

Around the World

by

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Around the World Teacher Mini-Grant

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I. Goals & Objectives:

A. Project objectives include:

1. Students will develop effective reading and writing skills by writing notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.
2. Students will use electronic technology to research, create, revise and verify information.
3. Students will work together to complete a project displaying creativity and higher levels of thinking.

B. Sunshine State Standards include:

LA.A.2.2.5- The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.

LA.A.2.2.8- The student selects and uses a variety of appropriate references materials, including multiple representations of information such as maps, charts, and photos, to gather information for research projects.

LA.B.2.2.1- The student writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.

LA.B.2.2.4- The student uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.

LA.C.1.2.1- The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches.

SS.A.2.2.3- The student understands various aspects of family life, structures, and roles in different cultures and in many eras.

SS.B.1.2.1- The student uses maps, globes, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.

SS.B.1.2.2- The student knows how regions are constructed according to physical criteria and human criteria.

SS.B.1.2.3- The student locates and describes the physical and cultural features of major world political regions.

SS.B.1.2.5- The student knows ways in which people view and relate to places and regions differently.

II. Overview:

The *Around the World* project is an ongoing investigative project that encompasses a full investigation of world cultures and geography. The project encourages young learners to develop understandings about cultural diversity through the use of an investigative study of cultures and authentic experiences like art, music, food, and dance. These experiences bring ideas to life and make learning exciting and innovative. Guest speakers can provide students with a culturally diverse view of their country or cultural expertise. These speakers involve students in an active, rather than passive, role in the study of world cultures.

Additionally, students reflect on the ways in which the characteristics of their own culture compare with the cultures of others by communicating with students (E-pals) around the world via the Internet. Finally, students use their creativity and knowledge of other cultures to create an original display and presentation. Through hands-on activities and the use of multi-media technology, students develop real life skills. These skills include: learning how to use the Internet as a research tool, creating a presentation, interviewing skills, and public speaking skills.

One of the curriculum components of the *Around the World* project is the use of electronic technology. Students have the opportunity to use the Internet to communicate, conduct research, and exchange information. Students communicate with other students and experts around the world. The human interaction made possible by electronic communication makes the information gained more personal and meaningful to students than that obtained from written texts. Effective reading and writing skills are also critical components of this project. Students' skills in reading and writing are developed through

the research process as well as expository writing. In addition, students keep learning journals where they record information they have gathered and reflections on the project.

The content of the *Around the World* project is particularly relevant to students at the elementary level, but it can be adapted for older students. The project's aim is to enhance the Social Studies and Language Arts curriculum. This packet will describe the outline of how the project was implemented and provide sample lessons for some of the hands-on activities. With the aid of the *Around the World* project, students will be able to virtually "tour the world" without ever leaving the classroom.

III. Course Outline:

Month 1:

1. Students will be introduced to the *Around the World* project. Students will discuss rationale and purpose for project.
2. Students will study the geography of the world. Students will use atlases and reference materials to develop geography awareness.
3. Students will keep a project journal where they will record research, relevant Web sites, e-mail addresses of topic experts, and reflections on what they have learned.
4. Students will listen to guest speaker: a member of the consulate's office in Miami.

Month 2:

1. This month, students will focus on the continents of North and South America by completing lessons on the geography, customs, and culture of the area.
2. Students will conduct research using the Internet, electronic encyclopedias, and other references.
3. Students will set up E-pals and write reflections in project journal.
4. Students will listen to a guest speaker from Florida International University's School of Music who will describe music from various cultures.

Month 3:

1. This month, students will focus on the continents of Africa and Europe by completing lessons on the geography, customs, and culture of the area.

2. Students will conduct research and complete hands-on activities.
3. Students will interview experts on world cultures using electronic mail.
4. Students will listen to a guest speaker from University of Miami's Department of Art and Art History who will show students artwork from various cultures and time periods.

Month 4:

1. This month, students will focus on the continents of Asia and Australia by completing lessons on the geography, customs, and culture of the area.
2. Students will conduct research using the Internet, electronic encyclopedias, and other references.
3. Students will work in groups to select a certain culture they would like to study further and present. Students will begin to gather relevant research on their topic.
4. Students will listen to guest speaker from Florida International University's Department of Theater and Dance who will describe the dances of various cultures.

Month 5:

1. Students will work together to research their projects and design their displays.
2. Students will write out their plans for their presentation and list supplies needed to make their displays.
3. Students will complete their multi-media presentation.

Month 6:

1. Students will present their projects, research, and displays to several classes in our school and on a special, culminating “Family Night” before the end of the school year.
2. Students will complete a self-assessment form by reflecting on the project, what they have accomplished, and how this information might help them in the future.
3. Students will complete a project evaluation checklist by evaluating the effectiveness of particular activities.

IV. Lesson Plans:

Activity #1: Canadian Totem Poles

Competency- After learning about the geography of North America, students will make totem poles, a craft from Canada's Pacific coast.

Materials- You will need 1 empty cylinder-shaped container (4-6 inches in diameter) per student, scissors, construction paper, glue, tape, and tempera paint.

Procedures- The natives of Canada's Pacific coast are famous for their woodcarvings. The most interesting are the carvings of the totem poles. "Totem poles are wooden poles carved and painted with a series of symbols, or totems (such as animals), representing family lineage" (Wheeler, 1997, p. 92). Students make one section of a totem pole model by covering their cylinder with construction paper and then decorating it with paint. Students can add three-dimensional details like wings, noses, or ears by cutting pieces of construction paper out in a particular shape and gluing it to the cylinder. Students finalize their totem poles by stacking together the cylinders of three to four students. (See page 10 for illustration.)

Evaluation- Once students have stacked their sections to complete the totem pole, students can write a story or a poem that represents the images on their totem pole. The teacher can evaluate student's writing and the totem pole based on the amount of detail added.

Activity #2: American Indian Owner Sticks

Competency- After learning about the geography of the United States, students will make models of owner sticks, a craft from the Plains and Eastern Native American groups.

Materials- You will need 2 wooden sticks for each student (one should be longer than the other), 1 yard of leather thong, yarn, scissors, construction paper, feathers, beads, glue, tape, and tempera paint.

Procedures- Owner sticks are staffs made by some Plains and Eastern Native American groups that are used to show possession of property (Allen, McNeill, & Schmidt, 1992). The sticks are decorated with designs and objects that identify the owner. Ask students to bring two sticks from home between 6 to 12 inches in length. Explain that one should be longer than the other because they will be putting them together to make a cross. After painting the sticks, lash them together with the leather thong to form a cross (make sure the paint is dry first). Students then decorate their cross by adding feathers, beads, etc. (See page 10 for illustration.)

Evaluation- Once students have completed their owner sticks, they can write a paragraph explaining why they chose to decorate it the way they did and explain what they would put it on to show ownership. Students can then share this information with their classmates by making brief presentations. The teacher can evaluate the students' writing, presentations, and crafts.

Activity #3: Mexican Piñata

Competency- After learning about the geography of Mexico and Central America, students will make piñatas.

Materials- You will need 1 empty medium-sized box per student, scissors, construction or crepe paper, glue, tape, yarn, tempera paint, and colored streamers.

Procedures- Piñatas are decorative containers often in the shape of an animal that is filled with candies or toys. Mexicans use piñatas for birthdays and holidays like *las posadas*, *Cinco de Mayo*, and Halloween. Students begin making their piñata by painting and decorating their box with crepe or construction paper and streamers. Have candies and other treats available for students to stuff their piñata. Finally, use yarn or string to make a handle for the piñata. After the piñatas are complete, students can take them home and use them for their next party with family and friends.

Evaluation- Students can complete peer evaluations of their piñatas.

Activity #4: Diorama of the Amazon Rain Forest

Competency- After learning about the geography of South America, students will make a diorama that shows the layers of the rain forest.

Materials- You will need 1 shoebox for each student, markers, scissors, construction paper, glue, tape, clay, and tempera paint.

Procedures- The world's largest rain forest is located in the Amazon basin of South America. After teaching students about the layers of the rainforest (understory, canopy, and emergent) and reading about the plants and animals found in each of the layers, have students create a model or diorama of the rainforest. Students can work in groups or independently on this project. They will paint the inside of their shoebox and use various art supplies to add detail to each of the layers of the rainforest.

Evaluation- The students should be able to identify each of the layers of the rainforest and include appropriate plants and animals for each of the layers. The teacher can make a rubric to evaluate each of the components of this activity.

Activity #5: African Masks

Competency- After learning about the geography of Africa, students will make African masks.

Materials- You will need cardboard, markers, scissors, construction paper, glue, string or thin elastic, and tempera paint.

Procedures- Several cultures in Africa use masks for their dances and ceremonies.

Students will begin by cutting a piece of cardboard that will fit over their face. Students then use the paint, paper, and markers to decorate their masks. Finally, attach a piece of string or elastic to the sides of the mask to secure it over students' faces.

Evaluation- After they are done, students can use the masks to dramatize an African story (see resource list). Teachers can evaluate the dramatization and the design of the mask.

Activity #6: Dashiki (African shirt)

Competency- After learning about the cultures of Africa, students will make a dashiki, a ceremonial shirt made from colorful patterned fabrics.

Materials- You will need a 12 x 36-inch piece of fabric for each student, markers, scissor, and tempera paint.

Procedures- Dashikis are worn by Nigerian men and women in many West African countries (Allen, McNeill, & Schmidt, 1992). Begin by giving students ideas of authentic designs by showing them pictures of African dashikis found in books (see resource list). Fold the 12 x 36-inch piece of solid colored fabric in half and cut a neck opening that will fit over the student's head. The students will then decorate their dashiki using the markers or paint. After the paint has dried, the student can wear the dashiki over their clothing (the sides are left open).

Evaluation- The dashikis can be used for class dramatizations or other special events. The teacher can evaluate the dashiki by checking that the decorations and patterns follow typical African designs.

Activity #7: Mosaic

Competency- After learning about the geography of Europe, students will make a mosaic, a design made by placing small pieces of material closely together.

Materials- You will need a sheet of white construction paper for each student, scissors, assorted colored construction paper cut into half-inch squares, glue, and pencils.

Procedures- Mosaics are found in many places in Europe, including walls and floors. Students will begin by drawing a simple picture on the white sheet of construction paper. Students will then choose the colors of construction paper squares they will need to fill in their picture and background. Students will then glue the colored squares onto the pictures.

Evaluation- The mosaic can be evaluated using a teacher-made rubric that determines the quality and neatness of the work. Most of the picture should be covered with the squares and should be identifiable.

Activity #8: Chinese fans

Competency- After learning about the geography of China, students will make Chinese fans.

Materials- You will need poster board, scissors, ribbon, and watercolor paint.

Procedures- Hand painted fans are very popular in China. There are several ways of making fans, including a half-circle design, oval design, and accordion-style pleated fan. Choose the type of fan you wish to make and cut the poster board in that particular shape. Students then use assorted colored watercolors to paint the surface of the fan. Most Chinese fans have a landscape scene. Students should paint the entire area of the fan with a typical Chinese landscape, including gardens, rivers, mountains, fields, etc. (see reference list for examples). After the paint has dried, students add a piece of ribbon to the bottom of their fan. If you are doing an accordion-style pleated fan, then after the paint has dried, students fold the fan in one-inch pleats and staple it at the bottom.

Evaluation- After students have finished their fans they can write a short story depicting the painting on their fan. The teacher can evaluate students' writing and fan design.

Activity #9: Tako (Japanese kites)

Competency- After learning about the geography of Japan, each student will make a model tako, a Japanese kite.

Materials- You will need markers, scissors, construction paper, and string or yarn.

Procedures- Kite-making is an art in Japan. Takos are of different shapes and sizes. They are usually made of bright paper and are in the shapes of marine animals, birds, and insects. Students will choose what shape they would like to make their model kite. Students will cut and decorate the construction paper and add a string or yarn to the end of it.

Evaluation- After completing their kites, students can write a haiku about the animal or object their kite depicts. A haiku is a Japanese poem with three lines. The first line has five syllables, the second line has seven, and the last line has five syllables. Students can then present their haikus and kites to their classmates. Students are then evaluated on their writing, presentation, and artwork.

Activity #10: Boomerang

Competency- After learning about the geography of Australia, students will make a boomerang.

Materials- You will need cardboard, scissors, construction paper, glue or tape, and a ruler.

Procedures- The boomerang is one of the truly unique inventions of Australia. It is a convex shaped object 12-30 inches in length, and it is usually made of wood. Students can make their own boomerang by cutting a piece of cardboard into a 24 by 17 inch rectangle and cutting out the shape of a boomerang at 120 degree angle from the corner of the rectangle. Students then cut a piece of construction paper to fit over the cardboard piece. Students then glue or tape the construction paper to the cardboard and bow or bend it a little to make it more flexible. Finally take students outside or to an open area where they can test out their boomerang.

Evaluation- The boomerangs can be evaluated for its effectiveness in returning to the thrower.

V. Resource List:

North America Books:

- Behrens, June. *Fiesta! Cinco do mayo*. Children's Press, 1978.
- Brown, Tricia. *Hello, Amigos!* Henry Holt & Company, 1986.
- Harrison, Ted. *O Canada*. Ticknor and Fields, 1993.
- Scott, Ann Herbert. *Cowboy Country*. Clarion Books, 1993.
- Trimble, Steven. *The People: Indians of the American Southwest*. School of American Research, 1993.

South America Books:

- Georges, D. V. *South America*. Children's Press, 1986.
- Lourie, Peter. *Amazon*. Caroline House, 1991.
- Morrison, Marion. *Brazil*. Raintree Steck-Vaughn, 1994.
- Stone, Lynn. *People of the Rainforest*. The Rourke Corporation, 1994.
- Van Dyk, Jere. Amazon: South America's River Road. *National Geographic*. February 1995, Vol. 187, No. 2. p. 73.

Africa Books:

- Daly, Niki. *Not So Fast, Songololo*. Atheneum Publishers, 1986.
- Greenfield, Eloise. *African Dream*. Thomas E. Crowell, 1977.
- Lewin, Hugh. *Jafta*. Caolrhoda Books, Inc., 1983.
- McKenna, Nancy Durrell. *A Zebra Family*. Lerner Publishing Company, 1986.
- Musgrove, Margaret. *Ashanti to Zulu*. Dial Press, 1982.

Europe Books:

- Clark, Colin. *Journey Through Italy*. Troll Associations, 1994.
- Moran, Tom. *A Family in Ireland*. Lerner Publications Company, 1986.
- Newcott, William R. The Living Tower of London. *National Geographic*. October 1993, Vol.184, No. 4. p. 36.
- Pellicer, Maria Eugenia D. *Spanish Food and Drink*. The Bookwright Press, 1988.
- Stanfield, James L. The New, the Enduring Paris. *National Geographic*. July 1989, Vol. 176, No. 1. p. 6.

Asia Books:

- Ashley, Gwynneth. *Take a Trip to Japan*. Franklin Watts, Inc., 1980.
- Bang, Molly. *Tye May and the Magic Brush*. Greenwillow Books, 1981.
- Behrens, June. *Gung Hay Fat Choy*. Children's Press, 1982.
- Fyson, Nance Lui, and Richard Greenhill. *A Family in China*. Lerner Publications Company, 1985.
- Gerstein, Mordicai. *The Mountain of Tibet*. Harper Trophy Books, 1987.

Australia Books:

- Arnold, Caroline. *Australia Today*. F. Watts Publishing, 1987.
- Baker, Jeannie. *Where the Forest Meets the Sea*. William Morrow, 1988.
- Darien-Smith, Kate and David Lowe. *The Australian Outback and Its People*. Raintree Steck-Vaughn, 1995.

- Meisel, Jacqueline Drobis. *Australia: The Land Down Under*. Benchmark Books, 1998.
- Noonuccal, Oodgeroo. *Dreamtime: Aboriginal Stories*. Lothrop, Lee, and Shepard Books, 1994.

Internet Resource:

- IECC is a free teaching.com service to help teachers link with partners in other cultures and countries for e-mail classroom pen pals. There website is:
<http://www.iecc.org/>.

VI. Bibliography:

Allen, J., McNeil, E., and Schmidt, V. (1992). *Cultural Awareness for Children.*

California: Addison-Wesley Publishing Company.

Wheeler, R. (1997). *Creative Resources For Elementary Classrooms and School-Age*

Programs. Albany, New York: Delmar Publishers.