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Values and Attitudes Education for Inclusive Europe

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Topic	MULTICULTURALITY
Image	 <p>The Thinker of Cernavoda (R) with the Sitting Woman (Hamangia culture 5250/5200 BC - 4550/4500 BC) at the National History and Archaeology Museum, Constanta, By Cristian Chirita - Own work, CC BY-SA 3.0, <a href="https://commons.wikimedia.org/w/index.php?curid=27999795">https://commons.wikimedia.org/w/index.php?curid=27999795</a></p>



[The Beatles](#) exemplified changing cultural dynamics, not only in music, but fashion and lifestyle. Over a half century after their emergence, they continue to have a [worldwide cultural impact](#)., By EMI. - Billboard page 15 1 May 1965Transferred from en.wikipedia to Commons by We hope using CommonsHelper., Public Domain, <https://commons.wikimedia.org/w/index.php?curid=39594102>

**Title**

**CULTURE AND CULTURAL DYNAMICS: FROM HAMANGIA THINKERS TO THE BEATLES**

**Details:****Purpose:**

The lesson aims to define culture and cultural dynamics, giving defining elements, great examples and discuss ways of change, including progress and modernization.

**Objectives:****At the end of the lesson, students will be able to:**

- To define culture as the set of norms, abilities and social behaviors encountered in a group or a human society;
- To list and describe some defining cultural elements including language, common knowledge, beliefs, arts, laws, social norms, folk customs, capabilities or individual habits;
- To understand and discuss the cultural dynamics and ways of cultural change, as evolution, involution, reform, innovation, modernization, diffusion;
- To understand the role and importance of all human cultures for humanity and argument for respect and preserve the cultural diversity.

	<p><b>Relevant Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Culture, enculturation, acculturation, difusion, cultural change, language, beliefs, arts, laws, social norms, folk customs.</li> </ul>
<p><b>How to use this lesson:</b></p>	<p><b>Activities:</b></p> <p><b>1) Preparation</b></p> <ul style="list-style-type: none"> <li>• Presenting the theme and the learning objectives - To understand and discuss the cultural dynamics and ways of cultural change (evolution, involution, reform, innovation, modernization, diffusion), and the role and importance of all human cultures for humanity, and promote the respect and preservation of the cultural heritage and cultural diversity;</li> <li>• Presenting the material and web resources, instruct students how to use them</li> <li>• Proposing the main learning methods: exploration of media and e-learning resources, explanation, discussions, presentations.</li> </ul> <p><b>2) Learning activities</b></p> <ul style="list-style-type: none"> <li>• Students watch the stimulus materials and are asked to discuss them, answering to the following questions:             <ul style="list-style-type: none"> <li>- Comparing the artworks, for instance the Neolithic statuettes with those of today, would you be inclined to believe that the way people think or feel has changed a lot or vice versa? But comparing the technology and other material culture?</li> <li>- How culture and technology go hand in hand together? Discuss for example, how the new digital technologies support people to produce and exhibit their own art and give access to so much more information;</li> <li>- Could we consider that some peoples or cultures are more important than others, or should we give the same respect and consideration to every people or culture who ever existed?</li> <li>- What can we do to improve the ways of promotion and preservation of the cultural heritage and diversity?</li> </ul> </li> <li>• The teacher explains the new concepts and guides the students through examples, supported by the reading materials;</li> </ul>

- The teacher asks students to answer the question if there is or could be a culture unchangeable forever and invite them to discuss the phenomenon of cultural evolution;
- Based on online materials, a timeline of human cultures development and of historical inventions will be given and discussed;
- The teacher provokes students to give contemporary cultural changes examples, encouraging the intercultural dialogue and focus on what can unite peoples having different cultural backgrounds rather than what can divide them;
- Assessing and ensuring the learning of new terms and concepts through a quick session of questions and answers.

### 3) Ensuring retention and transfer

- Encouraging students to study the extra reading materials and consider to enroll in the VAEIE ecourses;
- Giving students the homework to form project teams and prepare presentations of the local cultural communities (each team will present a community).

#### Materials: 1) Media materials (stimulus of learning)



Reproduction of the central pillars of Enclosure D, Göbeklitepe ruins (9500-8500 BC), in the Şanlıurfa museum: engraved arms are visible on the shaft. Göbeklitepe is a large meeting place of 11,500 years ago and it is covered with monumental

buildings built for ceremonial purposes, not places for daily life. By Cobija - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=57169614>



Scale Reproduction of a Cucuteni Village. Piatra Neamt Museum By Cristian Chirita - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=8032700>



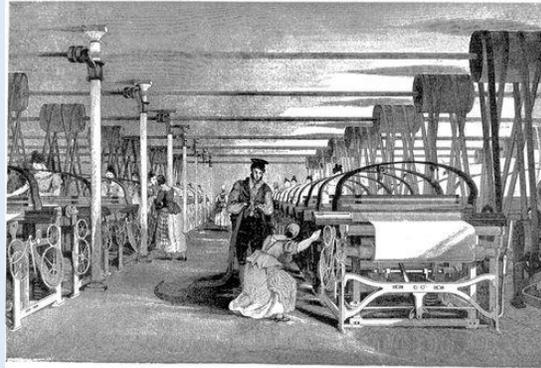
Neolithic tablet amulet (on dark background), part of the Tărtăria tablets set, dated to 5500-5300 BC and associated with the Turdaș-Vinča culture. The Vinča symbols on it predate the proto-Sumerian pictographic script. Discovered in 1961 at Tărtăria, Alba County, Romania by the archaeologist Nicolae Vlassa. By FlorinCB - Own work, CC BY 3.0, <https://commons.wikimedia.org/w/index.php?curid=27067595>



Clerics studying [astronomy](#) and [geometry](#), French, 15th century, By Adapted from: [http://www.imagesonline.bl.uk/britishlibrary-store/Components/71/7195\\_2.jpg](http://www.imagesonline.bl.uk/britishlibrary-store/Components/71/7195_2.jpg) at <http://www.imagesonline.bl.uk/britishlibrary/controller/textsearch?text=astronomy+geometry&y=0&x=0&&idx=1&startid=3585>, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=1071812>



The [Romanesque](#) Church of [Maria Laach, Germany](#), By Goldi64, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=3956663>



A [Roberts loom](#) in a weaving shed in 1835. Textiles were the leading industry of the Industrial Revolution, and mechanized factories, powered by a central [water wheel](#) or [steam engine](#), were the new workplace. By Illustrator T. Allom - History of the cotton manufacture in Great Britain by Sir Edward Baines, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=9430141>



[https://en.wikipedia.org/wiki/Second\\_Industrial\\_Revolution](https://en.wikipedia.org/wiki/Second_Industrial_Revolution)

A German railway in 1895. By Unknown author - Collection Deutsche Gesellschaft für Eisenbahngeschichte, Original upload at de.wikipedia, description page is/was [1], Public Domain, <https://commons.wikimedia.org/w/index.php?curid=2125040>



The 1200 [MWe Leibstadt Nuclear Power Plant](#) in Switzerland. The [boiling water reactor](#) (BWR), located inside the dome capped cylindrical structure, is dwarfed in size by its [cooling tower](#). The station produces a yearly average of 25 million [kilowatt-hours](#) per day, sufficient to power a city the size of [Boston](#). By Hansueli Krapf - Own work: Hansueli Krapf (User Simisa (talk · contribs)), CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=110649554>



The [de Havilland Comet](#) was the first commercial [jet airliner](#) and began service on 9 January 1951. By British official photographer - This is photograph ATP 18376B from the collections of the Imperial War Museums., Public Domain, <https://commons.wikimedia.org/w/index.php?curid=18505787>



The [Space Shuttle](#) lifts off on a manned mission to space. By NASA - Great Images in NASA, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=199486>



A [laptop](#) connects to the [internet](#) to display information from [Wikipedia](#); sharing information between computer systems is a hallmark of the Information Age. By Marcus Qwertyus - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=30658284>



[Sydney Opera House](https://commons.wikimedia.org/w/index.php?curid=5420726), By Diliff - Own work, CC BY-SA 3.0,  
<https://commons.wikimedia.org/w/index.php?curid=5420726>



Interior of the Teatro alla Scala, in March 2015, during the interval of a performance of Verdi's "Aida". By Fss.fer - Own work, CC BY-SA 4.0,  
<https://commons.wikimedia.org/w/index.php?curid=38755334>

## 2) Reading materials (learning resources)

- <https://en.wikipedia.org/wiki/Culture#Change>, Culture, Wikipedia
- [https://en.wikipedia.org/wiki/Timeline\\_of\\_historic\\_inventions](https://en.wikipedia.org/wiki/Timeline_of_historic_inventions), Timeline of historic inventions, Wikipedia
- [https://en.wikipedia.org/wiki/Cultural\\_evolution](https://en.wikipedia.org/wiki/Cultural_evolution), Cultural evolution, From Wikipedia, the free encyclopedia
- <https://vaeie.eu/ecourses/course/view.php?id=13>, VAEIE OOC-Modules, Multiculturality

## 3) Chart paper and markers, smartphones or laptops, projector

**Category** Interchangeably (classroom / online / e-learning)

<b>Main target group</b>	14-18 years old / secondary school students
<b>Related school topics:</b>	English, Ethics, Citizenship Education, European Studies, English as a Second Language, Human Sciences

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