The Shared Harvest

How a community passes on its culture

S.2 "Examine the influence of culture and the way cultural transmission is accomplished. Describe the components of culture, including norms and values, material and non-material care. Explain the process of the social construction of the self..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two objects that are material culture, circle a shared value and a norm, and number the two sanctions 1 and 2. Use your marks to trace what garden members learn and how they learn it.

A Garden's Unwritten Rules

1. At the Harbor Street community garden, members share shovels, painted signs, and a bin for food scraps. These objects are material culture, things people make and use. Members also share a value: everyone should have access to fresh food. Their norm is to leave some ripe tomatoes for neighbors who arrive later. New members learn this practice by watching experienced gardeners and hearing them explain why the harvest is shared.

2. When Luis picks every ripe tomato from one bed, an older gardener asks him to put half in the shared basket. The request is a mild negative sanction, a response that discourages breaking a norm. Later, members thank Luis for showing a younger child where the basket goes. That praise is a positive sanction. Over time, these reactions help Luis see himself as a responsible member, not just someone collecting food.

3. Mina, a visitor from a garden where each family keeps its own harvest, feels unsure how to act at Harbor Street for several visits. Her discomfort is culture shock. If a Harbor gardener called Mina's home garden "selfish," that would be ethnocentrism: judging its practice by Harbor Street's rules. Asking why families keep separate harvests instead shows cultural relativity, understanding a practice in its setting. Mina joins a neighborhood seed-saving group, a subculture with distinct habits within the larger community.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the garden's objects and harvest rule show two different parts of culture?

2. How do new members learn the harvest norm?

3. How might both responses to Luis shape the way he sees himself?

4. How would an ethnocentric response to Mina's home garden differ from a culturally relative response?

3 YOUR TURN

Your own words

Imagine a school club with a rule that newcomers might find strange. In four sentences, name the club's value and norm, show how a newcomer learns the norm through a sanction, and explain how an outsider could avoid ethnocentrism.

The Shared Harvest

PART 1 · READ AND MARK

Underline two objects that are material culture, circle a shared value and a norm, and number the two sanctions 1 and 2. Use your marks to trace what garden members learn and how they learn it. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the garden's objects and harvest rule show two different parts of culture?	**Shovels, signs, or the bin are material culture. Leaving tomatoes for later neighbors is a norm, part of nonmaterial culture.**
2	How do new members learn the harvest norm?	**They watch experienced gardeners and hear why the harvest is shared.**
3	How might both responses to Luis shape the way he sees himself?	**The request discourages him from taking all the tomatoes, while the praise reinforces helping others. Together, they help him see himself as a responsible member.**
4	How would an ethnocentric response to Mina's home garden differ from a culturally relative response?	**An ethnocentric gardener might call its separate harvests selfish. A culturally relative response would ask why families keep separate harvests.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

In the school chess club, members value fair play and expect players to shake hands after a match. When Ava forgets, a teammate gently reminds her, and she shakes hands next time. The reminder is a mild negative sanction that helps Ava see herself as a respectful member. An outsider could ask why members use this gesture rather than call it pointless.

Accept other accurate examples of material culture, norms, and sanctions from the passage. For the open task, the sanction must be a response to the newcomer's behavior, and the outsider's response must seek understanding rather than judge the club by another group's rules.