

Institutions at Work

Compare how societies organize daily life and continue over time.

6.14 "Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to: identify institutions basic to all societies..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline details that show characteristics of government, economic, educational, or religious institutions. Circle actions institutions take to continue over time.

Shared Needs, Different Systems

- ① Every society organizes important parts of life through institutions. A government makes and carries out rules. An economic institution helps people produce, trade, buy, and use goods and services. Educational institutions pass on knowledge and skills. Religious institutions support beliefs, worship, and community traditions. These institutions appear in villages, cities, and nations. They do not look identical everywhere, but each helps a society meet needs, solve problems, and guide people's daily lives in many ways.
- ② In Japan, the national government is a constitutional monarchy with an elected legislature, while local governments manage many community services. Japan's economy includes businesses that sell products in world markets. Schools follow national learning standards, and most students attend public schools. Religious life may include Shinto shrine visits and Buddhist temple traditions. In Kenya, elected national and county governments serve citizens. Kenya's economy includes farming, tourism, and mobile-phone businesses. Schools use a national curriculum, and Christian and Muslim communities worship in many places.
- ③ Institutions work to continue over time. Governments collect taxes, train public workers, and hold elections or other selection processes. Businesses earn money, hire workers, and adapt when customers want different products. Schools prepare teachers, update lessons, and build support from families. Religious groups train leaders, care for meeting places, teach young people, and organize gatherings. These actions can preserve traditions while allowing change. For example, a school may keep a community language class and also add computer skills needed for new jobs.

2 ANSWER WITH EVIDENCE Use the passage

1 What four basic institutions are named in the passage?

2 How is Japan's government described differently from Kenya's government?

3 Compare Japan and Kenya by giving one economic characteristic and one religious characteristic from each society.

4 Choose either schools or religious groups. What two actions in the passage help that institution continue over time?

3 YOUR TURN Your own words

Write 3 or 4 sentences about one institution in a contemporary society you know or research. Name the society, compare one characteristic of its institution with Japan or Kenya, and explain two actions the institution can use to continue over time.

PART 1 • READ AND MARK

Underline details that show characteristics of government, economic, educational, or religious institutions. Circle actions institutions take to continue over time. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What four basic institutions are named in the passage?	Government, economic, educational, and religious institutions.
2	How is Japan's government described differently from Kenya's government?	Japan is a constitutional monarchy with an elected legislature, while Kenya has elected national and county governments.
3	Compare Japan and Kenya by giving one economic characteristic and one religious characteristic from each society.	Japan has businesses that sell products in world markets and includes Shinto and Buddhist traditions. Kenya includes farming, tourism, and mobile-phone businesses and has Christian and Muslim communities.
4	Choose either schools or religious groups. What two actions in the passage help that institution continue over time?	For schools, accept any two of these: prepare teachers, update lessons, build support from families. For religious groups, accept any two of these: train leaders, care for meeting places, teach young people, organize gatherings.

PART 3 • YOUR TURN (SAMPLE ANSWER)

In South Korea, educational institutions include public and private schools that use a national curriculum. Like schools in Kenya, South Korean schools use national curriculum guidance. To continue over time, schools train teachers and revise lessons as students' needs and technology change.

Accept answers that accurately identify the four institution types and use passage details for comparisons. For Part 3, accept a reasonable, accurate comparison and two clear actions that would help the chosen institution continue.