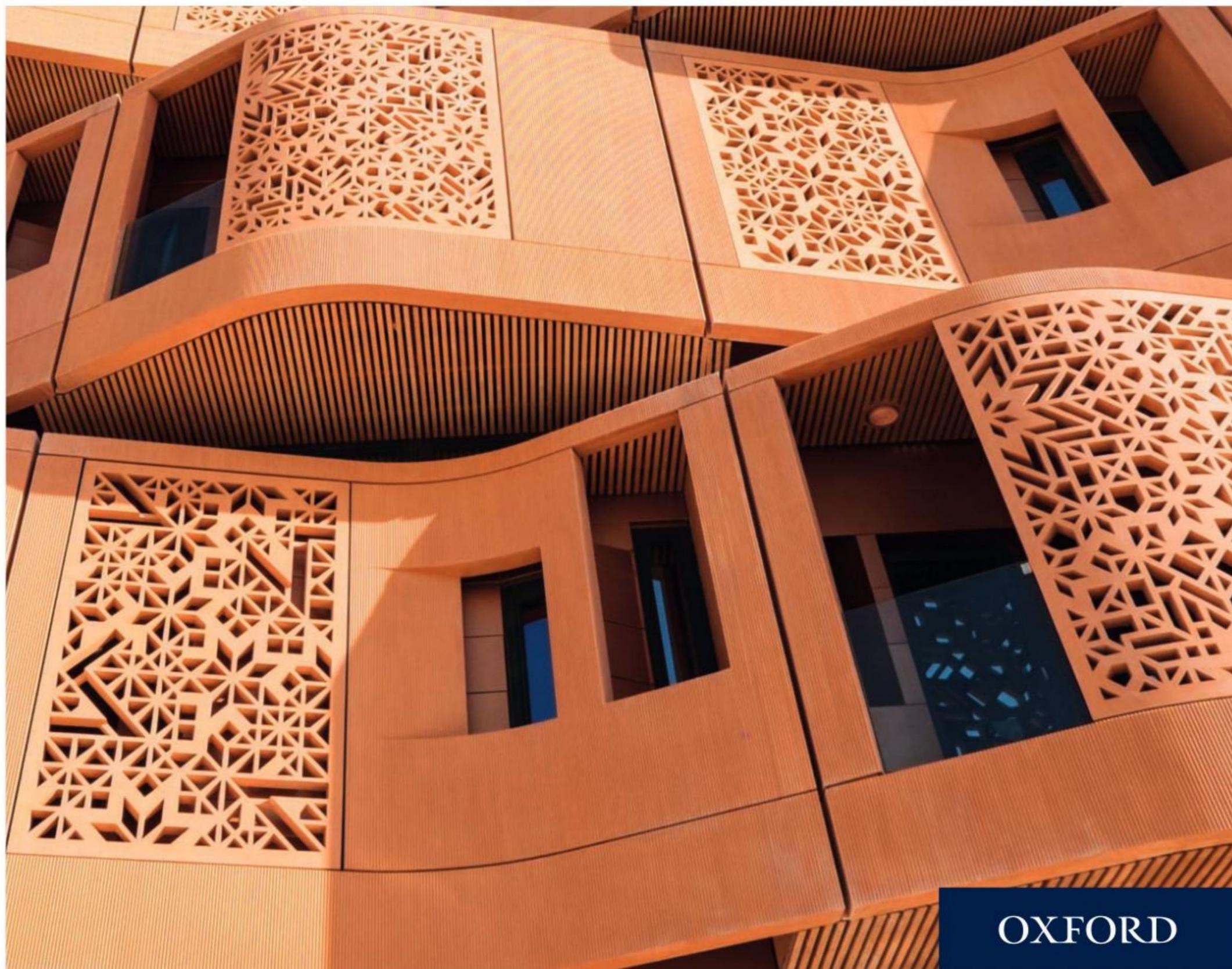




Oxford
Lower Secondary

8

Social Studies



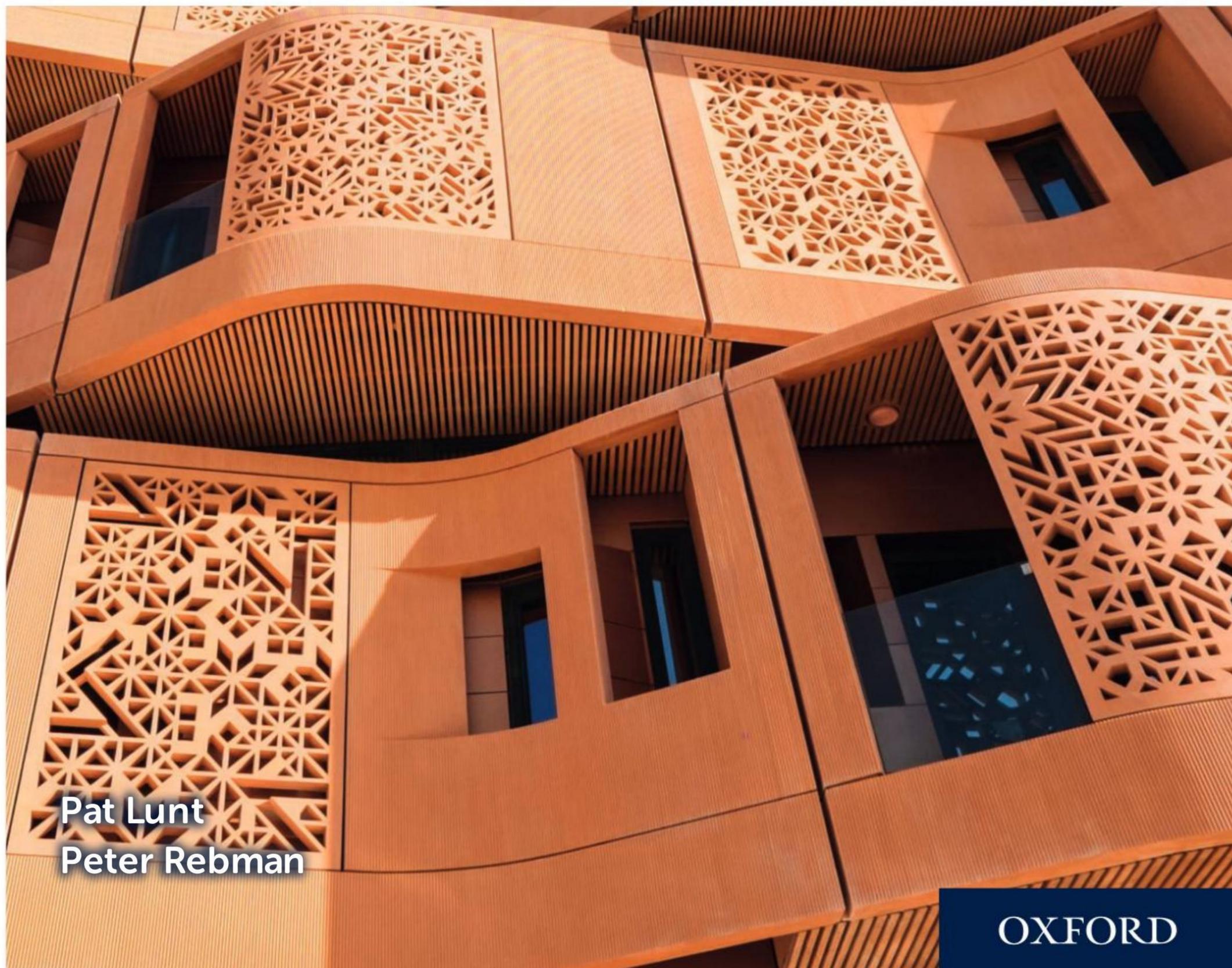
OXFORD



Oxford
Lower Secondary

8

Social Studies



Pat Lunt
Peter Rebman

OXFORD

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries.

© Copyright: Pat Lunt, Peter Rebman, 2019

The moral rights of the author have been asserted.

First published in 2019

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form and you must impose this same condition on any acquirer.

British Library Cataloguing in Publication Data
Data available

ISBN 978-0-19-842903-6

1 3 5 7 9 10 8 6 4 2

Paper used in the production of this book is a natural, recyclable product made from wood grown in sustainable forests. The manufacturing process conforms to the environmental regulations of the country of origin.

Printed in Great Britain by Bell and Bain Ltd. Glasgow

Acknowledgements

Cover: Urbanmyth/Alamy Stock Photo

Artworks: QBS Learning

Photos: **p6:** Robertharding/Alamy Stock Photo; **p7:** Jerónimo Alba/Alamy Stock Photo; **p10:** Christine Osborne Pictures/Alamy Stock Photo; **p11:** Agencja Fotograficzna Caro/Alamy Stock Photo; **p13:** Kumar Sriskandan/Alamy Stock Photo; **p14:** David Steele/Shutterstock; **p15:** Boaz Rottem/Alamy Stock Photo; **p16:** Denys Skorikov/Alamy Stock Photo; **p17:** Stanislav71/Shutterstock; **p18:** Michaeljung/Shutterstock; **p19:** Art Directors & TRIP/Alamy Stock Photo; **p20:** Melvyn Longhurst/Alamy Stock Photo; **p22:** ChameleonsEye/Shutterstock; **p23:** Paul Quayle/Alamy Stock Photo; **p24:** Dorling Kindersley Ltd/Alamy Stock Photo; **p27:** Black Country Images/Alamy Stock Photo; **p28:** Andrew McInnes/Alamy Stock Photo; **p29:** David R. Frazier Photolibrary, Inc/Alamy Stock Photo; **p30:** Colin Underhill/Alamy Stock Photo; **p31:** Rawpixel.com/Shutterstock; **p33 (T):** BagusMartada/Shutterstock; **p33 (C):** Din Mohd Yaman/Shutterstock; **p33 (B):** Lee Avison/Alamy Stock Photo; **p34:** Jonathan Ward/Alamy Stock Photo; **p35:** Mukesh Kumar Jwala/Shutterstock; **p39 (BR):** Science History Images/Alamy Stock Photo; **p38 (B):** Robertharding/Alamy Stock Photo; **p38-39 (B):** Danielcastromaia/Shutterstock; **p42 (T):** Granger Historical Picture Archive/Alamy Stock Photo; **p42 (B):** Aivolia/Shutterstock; **p43:** Independent Picture Service/Alamy Stock Photo; **p45:** Granger Historical Picture Archive/Alamy Stock Photo; **p46:** Emran/

Shutterstock; **p49 (T):** Sean Pavone/Shutterstock; **p49 (C):** Leonid Andronov/Shutterstock; **p50:** Sean Pavone/Alamy Stock Photo; **p51:** Adwo/Shutterstock; **p52 (C):** NORTHERN IMAGERY/Shutterstock; **p52 (B):** Melvyn Longhurst/Alamy Stock Photo; **p53:** Kpzfoto/Alamy Stock Photo; **p54 (T):** Ppl/Shutterstock; **p54 (T):** Hercules Milas/Alamy Stock Photo; **p55:** Heritage Image Partnership Ltd/Alamy Stock Photo; **p56:** Classic Image/Alamy Stock Photo; **p57 (C):** Melvyn Longhurst/Alamy Stock Photo; **p57 (B):** Age Fotostock/Alamy Stock Photo; **p58:** Robertharding/Alamy Stock Photo; **p59:** The History Collection/Alamy Stock Photo; **p61:** GL Archive/Alamy Stock Photo; **p62:** Hisham Ibrahim/Shutterstock; **p66 (BL):** Nicholas Eveleigh/Alamy Stock Photo; **p66 (BR):** Anilakduygu/iStockphoto; **p67:** BOULENGER Xavier/Shutterstock; **p69 (CR):** Universal Images Group North America LLC/DeAgostini/Alamy Stock Photo; **p69 (TR):** Tolga Subasi/Shutterstock; **p71:** MademoiZelle/Shutterstock; **p72:** JohnCarnemolla/iStockphoto; **p73:** Typhoonski/iStockphoto; **p78:** Xinhua/Alamy Stock Photo; **p79 (T):** Rahulpai/Stockimo/Alamy Stock Photo; **p79 (C):** Xuanhuongho/Shutterstock; **p81 (T):** Geralda/iStockphoto; **p81 (C):** ZenShui/Milena Boniek/PhotoAlto Agency RF Collections/Getty Images; **p82 (BL):** Trevor Mogg/Alamy Stock Photo; **p82 (BR):** Kamran Jebreili, File/AP Images; **p83:** Viacheslav Khmelnytskyi/Alamy Stock Photo; **p86:** Sean Sprague/Alamy Stock Photo; **p87:** Boonsom/iStockphoto; **p90 (CR):** Robertharding/Alamy Stock Photo; **p90 (BR):** Fokke Baarsen/Shutterstock; **p91 (TL):** Jan Wlodarczyk/Alamy Stock Photo; **p91 (TR):** Seeshooteatrepeat/Shutterstock; **p92:** Frans Lemmens/Alamy Stock Photo; **p93:** Joel Carillet/iStockphoto; **p94:** Nature Picture Library/Alamy Stock Photo; **p95:** Ivan Vdovin/Alamy Stock Photo; **p99 (B):** Alexeys/iStockphoto; **p100:** ERIC LAFFORGUE/Alamy Stock Photo; **p98 (BL):** Rawpixel.com/Shutterstock; **p98 (BR):** M_Agency/Shutterstock; **p101:** Mark Pearson/Alamy Stock Photo; **p102:** Robertus Pudyanto/Getty Images; **p103:** Ethel Wolvovitz/Alamy Stock Photo; **p105 (T):** Frankris/Shutterstock; **p105 (C):** Barcin/iStockphoto; **p106 (T):** Kertu_ee/iStockphoto; **p106 (B):** Barry Iverson/Alamy Stock Photo; **p109:** GFC Collection/Alamy Stock Photo; **p110:** Clerkenwell/iStockphoto; **p113:** Ryan Carter/Alamy Stock Photo; **p114:** AfriPics.com / Alamy Stock Photo; **p115:** Fred de Noyelle/Corbis Documentary/Getty Images; **p117:** Liorpt/iStockphoto; **p118:** Philipus/Alamy Stock Photo; **p119:** Art Directors & TRIP/Alamy Stock Photo; **p122:** Kertu_ee/iStockphoto; **p123:** Photographer/iStockphoto; **p127:** AFP/Getty Images; **p130:** Eric Geidl/Alamy Stock Photo; **p131:** YASSER AL-ZAYYAT/AFP/Getty Images; **p134 (BL):** John Zada/Alamy Stock Photo; **p134 (BR):** David Lyons/Alamy Stock Photo; **p135 (B):** Gordon Bell/Alamy Stock Photo; **p137:** Fortunato Violi/iStockphoto; **p138:** Khouwes/iStockphoto; **p139:** Gumpanat/iStockphoto; **p141 (T):** Brendan Hoffman/Alamy Stock Photo; **p141 (C):** Mystic Arabia/Alamy Stock Photo; **p143:** Art Directors & TRIP/Alamy Stock Photo; **p144:** Monticello/Dreamstime; **p149 (TL):** Megapress/Alamy Stock Photo; **p149 (TR):** Kevpix/Alamy Stock Photo; **p149 (CL):** Philipus/Alamy Stock Photo; **p149 (CR):** Michele Falzone/Alamy Stock Photo; **p150:** Cookelma/iStockphoto; **p149 (B):** Huntstock, Inc/Alamy Stock Photo; **p154:** Xinhua/Alamy Stock Photo; **p155 (T):** Shawn Baldwin/Bloomberg/Getty Images; **p155 (C):** Jim Henderson/Alamy Stock Photo; **p157:** Nikada/iStockphoto; **p158:** Middle East/Alamy Stock Photo; **p159:** Llewellyn/Alamy Stock Photo; **p161 (T):** A Periam Photography/Shutterstock; **p161 (B):** Zoonar GmbH/Alamy Stock Photo; **p162 (B):** Presidenciamx/Alamy Stock Photo; **p163:** Peter Probst/Alamy Stock Photo;

Although we have made every effort to trace and contact all copyright holders before publication this has not been possible in all cases. If notified, the publisher will rectify any errors or omissions at the earliest opportunity.

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work.

Contents

Introduction to <i>Lower Secondary Social Studies</i>	4	3.5 Using scarce resources sustainably	84
1 Identity and culture		3.6 The development of the tourism industry	88
Introduction	6	3.7 How can tourism in the Middle East region be sustainable?	92
1.1 What are self-identity and social identity?	8	Review your learning	96
1.2 What is cultural identity?	12	4 Citizenship	
1.3 What unites a society?	16	Introduction	98
1.4 Cultural diversity	20	4.1 What are social groups?	100
1.5 Which factors create cultural diversity?	24	4.2 Group behaviour, social control and social institutions	104
1.6 How do different cultures interact?	28	4.3 Citizens and society	108
1.7 How do we experience cultural diversity?	32	4.4 Individual and group participation	112
Review your learning	36	4.5 How does the changing environment affect citizens' responsibilities?	116
2 History and heritage		4.6 Government ministries and departments	120
Introduction	38	4.7 Levels of government administration	124
2.1 What was life like in the pre-Islamic Arabian Peninsula?	40	4.8 What are regional relations?	128
2.2 The arrival and impact of Islam in the Middle East region	44	Review your learning	132
2.3 What impact did early Islam have on architecture?	48	5 Economics	
2.4 What impact did early Islam have on art and literature?	52	Introduction	134
2.5 What achievements were made in science and mathematics?	56	5.1 What role does money have in the economy?	136
2.6 Who were the Umayyad caliphs?	60	5.2 Banks and the economy	140
Review your learning	64	5.3 What are supply and demand?	144
3 People and places		5.4 Which factors contribute to economic growth?	148
Introduction	66	5.5 Industry, jobs and systems of work	152
3.1 The geographical characteristics of the Middle East region	68	5.6 What are the regional economic relationships?	156
3.2 What are the world's natural resources?	72	5.7 What are international economic relations?	160
3.3 How does human activity affect the environment?	76	Review your learning	164
3.4 Sustainability in the Middle East region	80	Glossary	166
		Index	170

Introduction

What this book is about

Wherever you live you are part of a society. Learning how to live in and make a contribution to that society is an essential skill. Social studies helps you to understand how the world works at a social level. It does this by looking at some aspects of individuals, their identities and their personalities. It sets this understanding in a wider appreciation of basic concepts about culture, economics and politics.

Social studies also gives you a basic understanding of some of the processes that have formed modern society. You will explore ways in which history has helped to form the modern world. You will study how human activity affects, and is affected by, the natural world.

Social studies also helps you understand how governments operate, what your role as an individual citizen is, and the important function of the world's economies.

Bringing all this knowledge together will ultimately help to create stable societies now and in the future.

This book is divided into 5 units.

1 Identity and culture

In this unit you explore the idea of social identity and its importance in respect to how we relate to those around us. You will also consider the idea of how far a culture influences a person's identity and whether they have a 'cultural identity' that they recognise. This idea is of particular importance as we live in societies where people from many different cultures are

living together. The unit also explores the idea of cultural diversity and how different cultures interact.

2 History and heritage

We study history because it helps us to understand how people and events from the past have influenced the modern world. You will discover how some people from the past have influenced our lives today. In particular you will explore the impact of Islam on architecture, art, literature, science and mathematics.

3 People and places

This unit is concerned with geography, which is the study of the natural features of the Earth and of human activity. You will find out about natural resources in the region of the Middle East and North Africa and how these are used. You will examine important issues that face the world such as climate change, water scarcity and sustainability.

4 Citizenship

Citizenship studies help you understand how and why people interact with the world through social groups. You will learn why there is a need for government at different levels, from local to national, and about regional co-operation between governments. The unit explores the idea of living sustainably and how this can be seen as a responsibility of individual citizens.

5 Economics

Understanding basic economic ideas is important in modern societies that contain

different economic systems. You will find out about money and the role of different banks. You will examine basic economic ideas such as supply and demand, and economic growth. You will also discover how industries from different parts of an economy are interrelated and explore how countries from the region and around the world relate to one another and take part in trade.

Learning by doing

Each unit is made up of a number of lessons. The activities for each lesson encourage you to learn by doing. They are designed to develop and stretch your ability. You will be challenged to interpret text, images and data. You will be asked to write, create, discuss and report.

Each unit begins with an introduction which includes an overview of the content. There are also images to discuss and a 'Talk about' feature which is a basis for a small group discussion. A 'Fact finder' feature presents an interesting fact together with a challenge to find out more facts related to that topic.

As you work through the unit you will be presented with information that aims to develop your understanding. At the end of the unit there is a review section consisting of test questions and assessment activities. Completing these sections will show what you have learned.

What you will find in each lesson

Each lesson has four pages in the book. In each lesson you will find:

Learning objectives

These set out what you will be doing during the lesson.

Introductory paragraph

This explains the main idea within the lesson and poses a number of questions that you should be able to answer by the end of the lesson.

Lesson content

This contains information as text or in other forms, such as charts and graphs, and images.

Case study

Some lessons include a case study to illustrate a particular point from the lesson.

Did you know?

Some lessons include an interesting fact relevant to the content.

Activities

The activities let you show that you have understood the material and encourage you to explore further and use or develop new skills.

Highlighted words

Throughout the text words that are new or have specific meanings in a particular context are highlighted and set in **bold**. These words have been identified as key words that you need to understand in order to make best use of the rest of the material. These words and their definitions can be found in the glossary at the back of the book where they are arranged alphabetically.

Glossary

At the back of the book is a glossary that contains words that have been highlighted throughout the text. The glossary provides definitions for these words in the context in which they have appeared. You should become familiar with these words and practise using them yourself in different sentences.

1

Identity and culture

Learning objectives

In this unit you will:

- define the concept of ‘social identity’
- define the concept of ‘cultural identity’
- examine the factors that unite a society
- establish why the world has many different cultures
- compare and contrast cultural diversity in different countries
- consider how different cultures interact and how they influence each other
- explore different experiences of cultural diversity around the world.

Overview

A society is made up of individuals who take part in social activity and belong to different groups.

Our sense of self – of ‘who we are’ – affects the way we view the world, other individuals and other groups. People who have a strong self-identity tend to have a positive outlook on life and they are often able to make and keep healthy relationships. These characteristics help people to interact well with other people in society.

Part of a person’s self-identity comes from identifying with particular groups. The way in which a person identifies with one group can affect their attitude to other groups. Society needs people and groups to interact in positive ways in order to remain stable and secure.

An important part of all societies is culture. Culture is the way of life of a particular group. There are many groups and communities in the world, so there are many different cultures. This unit looks at why different cultures developed, and the different responses people have to cultures that are different from their own.

A family outside their house in Dra Abul Naga, Egypt. How many generations can you see in this family?



Talk about

Part of our identity comes from the groups we belong to and the groups we identify with. We do not choose some of the groups that we belong to, for example our family. We do choose to join and belong to other groups, such as sports clubs.

Talk about some of the groups you belong to. Explain why you belong to the groups and what they offer you. Discuss whether you identify with each group. How do you show that you identify with the group? For example, you might wear a uniform.

How does belonging to each group make you feel about other groups?

Fact finder

McDonald's is perhaps the best-known fast-food brand in the world. The company has over 37 000 restaurants in over 120 countries around the world.

 Find out if there are any McDonald's restaurants in your country and if so, how many are there? Find out if McDonald's has adapted the food it offers to suit the local culture. If so, how?

Word cloud

cultural diversity heritage immigration norms stereotype

A traditional spice and herb shop in Morocco



Learning objectives

- Examine features of self-identity.
- Discover what influences self-identity.
- Consider social identity theory.
- Analyse the importance of social identity.

Our self-identity is the sense we have of who we are. We do not develop our self-identity alone, but through our relationships and interactions with all the people around us. How does our identity affect the way we relate to other people? How do individuals and the groups we belong to influence our identity?

What is identity?

Babies begin to recognise that they are separate from the objects and people around them at around two to three months old. Between two and three years of age they begin to develop a sense of 'self'. Children at this age begin to put themselves into different categories such as a boy or a girl and their age group. As identity develops, people continue to put themselves into different categories according to their physical characteristics, personal qualities, personality traits, beliefs and values. People use these categories to construct an idea of who they are as a person. **Psychologists** call this our self-identity.



Each of us remains the same person throughout our lives, but we do not stay the same.

Which factors influence self-identity?

Some of the most important factors that influence our self-identity are:

Physical characteristics: These characteristics distinguish us from other people. We judge ourselves partly according to our physical

characteristics and feel that other people may use these characteristics to judge us. The characteristics are not important in themselves. It is how we feel about them that makes them important. For example, some people today are unhappy with the way they look.

Personality traits: These are the characteristics that are specific to each individual. For example, an individual can see himself or herself as shy, friendly, determined or resilient.

Social and professional roles: Other aspects of a person's self-identity come from the social roles that person has. For example, a person might identify himself or herself as a father, mother, brother or sister. They can also come from a person's professions or skills. For example, a person might identify themselves as an artist or an engineer.



This woman has many different roles in her life. How might they all contribute to her self-identity?

Cultural differences

Western cultures place a lot of emphasis on the individual and are known as 'individualist'. Self-identity is often based on a person's abilities, characteristics and achievements.

In many Asian and African cultures there is a strong emphasis on groups and the cultures are described as 'collectivist'. Self-identity develops based on a person's place within groups, such as the family.

In some traditional African cultures, self-identity develops as a person takes part in the life of a community. Identity comes from the relationships to **kin** and community.

Different ideas about self-identity affect the way people behave and relate. This is important when thinking about how people from different cultures interact.

Social identity

Social identity theory is an idea from **sociology** and psychology. The theory states that we form a social identity according to the groups we belong to. It identifies three main processes involved in forming a social identity: social categorisation, social identification and social comparison.

Social categorisation: To help us distinguish between all the things we encounter, we put them into categories. For example, we say that things are big or small, solid or liquid, living or non-living. Social categorisation involves putting people and groups into categories. For example, we can put people into categories according to age group, skin colour or occupation. We then apply a set of characteristics to the people in each group. For example, we apply different sets of characteristics to a person in the 'doctor' category and to a person in the 'student' category.



Social identification: In this process, we see that we belong in certain categories ourselves. We accept the identity of that category or group and behave in ways that fit in with their **norms**. When we feel a sense of belonging from being part of a group, we gain an emotional attachment to the group.



Social comparison: We constantly compare the groups to which we belong with other groups in a process called social comparison. The groups we identify with are our 'in-groups'. We compare these with groups we do not belong to, which are called 'out-groups'.

People identify with many different groups, such as family, the supporters of a sports team, a nation, or a particular community. An individual can belong to several groups – and can therefore belong to different categories – at the same time.



Identifying with family usually involves identifying with the family's culture.

What is the importance of social identity?

Our social identity affects how we feel about our own value as a person, which is known as our self-esteem. This is because self-esteem is related to the way people view the groups that they identify with.

Sometimes, in order to improve our self-esteem, we and the other members of our group compare our group favourably with 'out-groups'. When this happens, we may view members of 'out-groups' in a negative way. We may

apply **stereotypes** to people from other groups. This means we give certain characteristics to the group as a whole. We do not consider the individual members of the group. However, an individual member may not have the characteristics of our stereotype.

When we do not acknowledge or control this kind of thinking, it can lead to **prejudice** and **discrimination**.



These people are all the same in one way because they are all graduates at a graduation ceremony. They are also different in many ways. People need to find the things they share instead of looking for differences.

Activities

- 1 Write down the three main processes involved in creating a social identity.
- 2 Write a profile describing your self-identity. Use these categories:
 - physical characteristics (for example, height, hair colour)
 - personality traits (for example, kindness, calmness, humour)
 - external factors (for example, roles you have and skills you possess).
- 3 Consider two groups of students. One group spends a lot of time in the school library, reading and studying. Another group spends a lot of time playing sports. Write down three words to describe each group. Compare your responses with a partner. Do you think your descriptions are stereotypes?

Learning objectives

- Analyse interactions between cultures and subcultures.
- Discover similarities and differences between cultural communities.
- Examine how culture influences the development of self-identity.
- Examine the importance of a cultural identity.

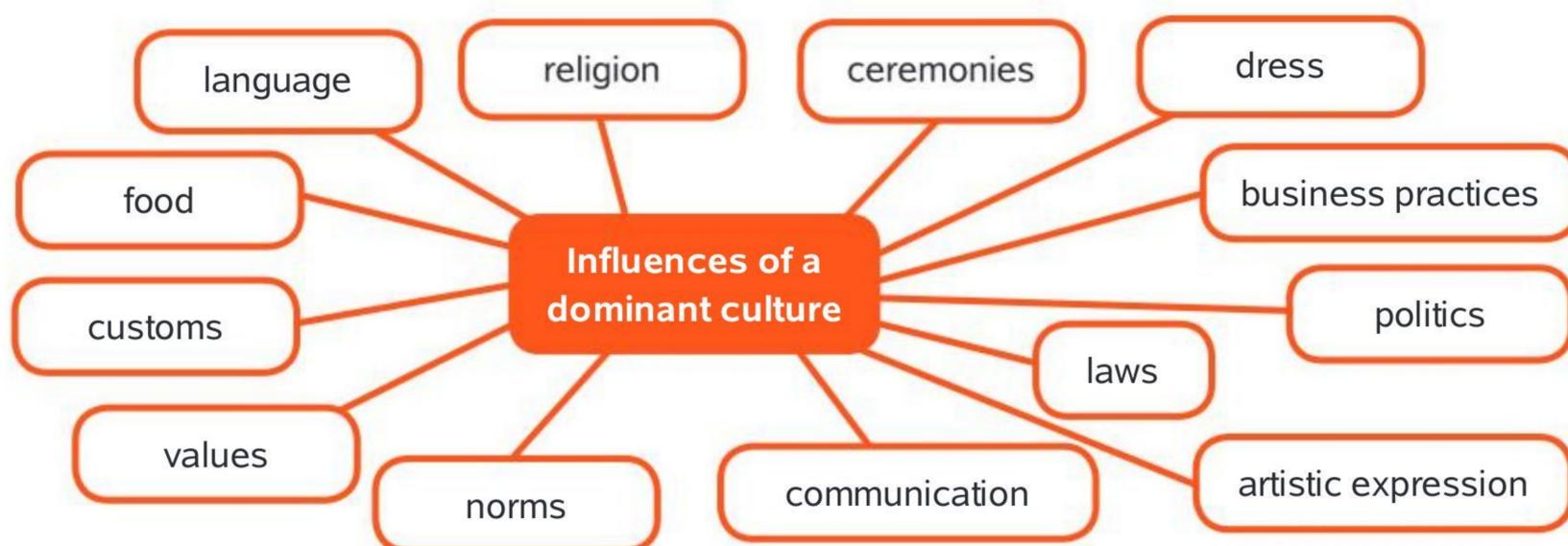
Culture is the way of life of a particular group of people. Cultural identity is the feeling of belonging to a particular culture. What are the different types of culture? What impact does cultural identity have on people's lives? Which factors influence the development of a cultural identity?

Cultures in today's world

A culture is a combination of the customs, norms, values, attitudes, beliefs, morals and behaviours of a society. In the modern world, cultures are increasingly coming into contact with each other as societies become **multicultural**.

What is a dominant culture?

A dominant culture is the main culture of a society where a number of cultures are present. Most people usually adopt and identify with the dominant culture, so it is the most widespread culture and the one with the most influence. The dominant culture is passed down from one **generation** to the next and is promoted by social groups and institutions.



The dominant culture influences almost every aspect of life in a society.

What is a subculture?

A subculture is a group within a society whose norms and values are different from those of the dominant culture.

The term 'subculture' is often used in modern societies to describe groups who identify with a particular type of music, style of dress or activity.



It is sometimes possible to identify the dominant culture in a country by looking at things such as food, clothing and architecture.

What is folk culture?

Folk culture refers to parts of everyday life (such as traditional food, clothing, crafts, music and dance) that come from traditional local cultures.

Folk culture is particularly important among **migrant** populations who want to preserve their culture when they live alongside a dominant culture that is different from their own.

What is global culture?

Some sociologists believe that the world is moving towards having a **global** culture. In a truly global culture, there would be no **cultural diversity**.

The spread of cultural ideas is called cultural diffusion. The rate of cultural diffusion has increased over time as people travel more, as more goods are traded and as methods of communication improve.



In many countries that are developing and modernising, there is a mixture of traditional and modern styles of cultural expression.

In the face of global cultural trends, many societies want to keep their traditional cultural styles.

How do we develop a cultural identity?

People usually develop a cultural identity as part of socialisation. Through socialisation children learn the actions, behaviours, values and attitudes expected within the culture and society where they live. By the age of five or six, children begin to think about and identify cultural elements of life, such as customs and clothing.



Children naturally adopt the culture of the family and community in which they are brought up.

Most children reach adolescence during their teenage years. This stage of life is important because people begin to establish their own identity. They become more independent and increasingly want to make their own choices. They choose which elements of culture will influence their identity. Most families hope that their children will accept and embrace the culture in which they have been raised. Adolescents are also strongly influenced by their peer group and its cultural identity. Other cultural influences come from many other sources including global branded goods, television, films and the internet.

Why is cultural identity important?

When a person is raised and socialised into a particular culture, the cultural practices, beliefs and values become familiar to them. These aspects of the culture become a part of who the individual is as a person. The person's cultural upbringing helps them to form relationships within their family and then with wider groups.

When someone accepts a cultural identity it usually means that they accept traditions that have been passed down through many generations. In this way, cultural identity acts as a link between a person and a shared cultural **heritage**. The shared cultural heritage helps the person to identify with others who have the same traditions and belief systems. People often like to outwardly express their sense of belonging to a particular culture. For example, they may adopt cultural behaviour practices and wear certain types of clothing. These visible signs indicate that the person belongs to a particular culture. They also show an individual's pride in being part of that culture.

A person's heritage, traditional beliefs and other aspects of their native culture can be an important part of their self-identity. People who want to preserve traditional cultures are worried that some people in society will give up the traditions and lose an important part of their cultural identity. Other people argue that cultural identity is not lost but is always changing with the times. This reflects the fact that societies and cultures are also always changing and adapting to new circumstances.



These children are from Japan. How are they expressing their traditional culture? What would a similar scene look like in your country?

Activities

- 1 Write one or two sentences to explain what a dominant culture is.
- 2 List three ways in which cultural diffusion occurs.
- 3 Work in a group to prepare a presentation about the country you live in. Your presentation should:
 - identify and describe the dominant culture
 - identify and describe at least two subcultures
 - describe two elements of each culture that are examples of folk culture
 - explain any evidence of global culture in your country.
- 4 Write down how you feel about your cultural identity and how important your culture is to you. Discuss your ideas in a group.

Learning objectives

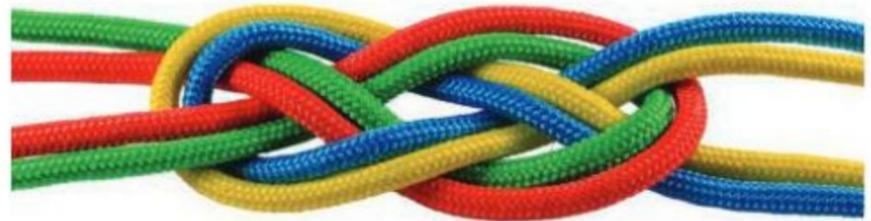
- Define the term 'social cohesion'.
- Identify social cohesion as the process of forming a united society.
- Analyse aspects of social cohesion.
- Analyse factors that may restrict social cohesion.

Societies are made up of many individuals and groups who have different interests, aims and views. All these individuals and groups must work together to create a society that functions well and can prosper. What are the processes that bring a society together?

What is social cohesion?

When the people in a society come together to form a united whole, this is known as social cohesion. Social cohesion is often described as the bonds or glue that hold a society together.

It can be described as 'solidarity' and 'togetherness'. The opposite of social cohesion is when a society breaks into smaller groups who feel disconnected and not part of a whole.



Social cohesion means that different parts of a society all work together.

What contributes to social cohesion?

People often come together when they share a common set of values, beliefs and expectations for behaviour. The larger a group of people is, the more likely it is that there will be some differences between the people in it.

Social cohesion does not rely on everyone in a society having exactly the same values, beliefs and expectations. Instead, there must be some common values and principles, and an agreement about acceptable and unacceptable behaviour. Everyone in a society may agree, for example, that dishonesty, violence and stealing are wrong. People may have different ideas about other things, for example clothing.

Social cohesion happens despite some differences within society because most individuals and groups want to experience **social order**. In order to achieve social order, all the different parts of society must work together towards that goal.