



DEPARTMENT OF EDUCATION  
SCHOOLS DIVISION OF NEGROS ORIENTAL  
REGION VII

Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



# Understanding Culture, Society and Politics

Quarter 3 – Module 4: Significance of  
Cultural, Social, Political and  
Economic Symbols and Practices



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**Understanding Culture, Society and Politics – Grade 11**

**Alternative Delivery Mode**

**Quarter 3 – Module 4: Significance of Cultural, Social, Political and Economic Symbols and Practices**

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## **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



## What I Need to Know

MELC:

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

Explore the significance of material remains and artifactual evidence in interpreting cultural and social, including political and economic processes (**UCSP11/12HBS-If-13**)

At the end of the module, you should be able to:

**K:** Describe the role of culture in human adaptation.

**S:** Evaluate the importance of artifacts in relation to cultural and social aspect.

**A:** Form interest on the processes involved in cultural and socio- political evolutions.

In this module students will learn about early humans' capacity and their determination to survive the elements of their environment and the methods used by early humans in creating tools as well as their cultural and sociopolitical evolutions.

It is important to understand how early humans outlive the pressure from their environment through their material remains and evidences. The shift in stone tool technology informs us of the capacity of humans to continuously alter their behavior to suit their circumstances. Humans set of behaviors are constantly changing and adapting to their perceived needs until now.



## What I Know

**Direction:** Read each item carefully and use your notebook to write your answers.

1. Which of the following types of societies came first?  
a. Hunting and gathering societies      b. Agricultural societies  
c. Industrial societies      d. Pastoral societies
2. It is something made or given shape by humans, such as a tool or a work of art, especially an object of archaeological interest.  
a. heritage      b. antique      c. artifacts      d. art
3. These tools were developed by Homo Neanderthals.  
a. Mousterian Tools      b. Acheulian Tools  
c. Oldowan Tools      d. Knife
4. This type of society uses technological advances to cultivate crops especially grains like wheat, rice and corn.  
a. Agricultural society      b. Pastoral society  
c. Horticultural Society      d. Industrial society

5. What are the uses of Acheulian hand axe?

- a. light chopping of woods
- b. butchering animals
- c. cracking nuts and small bones
- d. all of the above

**Direction:** TRUE OR FALSE. Write T if the statement is true and F if it is false on the blanks provided. Write your answers in your notebook.

- \_\_\_\_\_ 1. Most of hunting and gathering societies were nomadic, moving constantly in search of food or water.
- \_\_\_\_\_ 2. The two main types of oldowan tools were core tools and flake tools.
- \_\_\_\_\_ 3. Feudal societies are based on using machines to produce goods.
- \_\_\_\_\_ 4. New tools have been found in sites in Europe and elsewhere in the Old World and more recently in the New World.
- \_\_\_\_\_ 5. Pastoral societies won't allow some of its members to engage in non- survival activities like healers, traders and craftspeople.



## What's In

**Task 1:** Picture Analysis. Observe the pictures below.



(Shuangquan 2016)



(Jastrow 2021)



## What's New

**Direction:** Answer the following questions and write your answers in your notebook/paper.

**Note:** Answers may vary depending on the views of a student/teacher.

1. What have you seen in the pictures?
2. Is it used in the present or in the past?
3. What are the usefulness and functionality of the pictures being shown above?



## **What is It**

Artifact is an object remaining from a particular period.



(Jastrow 2021)

An artifact, or artefact is something made or given shape by humans, such as a tool or a work of art, especially an object of archaeological interest. In archaeology, however, the word has become a term of particular nuance and is defined as: an object recovered by archaeological endeavor, which may be a cultural artifact having cultural interest.

### **Tool Traditions**

*Oldowan tools are part of the Lower Paleolithic stage of technological development. They were made by Homo habilis, and also by early Homo erectus. There were two main types of Oldowan tools: core tools and flake tools*

1. Core tools- were made by using a rock as a hammer to knock flakes off another stone, resulting in a chopping tool that could be held easily in the hand. The tool could also be used for hammering or digging.



(Sanchez 2016)

2. Flake tools-were the flakes of rock that were removed in the process of making the core tools. Flake tools were used as knives. They were used, for example, to butcher animals, as evidenced by cut marks on animal bones found in association with the tools.

#### Acheulian Tools

*Homo erectus* developed a more complex tool from what they inherited from *Homo habilis*. Using the same process of percussion flaking, *Homo erectus* created hand axes that were bifacial, shaped in both sides and with straighter and sharper edges. These stones were used in multiple activities such as light chopping of woods, digging up roots and bulbs, butchering animals, cracking nuts and small bones. *Homo erectus* made other tools such as choppers, cleavers, and hammers as well as flakes used as knives and scrapers.



(FlexBooks 2018)

#### Mousterian Tools

Was developed by *Homo neanderthalensis* (Neanderthals) in Europe and West Asia. The tools from this industry combined Acheulian industry technique, which involved the use of pre-made core tool and extraction of a flake tool that has sharpened edges. This type of tool is very efficient as all the sides of the flake tool are sharpened and are more handy.



(Nicolas 2009)

### Upper Paleolithic Tools

By about 75 thousand years ago, some early modern humans began making tools that were significantly different from the earlier Mousterian tools. They have been categorized in several different tool traditions in the Upper Paleolithic stage of technological development. These new tools have been found in sites in Europe and elsewhere in the Old World and more recently in the New World. They range from blades of various shapes and sizes to barbed harpoon heads.



(Wikimedia 2007)

### **Types of Society**

Although humans have established many types of societies throughout history, sociologists and anthropologists (experts who study early and tribal cultures) usually refer to six basic types of societies, each defined by its level of technology.

#### **Hunting and Gathering Societies**

The members of hunting and gathering societies primarily survive by hunting animals, fishing, and gathering plants. Most of them were nomadic, moving constantly in search of food and water.

#### **Pastoral Societies**

Members of pastoral societies, which first emerged 12,000 years ago, pasture animals for food and transportation.

Domesticating animals allows for a more manageable food supply than do hunting and gathering. Hence, pastoral societies are able to produce a surplus of goods, which makes storing food for future use a possibility. Pastoral societies allow certain of its members (those who are not domesticating animals) to engage in non-survival activities. Traders, healers, spiritual leaders, craftspeople, and people with other specialty professions appear.

### **Horticultural Societies**

Horticultural societies rely on cultivating fruits, vegetables, and plants. These societies first appeared in different parts of the planet about the same time as pastoral societies. Like hunting and gathering societies, horticultural societies had to be mobile. Depletion of the land's resources or dwindling water supplies, for example, forced the people to leave.

### **Agricultural Societies**

Agricultural societies use technological advances to cultivate crops (especially grains like wheat, rice, corn, and barley) over a large area. Sociologists use the phrase Agricultural Revolution to refer to the technological changes that occurred as long as 8,500 years ago that led to cultivating crops and raising farm animals.

### **Feudal Societies**

The 9th to 15th centuries, feudalism was a form of society based on ownership of land. Unlike today's farmers, vassals under feudalism were bound to cultivating their lord's land. In exchange for military protection, the lords exploited the peasants into providing food, crops, crafts, homage, and other services to the owner of the land.

### **Industrial Societies**

Industrial societies are based on using machines (particularly fuel-driven ones) to produce goods. Sociologists refer to the period during the 18th century when the production of goods in mechanized factories began as the Industrial Revolution.

As productivity increased, means of transportation improved to better facilitate the transfer of products from place to place. Great wealth was attained by the few who owned factories, and the "masses" found jobs working in the factories.

### **Post-industrial Societies**

Sociologists note that with the advent of the computer microchip, the world is witnessing a technological revolution. This revolution is creating a postindustrial society based on information, knowledge, and the selling of services. That is, rather than being driven by the factory production of goods, society is being shaped by the human mind, aided by computer technology. Although factories will always exist, the key to wealth and power seems to lie in the ability to generate, store, manipulate, and sell information.

## **Processes of Cultural and Sociopolitical Evolution**

### **The Neolithic Revolution**

This period is characterized by a major shift in economic subsistence of early humans from foraging to agriculture. This dramatic shift affected the other aspects of their lifestyle, as foraging made them nomads and agriculture encouraged permanent settlement.

Characteristics of Paleolithic and Neolithic Societies		
Characteristics	Paleolithic	Neolithic
Tools	Small and handy for mobile lifestyle	Included a wider array of small and bigger tools due to sedentary lifestyle
Personal properties	Limited to personal accessories and small tools that could be easily carried around	Included structures (e.g., houses), decorative ornaments, large containers
Art	small and limited to personal ornaments, bigger artworks were done but not within a long time frame (e.g., cave paintings)	Included creation of artworks that required a longer length of time and a greater number of people (e.g., Stonehenge)
Subsistence	Foraging	Agriculture
Leadership	Not rigid; based on age and knowledge	Semirigid; based on legitimacy (religious beliefs, social status)
Social divisions	None; communal lifestyle	Elite vs. working class
Population size	small (30-50 people)	Large (in thousands)

## Early Civilization and the Rise of the State

The earliest civilizations rose by the end of the Neolithic period as the complexities brought about by the shift in food production demanded a more rigid social structure that would manage the opposing perspective of various sectors. As a conflict between groups developed and intensified, the need to create a more cohesive society became definite.

Early civilizations were characterized by the presence of city-states, a system of writing and a ceremonial center where public debates and decision were made. However, it must be noted that not all societies during this period could be considered as civilizations as not all possessed a political system that could be equated to a state. A state is a political entity that has four requisite elements: territory, sovereignty, people and government.

### Democratization of Early Civilization

The traditional view on the history of democracy highlights its development among the city states of ancient Greece, around 507 BCE. It is believed that an Athenian statesman named Cleisthenes proposed *demokratia* as a political ideology that aimed at dispersing power from the monopoly of the elites to the masses. This allows for the closing of social gaps between diverging social groups.



### What's More

Task 4: Create a photo collage of the early humans focusing on their survival means of day to day living.

## **PhotoCollage Rubric**

<b>Criteria</b>	<b>Level 1 (50–59%)</b>	<b>Level 2 (60–69%)</b>	<b>Level 3 (70–79%)</b>	<b>Level 4 (80–100%)</b>
<b><i>Knowledge/ Understanding</i></b> <b>THV.01</b> Use appropriate vocabulary to discuss media art in a variety of contexts	- demonstrates limited knowledge of the photoshop vocabulary	- demonstrates some knowledge of the photoshop vocabulary	- demonstrates considerable knowledge of the photoshop vocabulary	- demonstrates a high degree of knowledge of the photoshop vocabulary
<b><i>Thinking/Inquiry</i></b> <b>CRV.03</b> Apply the stages of the creative process (e.g., researching, exploring, experimenting, executing, evaluating) to create art works individually and in groups	- applies few of the creative processes effectively	- applies some of the creative processes effectively	- applies most of the creative processes effectively	- applies all of the creative processes effectively
<b><i>Communication</i></b> <b>CR2.04</b> Demonstrate effective interpersonal and problem-solving	- rarely can solve problems without a great deal of help	- sometimes can solve problems without a great deal of help	- often can solve problems without a great deal of help	- nearly always can solve problems without help

### Task 5: IMAGINING YOURSELF

Direction: Read the paragraph below and answer the questions that follow. Write your answers in your notebook

The earth contains many buried objects from the prehistoric past. Finding and interpreting these objects require training. Assume that you are an archeologist or an anthropologist looking for evidence of material remains of the prehistoric past as well as other evidence of human activity.

1. What specific evidence will you look for?
2. What material evidence will you be interested to know and learn about?
3. What are some of the tools/technology used that an archaeologist/anthropologist carries with them when they excavate material and human remains.



### ***What I Have Learned***

Direction: Based on the activities and readings on this module, write the things you have learned about the Significance of Cultural, Social, Political and Economic Symbols and Practices. Do this in your activity notebook.

I have learned that _____.
I have realized that _____.
I will apply _____.



## **What I Can Do**

Directions: List down at least 5 tools that were used in the primitive times and think of how these have advanced over the course of time. Fill in the table with necessary information about the evolution of primitive tools.

Primitive Tools	Usage and function	Equivalent tool used in the present times	Usage and function
Ex: Core "stone" tools	hammering or digging	Steel hammer Iron Shovel	Pounding nails in construction work Gardening



## **Assessment**

A. Identification: Write your answers in your notebook.

- \_\_\_\_\_ 1. It is a type of society that was based on the ownership of land.
- \_\_\_\_\_ 2. It was a tool developed by Homo Neanderthalensis (Neanderthals) in Europe and West Asia.
- \_\_\_\_\_ 3. It is something made or given shape by humans, such as a tool or a work of art, especially an object of archaeological interest.
- \_\_\_\_\_ 4. These tools are part of the Lower Paleolithic stage of technological development.
- \_\_\_\_\_ 5. These tools were bifacial, shaped in both sides and with straighter and sharper edges made by Homo erectus using the same process of percussion flaking.



## Answer Key

TRY This! Assess what you have learned TRUE or FALSE

- |      |                        |          |
|------|------------------------|----------|
| 1. A | 1. Feudal Society      | 1. TRUE  |
| 2. C | 2. Mousterian Tools.   | 2. TRUE  |
| 3. A | 3. Artifacts           | 3. FALSE |
| 4. A | 4. Oldowan Tools       | 4. TRUE  |
| 5. D | 5. Auchielaan Hand Axe | 5. FALSE |

Essay: Answers may vary

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