Beyond the Market

Identify the visible and invisible parts of culture

S.2.1 "Define culture and identify the material and non-material components of culture."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Box the sentence that defines culture, underline three physical things people use, and circle three shared ideas or practices. Your marks will help you distinguish material from nonmaterial components of culture.

A Night at the Market

1 Each Saturday, a neighborhood night market fills a closed street with food stalls and music. Some families sell recipes passed down through generations, while other vendors try new dishes. Shoppers speak several languages and sometimes switch between them to help a visitor order. The market is one small window into culture: the shared ways of life that people learn, practice, and change as members of a group. Culture includes what people make and use, as well as ideas and practices they share. No single dish or language tells the whole story of anyone's culture.

2 At one stall, a cook sets soup in ceramic bowls on a folding table. A handwritten menu lists the ingredients, and a cloth banner marks the stall. These are material components of culture: physical things people create, use, or display. The bowls help serve food, while the menu makes choices visible to customers. A visitor can touch a bowl or read a menu, but those objects alone cannot reveal every reason people gather. A recipe written on paper is a physical object; the knowledge of how to prepare the dish lives in people's learning and practice.

3 As the line grows, customers wait their turn and thank the cook before leaving. Volunteers welcome new sellers and agree that everyone should have space to participate. These are nonmaterial components of culture: shared customs, values, expectations, and knowledge rather than physical objects. Waiting in line is a learned practice; valuing fair access is an idea people can express and debate. Material and nonmaterial components connect: the menu may list prices, but the group's expectation of honest pricing shapes how sellers use it. Customs can change when people discuss what works for their community.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the passage define culture?

2. Name two material components at the market. What makes them material?

3. Name two nonmaterial components at the market. What makes them nonmaterial?

4. How does an expectation about pricing affect the use of a material object at the market?

3 YOUR TURN

Your own words

Choose a group or gathering other than the night market. In four sentences, identify two material components and two nonmaterial components of its culture, then explain how one material component connects to one nonmaterial component.

Beyond the Market

PART 1 · READ AND MARK

Box the sentence that defines culture, underline three physical things people use, and circle three shared ideas or practices. Your marks will help you distinguish material from nonmaterial components of culture. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the passage define culture?	**Culture is the shared ways of life that people learn, practice, and change as members of a group.**
2	Name two material components at the market. What makes them material?	**Ceramic bowls and the handwritten menu are material because they are physical things people use.**
3	Name two nonmaterial components at the market. What makes them nonmaterial?	**Waiting in line and valuing fair access are nonmaterial because they are a learned practice and a shared idea, not physical objects.**
4	How does an expectation about pricing affect the use of a material object at the market?	**The expectation of honest pricing shapes how sellers use the menu, which may list prices.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

In a school robotics club, a shared tool kit and a robot are material components of its culture. Members can touch and use both objects. Taking turns with tools and valuing teamwork are nonmaterial components because they are learned expectations and ideas. The tool kit connects to taking turns because members pass it to the next builder after each task.

Accept other examples from the passage when students correctly distinguish physical objects from shared ideas or practices. For Part 3, accept any plausible group with two accurate examples of each component and a clear connection between one of each.