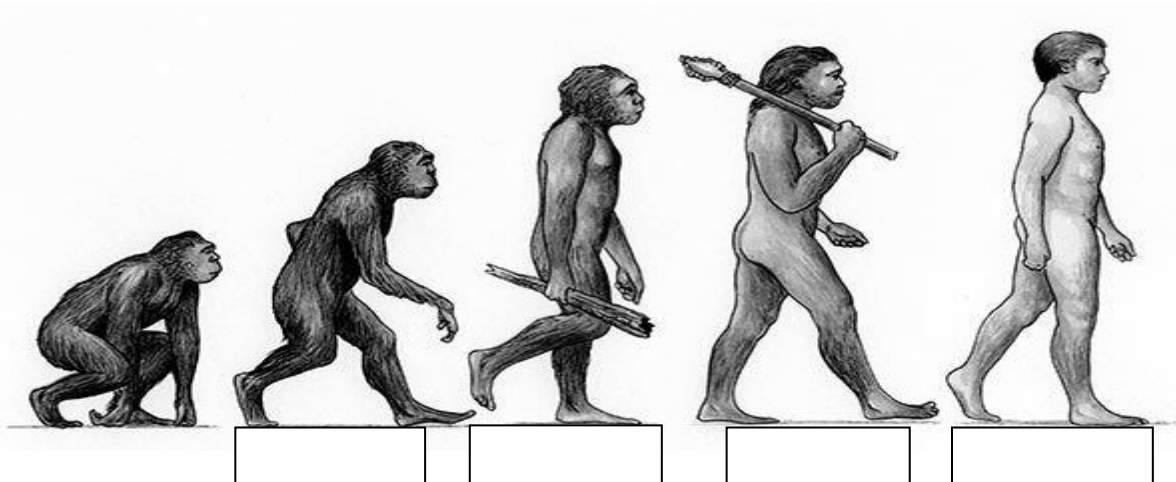


Explore

Enrichment Activity:

The Evolution of Man

A. Write inside the boxes the corresponding name of the species.



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Explain how society was formed.

Content of answer – 5 points Clarity of ideas – 5 points = 10 points

B. Enumerate practices or activities of early people that are still being practiced or observed by the people today.

| Socio-cultural Practices/Activities | Political Practices/Activities | Economic Practices/Activities |
|-------------------------------------|--------------------------------|-------------------------------|
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |
| 5 | 5 | 5 |

C. Essay: Your answers will be rated based on the rubric shown in the next page.

1. What is the role played by fiestas and museums in preserving our cultural practices and symbols?

Fiestas: _____

Museums: _____

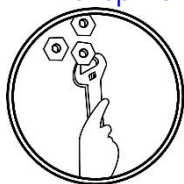
2. Conduct an interview. Ask your parents or elders of your community of some significant symbols or meanings of old farming practices.

Rubric for Activity C

| Criteria | Fair 2 points | Good 3 points | Very Good 4 points |
|------------------------------|--|--|---|
| Quality of Writing | Description has no new information and ideas are poorly organized | Description provides some new information and organized | Description was written neatly, very well informative and well organized |
| Grammar, Usage and Mechanics | There are misspelled words, and punctuation and grammatical errors that interferes with the description provided | Few misspelled words and punctuation errors but were able to provide a description | Virtually, no spelling, punctuation or grammatical errors and were able to provide a very good description. |

D. Cultural Heritage is an expression of the ways of living developed by a community and passed on from generation to generation. There are two kinds: Tangible cultural heritage and Intangible cultural heritage. Can you give examples of them?

| TANGIBLE CULTURAL HERITAGE | INTANGIBLE CULTURAL HERITAGE |
|---|-------------------------------------|
| Give specific name / examples found around the world | |
| 1. | 9. |
| 2. | 10. |
| Give specific name / examples found in Asia | |
| 3. | 11. |
| 4. | 12. |
| Give specific name / examples found in the Philippines | |
| 5. | 13. |
| 6. | 14. |
| Give specific name / examples found in Cordillera Administrative Region | |
| 7. | 15. |
| 8. | 16. |



Deepen



"He who does not know how to look back at where he came from will never get to his destination."

Jose Rizal

“Ang hindi marunong lumingon sa pinanggalingan ay hindi makakarating sa paroroonan”

National Indigenous Peoples Month is observed every October by virtue of Proclamation No. 1906 signed on October 5, 2009, by former President Gloria Macapagal-Arroyo. According to the proclamation, the celebration highlights Philippine indigenous peoples’ rights and the preservation of indigenous cultural communities as part of the life of the nation.

Make a poster slogan following the 2019 IP Month celebration “Vital Wisdoms: Learning with the Indigenous Peoples” (*Buháy na Dúnong: Pagkatúto Kasama Ang Mga Katutúbo*) Use long coupon bond and any prefer writing and coloring materials. **See rubrics below:**

RUBRIC FOR THE POSTER ACTIVITY

| CATEGORY | 4 | 3 | 2 | 1 |
|----------------------------|--|---|---|--|
| Required Elements | The poster includes all required elements as well as additional information. | All required elements are included on the poster & bookmarks. | Few of the required elements are included on the poster. | Several required elements were missing. |
| Picture and/or logo | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. It is not attractive. |
| Content - Accuracy | 2 accurate reasons are displayed on the poster. | 1 accurate reason is displayed on the poster. | Less than 1 accurate reason is displayed on the poster. | Inaccurate reason(s) are used. |
| Slogan | Slogan is catchy and supports the idea of the importance of our culture | Slogan is weak but supports the idea of the importance of our culture | Slogan is catchy but doesn't support the idea of the importance of our culture. | Slogan's meaning isn't clear and doesn't support the idea of the importance of our culture |



Gauge

Group Multiple Choices. Select the right answer from the choices inside the box.
Choices for 1-4:

- | | |
|------------------------|------------------------|
| A. Hominids | C. Homo Erectus |
| B. Homo Habilis | D. Homo Sapiens |

1. They were the first hunters with improvised tools such as axes and knives, and were the first to produce fire.
2. First to make stone tools.
3. Described as manlike primates.
4. They were the first to produce art in cave paintings and crafting decorated tools and accessories.

Choices for 5-8:

- | | |
|------------------------------|------------------------------------|
| A. Paleolithic Period | C. Metal Age |
| B. Neolithic Period | D. Age of Modern Technology |

5. Also known as the computer age.
6. Trading flourished in and among tribes, kingdoms, empires and later on state.
7. The period when the considered new people learned farming, domesticating animals and use wove cloth as protection of their skin.
8. People during this period are nomadic.

Choices for 9-12

- | | |
|----------------------------|--------------------------|
| A. basket | C. plough |
| B. weaving of cloth | D. banga/clay pot |

9. Used for food preservation and storing of water.
10. What materials they produced or made to help them in harvesting crops?
11. With great skills, a loom is a device for;
12. Traditional tool in farming.

Choices for 13-15:

- | | |
|--------------------|------------------|
| A. Language | C. Values |
| B. Beliefs | D. Norms |

13. Performing rituals -butchering of animals, offering of foods, for the dead relatives.
14. Killing, stealing and many more are strictly prohibited by society.
15. Elders are given high respect in the society.



Answer Key

| | | | | |
|-----------------|------|------|-------|-------|
| Post Assessment | 1. C | 5. D | 9. D | 13. B |
| | 2. B | 6. C | 10. A | 14. D |
| | 3. A | 7. B | 11. B | 15. C |
| | 4. D | 8. A | 12. C | 16. A |

| | | | | | | | | | | |
|------------|----------------------|-------------------|--------------------------------|--------------|------------------------|---------------|-------------------|---------------------|---------------------|-------------------|
| Activity 3 | Tangible/ Intangible | Cultural Heritage | - Check the students' answers. | Assessment 3 | See rubrics for slogan | What I Can Do | Student's answers | Additional Activity | -research/interview | Parents or elders |
|------------|----------------------|-------------------|--------------------------------|--------------|------------------------|---------------|-------------------|---------------------|---------------------|-------------------|

| | | | | | | | | |
|------------|------------|----------|--------------|--------------|--------------|--------------|-----------------------------|--|
| What' More | Activity 1 | Hominids | Homo Habilis | Homo Erectus | Homo Sapiens | Assessment 1 | Evaluate students' answers. | *Key answers: The discovery of agriculture |
|------------|------------|----------|--------------|--------------|--------------|--------------|-----------------------------|--|

| | | | | |
|-------------|-------------------------|---|--|----------|
| What I know | 1. Correct or Incorrect | 1. Matching Type | Cave paintings | What New |
| | Incorrect | 1. Sociology | -animals possible living or not during this time | |
| | Correct | 2. Political Science | -they have rituals | |
| | Correct | 3. Anthropology | -beliefs in gods/ underworld | |
| | Incorrect | 5. Economics | - presence of arts | |
| | Incorrect | 11. Pictures | - Evaluate other answers of the students | |
| | Incorrect | 6. Mesopotamia | What is it | |
| | Correct | 7. Egypt | Process Questions: | |
| | Incorrect | 8. China | -evaluate the students' answers based on our discussions and his/her other readings. | |
| | Correct | 9. India | What I Can Do | |
| | 11. Identification | 111. Short essay | -Student's answers | |
| | Language | History is the study of the past events. To study our history is to learn our past to be able to understand our present and predict our future. | | |
| | Tangible | | | |
| | Technology | | | |
| | Metal Age | | | |
| | Homo Sapiens | | | |

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