

GLENCOE

World Geography and Cultures

World Cultures Transparencies, Strategies, and Activities



Glencoe

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Teaching Strategies

Introduction to the World Cultures Transparencies Strategies and Activities

World Cultures Transparencies, Strategies, and Activities is a collection of teacher's aids designed to accompany the 20 World Cultures transparencies. These aids suggest ways to use the transparencies as "launching pads" to promote lively and creative classroom discussion and activities. The emphasis is on comparing our culture to other cultures around the world. Using what they already know about life in the United States, students will discover that although cultures are defined by differences, they also exhibit many similarities.

The transparencies and the strategies and activities booklet deal with the following general themes from around the world: celebrations, recreation, sports, art, trade, architecture, work, traditions, religions, foods, fashion, and language. Activities include discussion on specific topics, fill-in-the-blank exercises, word and picture games, brain teasers, analysis of poetry and prose, debates, critical thinking activities, and cooperative group activities. Feel free to modify activities to meet your needs. If some activities are more effective than others, use them again in other units.

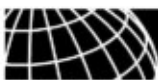
Cooperative Learning Activities Many activities suggest that students work collaboratively in small groups. This is intended to help foster

total class participation and to offer variety in the activities. In many cases, breaking the class into groups is optional, and the activities may be carried out by students working individually.

Writing Activities Some activities require students to write short essays, either individually or as a group. The length and quality of these writings is up to you—a four-sentence rough paragraph may suffice for an in-class assignment, or a four-paragraph polished paper may be more appropriate for a take-home assignment. The technique of freewriting is introduced in the Student Activity for Transparency 5. This is a writing strategy designed to help students get started on their activities more quickly. It can be fun and very helpful as a writing aid in other courses of study as well.

Answer Key When Student Activity pages require objective answers, these are supplied in the answer key at the back of your book. In many cases, however, the answers will vary greatly. In this case, possible answers are given.

Other Glencoe teaching materials that you may wish to consult for additional related activities include Glencoe's *Foods Around the World* and *World Music: A Cultural Legacy*.



Touchdown!

OBJECTIVE: Students will look at the topic of sports, including American football—one of the most popular sports—and discover how games and athletic events bring people of different countries together as players and fans.

Project Transparency 1

Football is a major sport in the United States, Canada, and in a few other countries. While projecting the transparency, ask students: **How can a sport such as football or soccer bring people of other countries together?** (*Sporting events attract people of all cultures. Some people enjoy a football game when they visit this country. Foreign visitors to the United States and Canada are also eager to try the famous peanuts and hot dogs that are part of any stadium experience.*)

COOPERATIVE LEARNING ACTIVITY

Explaining Concepts

Organize the classroom into groups of five or six students. Assign each group a football term, such as *touchdown*, *tackle*, *offsides*, *punt*, *quarterback*, *full-back*, *bandoff*, and so on. Allow five minutes for each of the groups to come up with a definition and an example of their selected term.

CRITICAL THINKING ACTIVITIES

Explaining Cultural Concepts

Ask for two volunteers from each group. One volunteer will act as a visitor from a foreign country who is not familiar with American football terminology. The other volunteer will explain simply and clearly what the term means. The student may also use actions to clarify the definition. For example, the boundaries of the classroom could illustrate a football field. The student demonstrates a pass by dropping back and pretending to pass the ball down the field; or the student might sketch a football play on the board using Xs and Os to represent the two teams and arrows to indicate the movement of the ball. The student who plays the foreign visitor acknowledges whether or not he or she understands. This process also helps students understand the importance of communicating concepts clearly to people from other cultures.

Drawing Conclusions

Some countries look to the United States and Canada as leaders in economics, education, and entertainment.

Many judge the American and Canadian cultures by what they see on television, in sporting events, and at the movies. Ask students the following questions:

- **Do our athletes reflect an accurate image of life in the United States and Canada? Why or why not?** (*For example, some football players in the United States often earn millions of dollars a year.*)
- **Should athletes receive such high earnings? What does this say to people of other countries?**

Analyzing Information

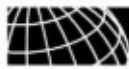
Have students return to their small groups. Ask them to list two or three games or sporting events that take different forms in different countries. (For example: bowling—In Germany and parts of Europe it is called *ninepins*. Canadians play *fivepins*. Italians call their bowling game *bocce*. The British enjoy *lawn bowling*.) Then ask them what similar sports are enjoyed the world over. Tell them to look to the Olympics for clues—the high jump, pole-vaulting, swimming, wrestling, and so on. Ask a representative from each group to come to the front of the room and list two of the group's findings on the board. Follow with a short class discussion about how athletic events form a common bond for people of different cultures. Invite individuals to share a personal experience of playing a sport with someone from another culture.

Hypothesizing

Ask students how children of developing countries of the world (Vietnam, Laos, Pakistan, for example) could benefit from participating in football, soccer, baseball, basketball, ice hockey, or other team sports. Encourage students to consider and share the benefits they receive from playing in sports programs at school and in their community. (For example: team spirit, sportsmanship, physical coordination, healthy exercise, fun, using one's talents, and so on.)

Student Activity

The student activity on the following page will give students an opportunity to review the value of athletics in the life of people around the world, and how sporting events bring together citizens of many different cultures.



STUDENT ACTIVITY

World Cultures Transparency 1

Examining Sports of the World

Some people talk about sports more than any other topic—except perhaps, the weather! People discuss strategies before the event and then replay them when it is over. “What a great ballplayer!”

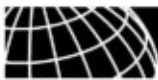
“He got robbed.” “Beautiful play.” “She took charge of the ice!” Sports provide a common meeting ground (and playing field) for people from all parts of the world.

Directions: Comparing Sports Organize into groups of three or four. As a group, compile a list of sports played by individuals in various cultures. These are events that do not require a group or team. Next, compile a list of team sports. These sports are played with a partner or team against an opponent. Be prepared to share your lists with the class.

Individual Sports	Team Sports
1.	5.
2.	6.
3.	7.
4.	8.

Directions: Experiencing Another Culture Imagine you are going on a trip to a country such as Australia, Spain, China, or Greece. While there, you would like to attend one of their sporting events. To make this an enjoyable experience, you will need an action plan. Get started by filling in the blanks on the to-do list below. There are no right or wrong answers. Your list may vary from other students' lists.

9. I would like to visit _____ because _____.
10. I am interested in seeing a _____ game or event.
11. I will look on the Internet or in the library for some information about _____ and _____.
12. I will find out the _____ and _____ of the most famous athlete.
13. I will learn some of the sports _____ in the native language so I can _____.
14. I will check a travel guidebook to find out the _____ and _____ of the event.
15. I will call ahead for _____ so I do not _____ the game.
16. I will invite a student from that country to join me so I can _____.
17. On a separate sheet of paper, list three ways such an experience could help you better understand and appreciate another culture.



Jazz Dance

OBJECTIVE: Students will see how music reflects a country's society and cultural heritage by exploring what music means to them. They will also discover how listening to music can enhance their understanding of other cultures.

Project Transparency 2

Music is the arrangement of sounds over time. It is part of almost every culture on Earth. There are many kinds of music—symphonies, folk songs, religious chants, and military marches, to name a few. One of the most distinctive types of music is called jazz. Jazz was invented in the United States by African American musicians in the first decade of the 20th century. It is based on the principles of syncopation—placing emphasis on unexpected beats—and improvisation. Jazz developed around the same time as blues and popular music, with roots in black folk music and some European forms. Places such as New Orleans, Chicago, and Harlem were home to early jazz musicians. Jazz has many sub-categories, including Dixieland, ragtime, and swing. The growth in popularity of jazz music led to the invention of new dance styles, including the Charleston and the Lindy Hop. Jazz flourished in popularity and led to the invention of new styles of music, including rock 'n' roll.

Invite students to examine the picture on the transparency and listen to recordings of jazz songs. Ask the following questions:

- **How would you describe jazz music?** (*Jazz is lively and improvisational. It is full of feeling and often unpredictable. It makes you want to dance.*)
- **Is jazz music an art form?** (*Yes, because it takes skill to create and it expresses the emotions of the composer and the musicians.*)
- **What does jazz music tell us about the people who create it?** (*Possible answers: The songs tell us that the people are expressive, creative, and talented. The musicians are innovative and willing to take risks. They are individuals who care deeply about being themselves and sharing emotions such as happiness, sadness, pain, and excitement.*)

COOPERATIVE LEARNING ACTIVITIES

🌐 Promoting a Jazz Dance

Break students into small groups and have them create a radio or print advertisement for a 1920s dance hall. Encourage them to use the Internet to find music, pictures, or clips of dancers to use in their ad. The students can either create a poster or act out a short radio ad with what they have found.

🌐 Group Sharing

Have students divide into pairs. Have the students share with each other the answers to these questions:

- **What is your favorite kind of music?**
- **How does your music make you feel?**
- **How often do you listen to music?**
- **How does your music reflect your culture?**
- **What kind of music would you like to learn more about?**

After students have finished sharing with each other, have them summarize what they learned from their partners for the rest of the class.

CRITICAL THINKING ACTIVITIES

🌐 Researching Jazz Music

Students can find information about famous jazz musicians on the Internet or in the library. Ask students to search reference materials to find answers to the following questions:

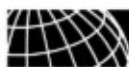
- **Name four early jazz musicians.** (*Jelly Roll Morton, piano; Fats Waller, vocalist; Louis Armstrong, trumpet; Duke Ellington, band leader and composer*)
- **When did jazz music flourish?** (*In the early 20th century, specifically the 1920s*)
- **What instruments are used to play jazz music?** (*piano, trumpet, clarinet, saxophone, guitar, bass, percussion, voice, and others*)
- **Describe two dance styles that were invented to go along with jazz and swing music.** (*Lindy Hop, which is based on counterbalance between two people and can feature aerial flips. Charleston features syncopated kicks, and can be done individually or with a partner.*)

🌐 Hypothesizing About Historical Music Forms

Ask students to consider what it was like in North America before television, movies and computers were available. Ask students: **What did people listen to 100 years ago, and how did the music reflect the culture of the day?** (*Some possible answers: They played musical instruments in their homes. They listened to the radio. Young people attended dances and learned formal partner dance styles.*)

Student Activity

The student activity on the following page will give students an opportunity to review the importance of art forms in the lives and cultures of people around the world.



STUDENT ACTIVITY

World Cultures Transparency 2

Examining Music

Throughout history, people have made music for many different purposes. They have created songs to aid in religious rituals. They have made chants to help the workday go by more quickly. They have created complex symphonies to honor kings. They have written popular songs to entertain a

wide variety of listeners. People all over the world have created music that has special meaning to their culture. Some write music so that others would know something about them and their feelings. Many songs and musical styles are still available many years after they were made.

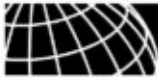
Directions: Matching Match the country with the music form most associated with it.

- | | |
|----------------------------|---------------------|
| _____ 1. Trinidad | A. flamenco |
| _____ 2. The United States | B. opera |
| _____ 3. Spain | C. gagaku |
| _____ 4. Japan | D. calypso |
| _____ 5. Italy | E. bluegrass |

- 6. Investigate music style** Choose one music style from the exercise above and research to learn more about it. On a separate sheet of paper, write a brief essay describing the style and how it relates to the country where it is common.

Directions: Jazz music true and false Read the statements below. In the blank spaces on the right, write *TRUE* next to accurate statements and *FALSE* next to incorrect statements. Perform research to find the correct answers.

- | | |
|---|-------|
| 7. Many jazz songs follow a basic AABA structure. | _____ |
| 8. Lindy Hop developed in the Harlem section of New York City. | _____ |
| 9. Vocal improvisation in jazz is known as scat singing. | _____ |
| 10. San Francisco was a major center for jazz in the 1920s. | _____ |
| 11. Duke Ellington and Count Basie were two influential jazz band leaders | _____ |
| 12. Django Reinhardt was a respected jazz pianist. | _____ |
| 13. Charlie Parker became the leader of a new jazz style called bebop in the 1940s. | _____ |
| 14. Jazz music stopped being produced in the 1970s. | _____ |
| 15. Louis Armstrong brought the soloist to the forefront of jazz music. | _____ |
| 16. Most jazz musicians play notes exactly as they are written. | _____ |



Latin America's Favorite Game

OBJECTIVE: Students will look at sports in Latin America and how they help people of different cultures come together.

Project Transparency 3

Soccer, the world's most popular sport, is the national sport of many Latin American countries. Soccer, as it is played today, was developed during the 1800s in England and quickly spread to other countries. Latin American teams compete against European and American teams in huge stadiums in Argentina and elsewhere. Ask students: **What are the four kinds of players in soccer, and what are their roles?** (*In soccer, the forwards must pass accurately and dribble the ball with their feet while racing down the field. The midfielders must be strong and quick, ready to help the defense. The defenders create the last line of defense in front of the goalkeeper, trying to take the ball away from the other team.*)

COOPERATIVE LEARNING ACTIVITIES

🌐 Describing a Game

Organize students into two groups. Assign one group the task of drawing a diagram of a soccer field on the board. Have students draw small circles to represent the players, placing them in a 5-3-2 formation on the rectangular field. Most teams use this lineup at the start of a game. Have the students in the second group each take a turn describing the objective of the game and how it is played.

🌐 Connecting Sports and Geography

List the following sports on the board: fishing, hunting, skiing, water sports, and hiking. Tell students that these sports are also favorite pastimes in Latin American countries. Then ask students: **What aspects of the climate and terrain of Latin American countries favor these sports?** Have students look at a map of the area to assist them in answering the question. Then ask volunteers to write their answers in a list on the board. (*Answers may include: snow for skiing; mountains for biking; forests and grassy plains for hunting; lakes and rivers for fishing, swimming, and boating.*)

CRITICAL THINKING ACTIVITIES

🌐 Analyzing an International Sport

A game similar to soccer may have been played in China as early as 400 B.C. In the A.D. 200s, Roman citizens played a game in which two teams tried to move the ball forward across a line on the field. Players passed the ball to one another but did not kick it. British

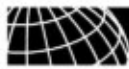
children in the 1100s played a form of soccer in the streets of London. Many British schools adopted the game during the 1800s. But to truly understand the modern sport of soccer, or *fútbol* as it is called elsewhere, one needs to study group sports in Mesoamerica where there is a 3,000 year-old tradition of team sports using a rubber ball. Many of the aspects of modern soccer—specially trained teams, playing in a stadium, wearing uniforms, using a ball of standard size and weight—were part of the culture of sports in Mesoamerica. The Spanish explorer Cortés introduced team sports using a rubber ball to the royal court of Charles V. Europeans loved the competition between the two teams, and they were enthralled by the bouncing rubber ball. Ask students: **How can soccer and other sports promote understanding and respect for different cultures?** (*Sporting events reach across cultural divides and unite players and fans. Competing teams may visit other countries, associate with players with a different language and customs, and participate in the lifestyle and recreation of people from others parts of the world.*) Organize students into two teams. One is the home team from the United States. The other is the visiting team from Brazil. Give the teams five minutes for the following exercise. The home team lists five things they will do to make the foreign visitors feel at home prior to playing the game. The visiting team lists five ways they will participate in American culture during and after the game.

🌐 Investigating Another Latin American Sport

Jai alai (HY LY), often called the fastest game in the world, is another popular sport in Latin America. Jai alai is played with a hard ball, called a *pelota*, about the size of a baseball, and a basketlike container called a *cesta*. A player straps the upper part of the cesta to one arm. The other end is curved for catching and throwing the ball on a court, or *cancha*, formed with high walls on three sides. The fourth side of the court is closed off with a protective screen so spectators can watch the game without being hit. The game may be played in singles, doubles, or triples. The ball, harder than a golf ball, often travels 150 miles (241 kilometers) an hour. Ask students: **What sporting event in North America most resembles jai alai?** (*bandball*)

Student Activity

Students will review what they learned about athletic events of Latin America in the student activity.



Sports of Latin America

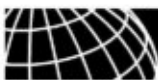
All sports are often a direct reflection of a country's culture and landscape. For example, roller skating and roller blading are popular with children and adults in the United States and Canada because we have roller rinks for this purpose

and sidewalks. Roller skating is part of the British culture that British immigrants brought to the United States and Canada. The sport was first introduced in London during the 1700s, and in North America during the 1800s.

Directions: Introducing a Sport to a Foreign Visitor *Suppose you are entertaining a student from Latin America who has never roller skated or roller bladed before. How would you explain roller skating or roller blading to him or her? Make a list of some of the things you would like that student to know before he or she tries to skate. Finally, explain to the student how roller skating or roller blading reflects our culture.*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. Roller skating or roller blading reflects my culture in this way:

- 8. Directions: Writing an Invitation** *Imagine you have the opportunity to host a student from a Latin American country. Write a short note inviting the student to your home. Include a few details that show you know something about the student's native country. Mention one or two events you are planning as a way to introduce the student to your culture. For example, you might purchase tickets for a baseball game, visit a museum, or take a city tour by bus or boat. (Use another sheet of paper if necessary.)*



Architecture in Latin America

OBJECTIVE: Culture is a blend of behavior patterns, arts, beliefs, institutions, and all other products of creative thinking and work that express a community of people. Students will look at ways in which architecture reflects the cultures of Latin America.

Project Transparency 4

As you present the transparency, invite students to comment on the various influences on Latin American architecture reflected in the photograph of Mexican buildings. (*Students may mention Spanish colonization, the climate, the Roman Catholic Church, the cohesive community.*) Ask students: **How are these buildings different from typical structures or homes in the United States?** (*They look to be older and made of different materials. The style is more colorful and the buildings are closer together.*) **Are there any similarities?** (*Yes, they serve the same purpose and feature some of the same amenities like room for gardens and outdoor gathering places. These buildings share more similarities with structures in the Southwestern part of the U.S. than with those of the Northeast.*)

COOPERATIVE LEARNING ACTIVITY

🌐 Creating a Blueprint

Organize the class into groups of four or five. Explain how building blueprints are drawn like maps from above. Draw a basic example on the board or display a blueprint. Assign each group one type of traditional Mexican building: a single family home, an apartment, a church, a market, etc. Give the students twenty minutes to draw up blueprints for their building. Have them research traditional building materials and methods for their type of structure. Have each group share their blueprints with the other groups. Ask students: **What are some typical building materials of traditional structures in Latin America?** (*Possible answers include stone, tile, and terra cotta.*) **Why are plazas—open squares—an important part of Mexican towns?** (*Possible answers include: Close-knit communities needed a place to gather, they provide space for markets, and they reflect the region's Spanish heritage.*)

CRITICAL THINKING ACTIVITIES

🌐 Analyzing Architecture

Hundreds of years before the European colonization of the Americas, Native American architects designed buildings that still stand in Latin America today. The Aztec, Toltec, and Maya built stone temples on top of great pyramids in Mexico and Central America. A statue

of a rain god discovered in a Mexican village was created before Christopher Columbus came to the Americas. The Inca were known for their stonemasonry. Some of the buildings they erected in Latin America withstand violent earthquakes even today. The most important architecture of colonial Latin America is present in the Spanish-style churches and cathedrals built in the 1600s and 1700s. Ask students: **How did the structures designed and erected by Native Americans in ancient Latin America reflect the culture of their day?** (*Religious practices were central to their daily life; they built statues of their gods and temples for worship.*) Ask students to list the types of structures seen in North American cities today along with their cultural relevance. Start with the following and see how many they can add to the list.

- courthouse—judicial system
- church/temple/mosque—freedom of religious worship
- museum—respect for art objects, past and present
- theater—interest in movies or live performing arts
- department store—shopping, acquiring possessions

🌐 Comparing Historic Architecture

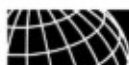
Ask students: **How might the architecture of historic buildings and monuments in North America differ from that of historic buildings in Latin America?** (*Latin American architecture was heavily influenced by the Native American and Spanish culture of the people who lived and settled there. The design of historic buildings and monuments in North America reflects the influence of the culture of the early settlers from the British Isles and Europe.*) List on the board the names and locations of a few well-known twentieth century buildings in North America, such as:

Name of Building	Location
• Empire State Building	New York City, New York
• Washington Monument	Washington, D.C.
• Sears Tower	Chicago, Illinois
• J. Paul Getty Museum	Los Angeles, California
• Legislative Buildings	Victoria, British Columbia

Ask students: **What do these and other buildings and monuments tell us about our past and present cultural interests?** Ask volunteers to come to the board and list their answers.

Student Activity

The student activity will give students an opportunity to review what they learned about architecture in Latin America.



STUDENT ACTIVITY

World Cultures Transparency 4

Traveling in Latin America

Directions: Creating a Latin American Guide Book *One of the best parts about traveling to Latin America is seeing some of the spectacular architecture. The rich ancient history of the region ensures that any visitor will be awed. Examine the buildings in the transparency, then think about other famous structures in Latin America. Working with a partner, use what you already know and what you can find in reference books to write a short description of each of the following places.*

1. Machu Picchu (Peru): _____

2. Chichen Itza (Yucatan Peninsula): _____

3. Cathedral of Mexico (Mexico City): _____

4. Plaza of Three Cultures (Mexico City): _____

Directions: Learning about Latin American Artists and Writers *Art, literature, and architecture have always been closely linked in Latin America. Read the following list of Latin American artists and writers and draw a line from each to his or her country of origin. Some countries will link to more than one person.*

5. Carlos Catasse

6. Judith Gutiérrez

Mexico

7. Fernando Botero

Chile

8. Diego Rivera

Colombia

9. Gabriel García Márquez

Ecuador

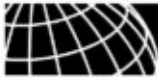
10. Jorge Luis Borges

Argentina

11. Frida Kahlo

12. Pablo Neruda

Directions: Travelogue *Write three sentences on a separate sheet of paper describing three things you would most like to see or do on a trip to Latin America.*



Bon Appétit!

OBJECTIVE: Students will discover the importance of food in Europe with an emphasis on presentation. They will also see how food is tied to a country's culture.

Project Transparency 5

Present the transparency and discuss with students the importance of presentation in French cuisine. For the French, eating is more than satisfying the body's need for food. They believe that food should be a feast for the eyes as well as for the body. How food looks is just as important as how it tastes. Ask students: **How does the way food is presented affect its perceived quality?** (*We expect that food that looks good will taste good as well.*) **What impact does the appearance of food have on its taste for you?** (*Answers will vary.*)

CRITICAL THINKING ACTIVITIES

🌐 Analyzing Food in French Culture

One does not always associate food with politics, but a political event in France forever changed how food was perceived not only in France, but for the rest of the world as well. Before 1789, the year of the French Revolution, the very finest cuisine, called "haute cuisine" or high cuisine, was available only in the palace of the king and in the homes of the rich. The rich could afford to hire private chefs who prepared culinary masterpieces just for them and their guests. After the revolution, hundreds of chefs found themselves without employment. So they started restaurants. Before the revolution, there were 100 restaurants in Paris. In just a few short years that number had grown to 500. The culinary delights once reserved for the rich were now being served to everyone. Parisian restaurants that served haute cuisine became the starting point for a revolution in the culinary tastes of the French, and also, for many others around the world. One aspect of that culinary revolution was that meals were served in courses. Another was the emphasis on the presentation, which is still an aspect of fine dining everywhere. Ask students: **What does the particular care French chefs take with how food is presented tell you about French culture?** (*The French take pride in the quality and presentation of their food. They consider eating to be much more than simply consuming food; to them, it is an art form to be enjoyed on many levels.*) **In your opinion, where is the emphasis placed on the quality of the food and how it is presented in standard American cuisine?** (*Answers will vary. Ask students to think about the traditions surrounding food. Discuss how American cooking represents a wide array of ethnic cuisine.*)

🌐 French Cooking Goes to School

Le Cordon Bleu, a name that is synonymous with the very best of French cooking, is actually the name of a cooking school in Paris, France. Dedicated to preserving, promoting, and teaching the art of haute cuisine, the 100 year-old school prides itself on producing expert chefs who habitually win international cooking competitions and whose restaurants are considered among the best in the world. Have students answer the following questions in writing: **What is your opinion of American cuisine?** (*Answers will vary. Look for students to discuss how diverse American cuisine is, that it is comprised of many different ethnic elements including British, French, German, Mexican, Italian, and Irish.*) **If you were to open a school that taught American cuisine, what three courses would be on your list to teach?** (*Answers will vary. Look for students to discuss how American cooking is a mixture of different ethnic elements.*)

COOPERATIVE LEARNING ACTIVITY

🌐 French Cooking Terms

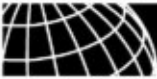
Organize students into groups of three or four. Write the following French cooking terms on the board. Have the groups write a definition of each term.

- | | |
|------------------------|---|
| 1. à la carte | individually served dishes priced separately |
| 2. filet mignon | literally "dainty steak," tender cut of steak from the tenderloin |
| 3. sorbet | frozen treat made from fruit, juices, sugar, and sometimes wine |
| 4. au jus | natural beef juices used to dip the meat in |
| 5. fromage | cheese |
| 6. soufflé | egg dish baked until puffed up |
| 7. à la mode | in the style or fashion of |
| 8. foie gras | goose liver |

Have each group create a matching game of at least 10 culinary terms used in the United States, their meanings, and origin. Trade games among the groups.

Student Activity

The student activity on the following page will give students an opportunity to see how cultures around the world celebrate food and drink.



Western Art

OBJECTIVE: Students will expand their knowledge of European art, including significant works and museums. They will see how a country's culture and history are reflected in famous works of art, especially those found in the region's top collections.

Project Transparency 6

The Sistine Chapel, found in the Papal Palace of Vatican City, is best known for the frescoes painted by the Renaissance artist Michelangelo on its vaulted ceiling. The paintings depict the stories of the Genesis book of the Bible, including the *Creation of Adam*. The Sistine Chapel was completed between 1508 and 1512, and is now viewed by thousands of people each year. The paintings were restored between 1980 and 1990, revealing vibrant colors and striking details. The mastery of the subject matter and the awe-inspiring scale set Michelangelo apart as one of the most beloved artists of his time. In addition to the ceilings of the chapel, Michelangelo also painted the *Last Judgement* over the altar, which depicts the second coming of Christ and the end of the world. It includes a scene of hell that reflects descriptions found in Dante's *Inferno*, a 14th century poem. **What does the enduring popularity of the Sistine Chapel tell you about the importance of religion to artists and viewers?** (*Religion has often played a large and important role in European art, providing subject matter and inspiration to generations of painters and sculptors like Michelangelo.*)

CRITICAL THINKING ACTIVITIES

🌐 Understanding Artistic Eras

Have students create a chart that places art styles with the dates in which those styles were used. The chart should include the major elements of each style. A sample chart is shown below. After students have created

their charts, ask the following questions. **The prefix "neo" means new. What art movement has this prefix attached to it? (neoclassical) Why was this movement given this designation?** (*The term "neo" indicates that this style was a re-adoption of a previous style.*)

🌐 Comparing Different Eras

As with famous works of art such as the Sistine Chapel and the Mona Lisa, many other examples of art are beloved. For example, Picasso's *Guernica* is a moving portrait of the horrors of war. Begin a discussion with students about different styles of art found around the world, including in their own homes. Ask students: **Describe a work of art you've seen recently and what made it stick in your mind. What makes something art? Why do some works become famous?** Discuss the difference between Renaissance and modern art, showing pictures of as many works as possible.

COOPERATIVE LEARNING ACTIVITY

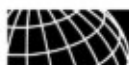
🌐 Creating Displays of Art Movements

Organize students into groups of four or five. Assign each group one of the art styles in the chart below. Have the groups research their style to find classic examples of the style, then have them create a display that illustrates their assigned art style. Arrange the displays in order by date. As a class, discuss the various styles, allowing each group to share what they have learned.

Student Activity

On the following page, students will review what they learned, plan an art exhibition, and describe a work of art they envision.

Art Movement	Dates Style Used	Major Elements
Gothic		
Renaissance		
Neoclassical		
Romanticism		
Impressionism		
Expressionism		



Art Curator

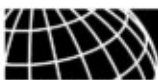
A curator is a person who puts together exhibitions in a museum. He or she must have an excellent understanding of art history, business, and design. The goal of a curator is to create a display

that people will want to see. Curators also have many other duties in a museum, depending on the size of the institution.

Directions: Creating an Art Exhibition *Think about what is necessary when planning a new show in a museum, from the idea to the acquisition to the installation. Put the action steps below in the order you think is appropriate to launch a new museum exhibition.*

1. _____ Purchase or acquire the works of art
2. _____ Visit artist studios to see new art
3. _____ Conduct scholarly research
4. _____ Oversee the installation of the art
5. _____ Write descriptions for the show
6. _____ Plan a budget
7. _____ Maintain the museum's catalogue of works
8. _____ Develop a concept for the show
9. _____ Present the show idea to the museum board

Directions: Freewriting Activity *In the space below describe a work of art you would like to design (painting, sculpture, or other project). Include the following five items in your description: the location of the artwork, its purpose(s), materials, approximate cost, and your credentials as the artist. Sketch your rough idea for your work of art. (Use additional sheets of paper if necessary.)*



End of the Russian Winter

OBJECTIVE: Students will learn about Pancake Week, a festival held to celebrate the end of winter and the coming of Lent in Russia. They will see how celebrations reflect this country's culture.

Project Transparency 7

As you show the transparency, remind students that Russian winters can be long and harsh. Many Russians celebrate the end of winter and the coming of spring with a week-long celebration called *Maslyanitsa*, though many know it as "Pancake Week." The celebration serves a dual purpose. It announces the end of winter, and it serves to prepare people for Lent. People wear brightly colored masks and costumes, and join in the festivities of eating, drinking, and dancing. Throughout the week people feast on pancakes served with honey, caviar, fresh cream, and butter. On the last day of the festival, the people burn a huge straw man as the final act of saying goodbye to winter.

Explain to the students that one reason why Russians started the tradition of eating pancakes during the festival of *Maslyanitsa* was to consume all the eggs and dairy products in the house before Lent, as eggs, dairy, and meat were not eaten during this religious observance. In one sense, the "feast" of Pancake Week was a time of preparation for the "famine" during Lent. Ask students: **Are there any special foods served at holidays your family observes that are served only during this festival?** (*Answers will vary depending on the backgrounds of the students. Encourage them to think about the importance of food at celebrations, how certain foods contribute to making festivals special and memorable.*)

CRITICAL THINKING ACTIVITIES

🌐 Comparing and Contrasting Pancake Week to Mardi Gras

Ask students to create a chart to compare Pancake Week in Russia to Mardi Gras in the United States. Have them include the following elements in their chart:

- When: What time of year do these festivals take place?
- Why: What are both festivals commemorating?
- Clothing: What special clothes or costumes do people wear?
- Food: What special foods are consumed?
- Music: What special music is enjoyed?
- Miscellaneous: What other elements make these festivals similar or dissimilar?

🌐 Solving the Puzzle of the Double Holiday in Russia

Tell the students that they are going to solve the puzzle of why another important holiday in Russia, New Year's Day, comes twice in Russia. Using library and Internet resources, have students learn 1) why Russia celebrates New Year's twice, and 2) how many days separate the two New Year's celebrations. (*The Russian Orthodox calendar, referred to as the Old Style, lags 13 days behind the New Style or Gregorian calendar.*)

COOPERATIVE LEARNING ACTIVITIES

🌐 Investigating International Holidays

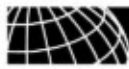
Organize students into four groups and assign one holiday to each group. Examples include: Mexico's Guadalupe Day, Jewish Hanukkah, Canadian Winter Carnival, French Mardi Gras, and Chinese New Year. Have each group prepare a short report on their assigned festival/feast including the following information: country of origin, date, purpose of the holiday, costumes, and games or activities associated with the celebration. Each group should report its findings to the rest of the class.

🌐 Creating a Cultural Holiday

Encourage students to use their imagination to create a festival for an event they would like to celebrate. If necessary, offer some suggestions to get them started. (*Back to School Festival; End of School Year Festival; Pet Festival; Sports-a-thon Festival.*) When students reach a consensus, have volunteers come to the board and write the following information: name of the festival, its purpose, date of celebration, clothing or costumes required, activities offered, appropriate foods, and people to invite. Ask for a committee of volunteers to plan this imagined festival. Designate the following writing tasks to groups or individual students: a poster to advertise it; invitations to send to students in another class; a menu of appropriate foods; a schedule of activities and entertainment; and a list of clothing or kinds of costumes that would be suitable. Place the date of the festival on the classroom calendar and celebrate it on the designated date. Be sure to set aside a time to discuss with the class how this event reflects their culture and values.

Student Activity

Students will identify festivals from around the world and connect special foods with the festival/feast days when they are served as part of the celebration.



STUDENT ACTIVITY

World Cultures Transparency 7

Celebrations Around the World

Most cultures have at least one feast, festival, or holiday that reflects their beliefs. Some holidays are held to express gratitude to a higher power. Experts believe that such celebrations started with early people who were dependent on the forces of nature. They bowed to the sun or moon

or to the wind and rain because they knew the power such forces had over their lives. They offered the first fruit or grain of their harvest to the higher powers to ensure good fortune. Festivals today honor both national and religious events.

Directions: Identifying Festivals Use the clues below to help you identify the names of festivals from around the world. Choose your answers from the list and place them in the correct spaces to match each description.

May Day	Mardi Gras	Halloween	Rose Parade	Thanksgiving
Christmas	Olympic Games	Ramadan	Pancake Festival	Winter Carnival

- sacred ninth month of the Islamic year marked by daily fasting _____
- celebrated with costumes and candy _____
- international athletic competition _____
- celebrates the end of winter and ends with burning a straw man _____
- sacred Christian holiday celebrating the birth of a baby _____
- celebration of spring; also a workers' holiday _____
- a parade of floats covered in flowers _____
- a colorful celebration before Lent begins _____
- contest to make the best ice statues _____
- turkey and the trimmings _____

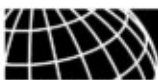
Directions: Connect the Food With the Feast Draw a line from the food item in the list on the left to the festival that matches it in the list on the right. Look for similar words in each list as clues to the correct answers.

Festive Food

- Cake of the Kings
- Moon Cake
- Easter Pizza (made with eggs)
- Plum Pudding

Festival/Feast

- Christmas Day in England
- Easter Eve in Italy
- Moon Festival in China
- Feast of the Three Kings in France



A Russian Treasure

OBJECTIVE: Students will learn about the major religions in Russia, including the Orthodox Church, and how religion reflects the history and culture of the country.

Project Transparency 8

As you show the transparency, explain that the colorful onion-shaped domes of St. Basil's Cathedral in Moscow make it one of the world's most recognizable buildings. Some consider the cathedral to represent the best example of the mixture of Russian and Byzantine architectural forms. Though most know it as St. Basil's Cathedral (it is built over the tomb of Saint Basil), its official name is the Cathedral of the Protection of the Mother of God. It is a Russian Orthodox church. Ivan the Terrible commissioned the cathedral in 1555 to commemorate Russia's victory over the Tatars at Kazan.

During the Soviet era, religious practice was limited and controlled by the Communist Party. A 1990 law granted religious freedoms to Russians. Since then, there has been a strengthening of traditional religions such as Eastern Orthodox Christianity. Adopted in the region in the 10th century, it is the country's most popular faith. The Eastern Orthodox Church first formed in the Eastern part of the Roman Empire, and is one of three main branches of Christianity. "Orthodoxy" comes from the Greek "right belief." Islam is the second largest religion in Russia. There are also Jews, Catholics, and Buddhists in Russia. **How does St. Basil's Cathedral look different than churches in the United States and Western Europe?** (*Answers will vary and might include comments involving the color of the building and the shape of the cupolas. Direct the conversation to differences between Eastern Orthodoxy and other branches of Christianity.*)

CRITICAL THINKING ACTIVITIES

🌐 Comparing Russian Religions

Islam is the second largest religion in Russia. Followers live in the middle Volga region and in republics including Chechnya and Dagestan. Muslims follow the teachings of Muhammad, who preached in the seventh century. Like Christian Orthodoxy, Islam is a monotheistic religion, which means followers believe in one god. *Islam* means "surrender" in Arabic, and followers submit to God's will. They are guided by the Quran, their holy book. The five pillars of Islam are the religious

duties of each follower, and include the profession of faith, prayer, almsgiving, fasting, and pilgrimage. Show students a picture of a Muslim mosque. **Study the mosque and compare it to St. Basil's Cathedral. What differences do you see in the buildings? What beliefs do the two religions share? How are they different?** (*Answers will vary. Students may mention the shared ornamentation and the common belief in one God.*) Ask students to create a Venn diagram that compares and contrasts the Orthodox Church with Islam.

🌐 Matching Religions to Their Leaders

Eastern Orthodox Christianity and Islam are two of the major religions found in Russia. Write the names of major world religions on the board. (**Roman Catholic Church, Eastern Orthodox Christianity, Islam, Judaism, Buddhism**) Write the names of religious leaders in another column. (**The Pope, Jesus, Muhammad, Abraham, Buddha**) Ask student volunteers to connect the leaders or founders with each religion listed. Ask them to identify additional religious leaders.

COOPERATIVE LEARNING ACTIVITY

🌐 Researching World Religions

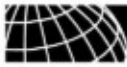
In order for students to understand the basic tenets of the world's religions, organize them into groups of four and assign each group one of the following: Roman Catholicism, Eastern Orthodox Christianity, Islam, Judaism, Buddhism, and Hinduism. Have each group provide the following information about their assigned faith:

- The approximate dates the religion was founded
- Major holy sites or places of worship
- Central beliefs/tenets
- Significant holidays

Have the groups report on their findings to the rest of the class and encourage discussion on commonalities between all the faiths.

Student Activity


The student activity on the following page will give students an opportunity to design a house of worship for the religion of their choice.

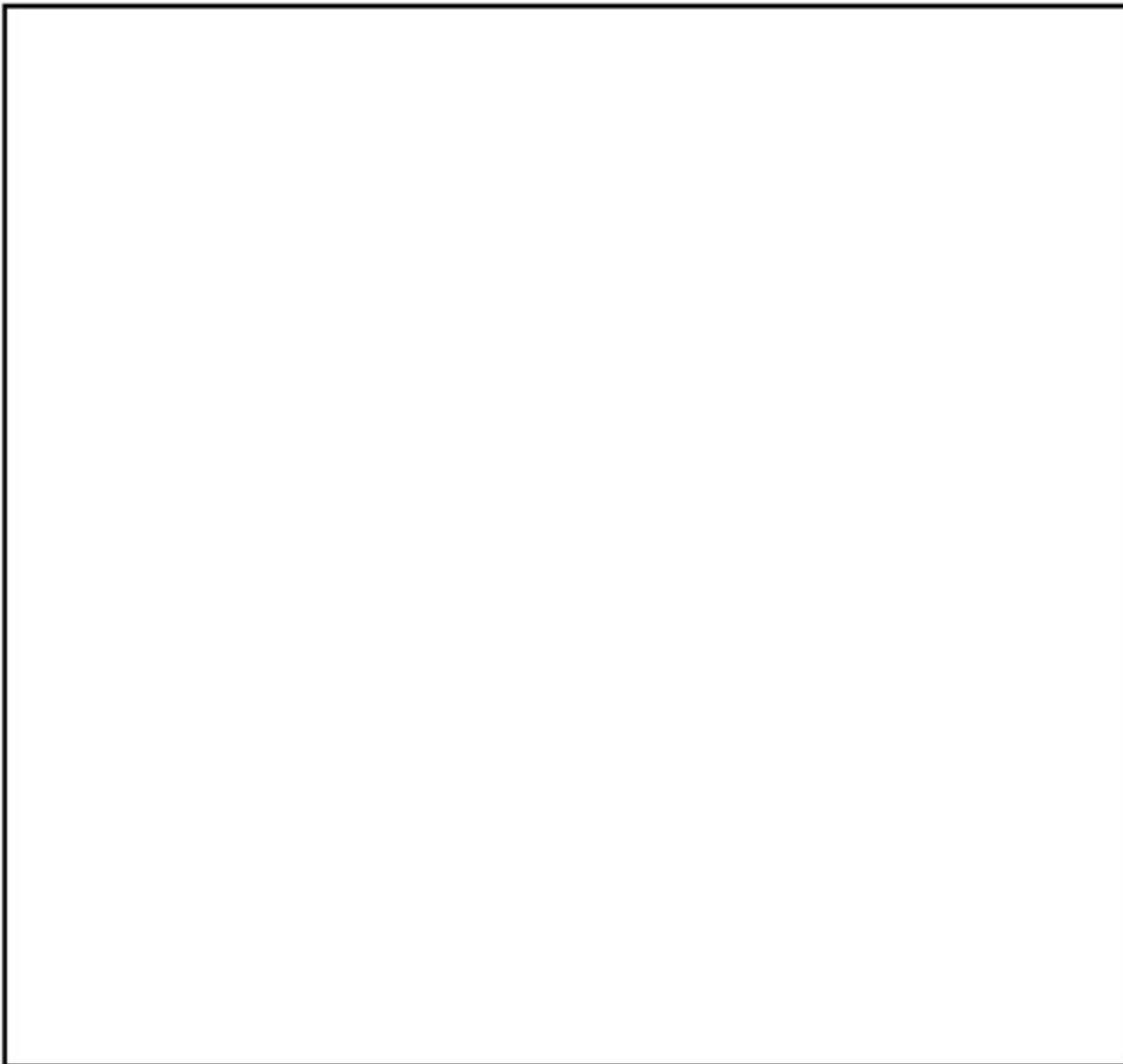


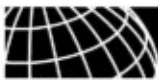
Places of Worship

Each religion has traditionally used particular elements that go into building houses of worship. For example, Christian churches often have a steeple

with a cross on top. Mosques often have domes. Jewish temples may have stained glass windows illustrating stories from the Old Testament.

 **Directions: Designing a Place of Worship** Choose a religion, such as Hinduism, Buddhism, Catholicism, Islam, Judaism, or Eastern Orthodoxy. Research elements common to that faith's houses of worship. Then, draw a picture of what a house of worship for that faith might look like below. You can choose an interior or exterior view.





Dubai

OBJECTIVE: Students will see how the city of Dubai has grown and changed in the last ten years and learn how its unique economy results in a melting pot of citizens.

Project Transparency 9

As you show the transparency, introduce students to Dubai, one of the seven emirates of the United Arab Emirates. Have students look at the latest large-scale construction projects in the city and discuss what makes Dubai so unique to the region. Dubai is a center for world commerce, with a natural harbor and a Free Trade Zone that has brought nine hundred international companies to the city. Leaders in Dubai resisted making its economy dependent on oil wealth. As a result, tourism has been actively promoted. Dubai's airport, for example, is growing in number of passengers processed by 12 percent per year. Many luxurious resorts dot the city and Dubai is renowned for its shopping. However, the quick growth of the city resulted in a 2006 riot of low-paid foreign construction workers.

CRITICAL THINKING ACTIVITY

🌐 Comparing Modern Architecture

One reason Dubai is a popular tourist destination is its unusual and highly modern architecture. But Dubai is not the only city with exciting new structures. Show students pictures of skyscrapers in Hong Kong, Taipei, and New York as well as new designs and structures by well-known architects such as Frank Gehry and Santiago Calatrava. Ask students: **What role does modern high rise architecture play in these nations?** (*Students may state that these highly visible, modern buildings serve to demonstrate the economic strength of the countries. They might suggest that these buildings encourage other businesses to invest in these regions or to locate a branch of their firm in these countries.*) Ask students: **What elements do these buildings have in common?**

Write responses on the board. (*organic shapes, a lack of formal rectangles or straight lines, eye-catching materials, large size*) Have students find some of their own examples of modern architecture and tell the whole class where the buildings are located or are planned to be built.

COOPERATIVE LEARNING ACTIVITY

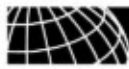
🌐 Comparing Experiences in Dubai

People who live in or visit Dubai have a wide range of experiences. Some of the residents are wealthy business people from abroad. Some are poor construction workers from South Asia. Yet others are long-time residents who have seen great changes in their city. Finally, many are tourists.

First, create a list of well-known Dubai residents and multinational companies, including government leaders. Have the class break into six groups and assign each group the identity of one Dubai resident (multinational businessperson, tourist, foreign construction worker, long-time resident, land developer, hotel employee). Each group must write a short story about the typical day of their resident, including details about what he or she does, sees, believes, and wears. Encourage students to think about how differences in culture either clash or cooperate in Dubai. Have the students do research online to complete this project and read their stories to the whole class. Encourage discussion about the accuracy of the stories and the ways in which a growing city like Dubai is experienced by all of its people.

Student Activity

Students will have an opportunity to expand their knowledge of the factors that go into growing a country's economy and learn how people around the world earn their livings.



STUDENT ACTIVITY

World Cultures Transparency 9

Work Around the World

Directions: Creating a Product Chart Fill in the chart below with one example of each type of export product that residents of North Africa, Southwest Asia, and Central Asia depend on for their living. Use your textbook to help you find the answers.

Export	North Africa	Southwest Asia	Central Asia
1. Livestock			
2. Goods			
3. Crops			
4. Industry			

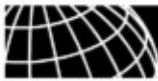
5. **Write a Classified Ad** Select one country from the region, and write a classified ad for a job opening in that country. Use the outline below as a guide of what must be included.

Include the following in your ad:

- company name
- title of position available
- responsibilities of position
- qualifications required, including amount of experience needed, level of education, and any other specific qualifications required
- contact information

6. What do you think your ad says about the economic activities of the country you selected?

7. **Directions: Building Your Country's Economy** Suppose you are a government leader in a small emirate such as Dubai. What are five things you can do to attract business to your region and strengthen the economy? Outline a short speech in the lines below describing a plan for your economy. Write the full speech on a separate sheet of paper or deliver the speech to your class.



Dome of the Rock

OBJECTIVE: Students will learn about the mix of cultures seen in the three major religions of the region.

Project Transparency 10

As you present Transparency 10, explain that the region of Southwest Asia gave birth to three important religions: Islam, Christianity, and Judaism. These three religions all consider Jerusalem to be holy or sacred. One site in particular, the Dome of the Rock, holds special significance. The site is sacred for Jews who believe that it was here that Abraham prepared to sacrifice Isaac, his son. Christians revere the spot because of the life and ministry of Jesus. For Muslims, the Dome of the Rock is the place where Muhammad made an ascent to Heaven, beginning a Night Journey from Jerusalem to Makkah. Muslims built a mosque on the site in the A.D. 600s. Ask students: **Is the Dome of the Rock today a Jewish synagogue, a Christian church, or a Muslim mosque? (a Muslim mosque) For what religion are the cities of Makkah and Madinah considered sacred? (Islam)**

The residents of Jerusalem observe a day of prayer/worship each week, but not on the same day. The Muslim holy day is on Friday when special prayers are said in the mosque. For Jerusalem's Jews, their holy day, or Sabbath, starts at sundown on Friday evening and lasts until sundown on Saturday. The Christians of the city celebrate their holy day on Sunday. Ask students: **In many parts of the world, it is difficult to shop on the weekly holy day. Why is it possible to find some shops open on holy days in Jerusalem? (Jerusalem has three holy days each weekend, each on a different day.)**

CRITICAL THINKING ACTIVITIES

🌐 Creating a Map

The Middle East is rich in places significant to several world religions. Using a map of the region, have students label as many cities and towns as they can that have significance to Judaism, Christianity, or Islam. Be sure to include Makkah. Ask students to include a brief description of the place's significance in each label.

🌐 Constructing a Time Line

Ask students to construct a single time line of the lives of the founders of Judaism, Christianity, and Islam. The time line must include the founders' births and deaths, and include at least three significant events in their lives. The activity will give them an appreciation of the vast number of years that separated these influential people.

COOPERATIVE LEARNING ACTIVITY

🌐 Making an Oral Presentation

Jerusalem is a divided city. Jews, Christians, and Muslims all worship here, yet they do not live as one. Organize the class into three groups. Each group will research some aspect of the history of Jerusalem.

Group 1: 1918 to the end of British Mandate

Group 2: 1948 Declaration of Jewish statehood to 1967

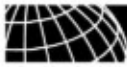
Group 3: 1967 to the present

Ask each group to prepare an oral report about events in the city of Jerusalem during their assigned time period. Have each group report the significant changes the city experienced during the years they studied.

Student Activity

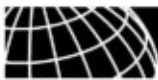
Students will learn more about the three major religions in North Africa, Southwest Asia, and Central Asia.





Distinctive Clothing

Directions: Select one of the following religious sects: Sikh, Hassid, or Shia. For the sect chosen, research the unique articles of clothing worn by its leaders—rabbis, priests, ministers, imams, or mullahs. Use the space below to insert drawings or photos of the special clothing. Label the articles with their appropriate names.



Performance Art in Africa

OBJECTIVE: Students will look at how the traditional cultures of Africa south of the Sahara are demonstrated in communal activities and are also being influenced by new customs and ways of thinking.

Project Transparency 11

A recent cultural event in Botswana consisted of several artists getting together to perform on a soccer field for a large, appreciative local audience. The performance involved a poetry reading accompanied by silhouetted dancing and drumming. Several of the participants were students at the University of Cape Town, while others were friends of organizer Moratiwas Molema. The poem, about the relationship of body to spirit, was written by student Ngozi Chukura. Performances such as this one are an important part of many cultures, both in Southern Africa and the rest of the world. Ask students to think about times when they've attended a performance such as this one. **What sorts of shows or public art exhibitions are common in your community? How are they similar or different to the event described above? Why are performances such as these important to people?** (*Answers will vary. Students may describe plays or choral concerts.*)

COOPERATIVE LEARNING ACTIVITY

🌐 Interpreting a Photograph

After students have read the photo caption, organize them into groups of three to five students. Each group should compile a list of five things about Africa and Botswana that this photo suggests. Collect the lists and write frequently noted items on the board. Tell students that Americans often have misconceptions about Africa. Select one item on the board as an example. Have each group present a misconception about Africa and explain why it is a misconception. Allow students to use their textbooks to help them.

CRITICAL THINKING ACTIVITIES

🌐 Comparing the Old and the New

Slightly smaller than the state of Maryland, Burundi is bordered by Tanzania, Rwanda, and the Democratic Republic of the Congo. Most of the population of Burundi is dominated by two ethnic groups, the Hutus and the Tutsi. In the 1990s, ethnic violence between these two groups left hundreds of thousands displaced from their homes. Three languages are spoken by the

nearly six million people: Kirundi, French, and Swahili. Most of the people earn their living from farming. Most of the country's exports come from the coffee crop. The mixture of traditions is a common sight, particularly in Bujumbura, the capital, and other large cities. A modern office building, for example, may provide a backdrop to a traditional open-air market.

List on the board examples of ethnic traditions one can see in major American cities. Ask students to name the cities where these traditions often appear.

- **open-air food markets in the business district** *Los Angeles, Chicago*
- **fish market on the wharf** *San Francisco*
- **ethnic food carts on downtown street corners** *New York City*
- **vendors selling wares on the street** *New York City*

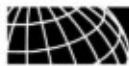
🌐 Expatriates in Africa

Since gaining its independence, the developing economy in Botswana has attracted people from other countries. Unfortunately, there are problems with unemployment among the nation's youth, which create some controversy. Recently an editorial in The Botswana Gazette argued for toleration of outside workers because of the special skills and needed expertise they bring into the country. The article urged readers to welcome all visitors, at least as long as expatriates and new employers maintained respect and appreciation for Botswana's history and culture.

Ask students what they think about this position. Encourage discussion about immigration both in the United States and in developing nations such as Botswana. Split the class into two groups. One side should take a position in favor of welcoming and encouraging foreign participation and expatriate workers. One side should take a position against immigration and foreign input into developing economies. Hold a formal debate on the issue and encourage both sides to conduct research to support their positions.

Student Activity

Students will examine family and cultural traditions in Africa. They also will write about an important tradition in their lives today.



STUDENT ACTIVITY

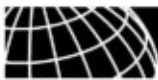
World Cultures Transparency 11

Old and New Traditions Around the World

Directions: Comparing Cultures *Examples of various cultural facts for several countries of Africa south of the Sahara are given below. Read each fact, then beside it list a similar fact from your culture.*

Cultural Fact About Africa south of the Sahara	Related Cultural Fact About Your Culture
1. Konono No.1 is a popular band in Congo.	1.
2. Attikié is a popular side dish in Côte d'Ivoire. It is made of grated cassava.	2.
3. Independence Day is celebrated on September 30 in Botswana.	3.
4. One popular dance style in South Africa is the gumboot.	4.
5. The food on the island nation of Mauritius is a magnificent mixture of Creole, European, Chinese, and Indian foods, with seafood almost always the specialty.	5.
6. On Zanzibar (an island that is part of Tanzania), a popular music form is poetry that is sung, called <i>taraab</i>.	6.
7. A national dish in Kenya is <i>nyama choma</i> (barbecued goat meat).	7.
8. Approximately 62% of Zimbabweans are Christian, or followers of a faith that merges Christianity with indigenous beliefs.	8.
9. Jogging is popular along the beaches near Accra, Ghana.	9.

Directions: Writing Activity *In the space below, select a cultural tradition that you practice. Explain why you practice it and why it is important to you.*



City Life in Africa

OBJECTIVE: Students will learn that Africa south of the Sahara is a land of many cultures, people, and languages. They will explore the many contrasts that blend traditional and modern influences.

Project Transparency 12

Omdurman, Sudan, sits on the west bank of the White Nile. At the center of the hustle and bustle of Sudan's commercial and industrial center, Omdurman is a city bringing its past into its present. A new Mercedes Benz slams on its brakes to allow a herd of goats to cross a busy city street. A mother covered with a headscarf and long-sleeved blouse walks beside her teenage daughter who wears jeans and a short-sleeved shirt. Passenger jets land at the international airport in a country where many people have yet to ride in a car. Sufis, those who follow Islamic mysticism, seek direct contact with God by spinning in circles for long periods of time, often in public squares. At the same time, businesspeople in suits conduct meetings at posh restaurants along the square. These contrasts in Omdurman reflect a culture in flux, one struggling to hold on to its traditions while undergoing rapid economic and cultural changes. Ask students: **What differences in clothing styles exist between the way you dress and the way your grandparents dressed?** (*Answers will vary. Ask students to describe, with as much detail as possible, the style of clothes their grandparents wore, and how those styles are different from what they wear.*) **Do you think your grandparents would have felt comfortable wearing your clothes when they were your age? Why or why not?** (*Answers will vary. Discuss with students that clothing styles reflect a culture at a particular point in time. Help them see how styles change over time and link that to a discussion of how things are changing in Sudan.*)

COOPERATIVE LEARNING ACTIVITY

Analyzing Misconceptions About Africa South of the Sahara

Launch a discussion about common misconceptions about Africa south of the Sahara by asking students: **Why are foreigners often surprised to see busses, cars, and other modern transportation systems in Africa south of the Sahara?** After a period of free-flowing discussion, write on the board, *We think of Africa as . . .* Group students in pairs to complete that sentence with at least

three statements. Then have them join another pair and combine lists to come up with at least five sentences. After 10 minutes, ask volunteers from each group to write their sentences on the board. If students' answers include such things as: *We think of Africa as . . . a non-industrial continent; a land of open space, and wild animals; a place of ethnic disputes; a place where all the buildings are grass and mud butts, and so on*, point out that these are stereotypes. Explain that there are many places in Africa that do not fit these descriptions.

Refocus the students' attention on the transparency. Then read through the lists the groups wrote on the board. Ask students: **How accurately do these sentences represent Africa south of the Sahara as shown in this picture?** (*Answers will vary, but the students should point out that the statements they wrote misrepresent to varying degrees the reality of present-day southern Africa.*)

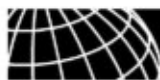
CRITICAL THINKING ACTIVITY

Similarities and Differences

Ask students, working in small groups or individually, to write a definition of the word "culture." (*similar activities, products, and thoughts that are shared by a group of people, distinguishing them—making them different—from other people*) Brainstorm a list of characteristics that define culture. As students share their ideas, write them on one side of the board. Then write the name of your town or city on the board and next to it write Omdurman. Tell students to use the list of characteristics to make another list of the similarities and differences they feel they have with the people they see in the transparency. Finally, ask them: **Is being different a good thing? When can it be tolerated and when is it not acceptable?** (*Treating people differently because of their religion is an example of a difference that many feel is not acceptable.*) Use this activity to help students understand that although people in Africa south of the Sahara are different from them, there are many similarities as well.

Student Activity

The student activity asks students to put themselves in the place of a typical student in Omdurman, Sudan. This will help students relate to the similarities and differences in various cultures.



Dancing in Bhutan

OBJECTIVE: Students will learn how religion, architecture, and language change and evolve as a country develops, grows, and is influenced by other cultures.

Project Transparency 13

As you present Transparency 13, explain that festivals, especially *Tsechus* or religious festivals, are an important part of life in Bhutan. Held throughout the year and lasting three to five days, religious festivals attract thousands of people from all parts of the country. Dressed in their finest clothes, people come to meet friends, enjoy the colorful festival atmosphere, and watch the dances. *Tsechus* are an occasion for prayers, blessings, and honoring the patron saint of Bhutan, Padmasambhava. The dances at the *Tsechus* do not simply entertain, they teach. They recount significant events in Bhutan's history as well as tell stories of good triumphing over evil. Their purpose is spiritual and social. Ask students: **What are the names of local festivals that you participate in?** (*Answers will vary depending on location. Many areas celebrate harvest festivals and religious festivals.*) **Think of one festival in particular. In your opinion, what is the purpose of the festival?** (*Answers will vary. Students may not know the purpose of the festival. Beyond the name, its original meaning may be lost to them. Encourage them to discover the underlying purpose of a local festival.*)

COOPERATIVE LEARNING ACTIVITIES

🌐 Learning More About Bhutan

Organize students into groups and tell them that in order to understand life in Bhutan, they need to research basic facts about the country. Have them use library or Internet resources to answer the following.

- From whom and when did Bhutan gain its independence?
- What countries border Bhutan?

- What is its total landmass and population?
- What does the word "Bhutan" mean?
- What is the official religion of Bhutan?
- What is the official language of Bhutan?
- What is the capital of Bhutan?

Have groups prepare a short report on Bhutan.

🌐 Examining Diverse Religions

Organize students into seven groups. Then introduce them to the dominant religion practiced in Bhutan today: Mahayana Buddhism. Bhutan is the only country in the world where this form of Buddhism is the official religion. Assign each group one of the following religions: Hinduism, Buddhism, Jainism, Sikhism, Islam, Judaism, or Christianity. Have the groups report to the rest of the class the basic philosophy or belief system of the religion they researched.

CRITICAL THINKING ACTIVITY

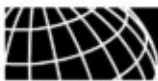
🌐 Thinking About Festivals

Remind students that one purpose of *Tsechus* in Bhutan is to teach about history and morality. Begin a discussion with students about what they learn from entertainment they enjoy. Ask students: **What do the forms of entertainment you enjoy teach you?** (*Answers will vary. Encourage students to think through the stories and look for the underlying messages.*) Write the following chart on the board. Ask students to develop a list of the types of entertainment they enjoy. Then ask them to list the stories those entertainment media teach.

Student Activity

The student activity on the following page gives students the opportunity to create a form of entertainment that conveys a message.

Entertainment Media	Name	What Lesson Story Teaches
Videogames	Pokémon	Ash's love and willingness to sacrifice himself for Pikachu teaches the power of love over self-interest.
Movies		
Music		
TV Programs		



Changing Life in India

OBJECTIVE: Students will learn about aspects of social life in India, including the tradition of arranged marriage and ways in which this tradition is changing.

Project Transparency 14

Arranged marriage in India has long been the norm, with parents deciding whom their children will marry. The practice is centered on the Hindu belief that marriage is not just between two people; it is between two families. Even today, arranged marriages are common, but as caste designations become less strict, many parents are giving their children more choice in their future spouses. The middle class in India is growing and increasingly exposed to Western ideals and practices. Some Indians, such as the Bollywood actress Esha Deol, have decided not to pursue an arranged marriage at all.

Can you think of some traditional practices that are changing in your lifetime? (*Answers will vary. Students might mention church-going or the fact that many young people move to cities far from their births for work.*) **Why do you think the divorce rate in India is much lower than in the United States?** (*The laws governing divorce in India are stricter and the social stigma of divorce is much stronger than it is in the U.S.*)

COOPERATIVE LEARNING ACTIVITY

Indian Literature

The history of literature in India consists of works written in Sanskrit, Tamil, and north Indian languages. Starting in ancient times, poems and epics generally had religious themes. Dramas in the Tamil language were written between the first and fifth centuries A.D., and were often about love or war. Literature dating from the year 1200 was often based on Hindu texts, while recent writing in India has been mostly secular. The Nobel Prize for literature went to poet Rabindrinath Tagore in 1913. Today, Salman Rushdie, who writes in English, is perhaps the best-known Indian author.

For this activity involving Indian literature, have students, working in pairs, use the Internet to find excerpts of Indian works translated into English. The works can either be ancient or modern. Have each pair read their excerpt to the class and encourage discussion about how the poem, play, or story selection reflects some aspect of life in India.

Planning an Itinerary

Break students into small groups and have them prepare itineraries for a trip to India. Remind groups of significant architecture in the country, including Buddhist

stupas and the Taj Mahal. Once the itineraries are set, have each group put together a travel brochure with pictures and descriptions of their Indian destinations. Have each group present its brochure to the rest of the class and have the whole class vote on the best one.

CRITICAL THINKING ACTIVITY

The Caste System

One aspect of the Hindu religion, practiced by many Indian citizens, is the caste system. Have students working in pairs identify the different castes and write a short description of how the caste system is changing in modern India. Encourage the students to use information from Indian newspapers online to get up-to-date information. Then conduct a classroom discussion about some of the issues raised in India by caste divisions, and how castes compare to class distinctions in the United States.

Indian Film

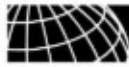
Nicknamed “Bollywood,” and centered in Mumbai, India’s movie industry is the largest in the world—even larger than Hollywood in terms of movies made and tickets sold. Bollywood movies are immensely popular not only in India, but also in many other countries in the region and throughout the world. Furthermore, Bollywood movies are beginning to get noticed by Hollywood. One recent Bollywood movie was nominated for an Academy Award for best picture.

However, Bollywood movies are also being noticed because of rampant plagiarism. Copyright laws have often not been strictly enforced in India, and many movies have been plagiarized from other nations’ movies and literature.

For this activity, have student groups research synopses of Bollywood movies online. The groups should try to identify films that are similar to American-made films with which they are familiar. Groups should read synopses of these films to the class and have the class decide which films they think were plagiarized.

Student Activity

The student activity on the following page gives students the opportunity to think about and create a Bollywood film pitch.



Planning a Bollywood Film

Directions: One of the most successful industries in modern India is Bollywood, the film industry centered in Mumbai. In this activity, you will work in small groups to make a plan to produce a Bollywood film. To do this, conduct research online about successful Bollywood productions and answer the questions below.

1. What is the budget of your film? _____

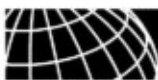
2. What will your film be about? _____

3. What costumes and locations will you use? _____

4. How will you market the film to audiences in India? Audiences in other countries?

5. Which existing Bollywood movie is most similar to your film? How? _____

Choose one person from your group to present your "pitch" to the rest of the class. Using what the class has learned about Bollywood, discuss which pitch would be the most successful and why.



Chinese Medicine

OBJECTIVE: Students will learn about the ancient practice of Chinese medicine and how it is administered in China.

Project Transparency 15

Before you present Transparency 15, remind students that people in other cultures make sense of the world in their own way. Present Transparency 15 and explain that the Chinese woman in this picture is practicing medicine. She is not wearing a white lab coat, and she does not work in an office with walls covered in university and medical diplomas. However, she is practicing a style of medicine that is over 2,000 years old.

The Chinese approach to medicine is both a science and an art. Chinese health practitioners start with the premise that an ailment is an indication that the entire body is out of balance. Thus, they seek to treat the whole person and not simply rid the body of its present problem. According to Chinese medicine, the human body has five centers: 1) heart or mind (human consciousness and intelligence); 2) respiratory system; 3) liver (regulates internal organs and also controls our emotional reactions); 4) spleen (regulates how nutrition is circulated throughout the body); and 5) kidneys (regulates how nutrition is stored in the body). How well these five centers interact with external forces such as heat, moisture, cold, dryness, and excessive emotion partially determines one's health. The woman in the transparency is taking the man's pulse and also interviewing him to determine what aspects of his life and body are out of balance. After she knows where his problems lie, she will prescribe a natural remedy such as an herb or a combination of herbs to help restore balance to his body. Ask students: **How old is the Chinese medical system?** (*at least 2,000 years old*) **Name the five centers the Chinese believe are in the human body.** (*heart or mind, respiratory system, liver, spleen, and kidneys*) **Would you feel comfortable receiving medical attention from this woman?** (*Answers will vary. Use this question as a way to discuss what about traditional Western medicine makes us feel comfortable.*) **Do you think a person living in China would feel comfortable being treated by a physician trained in Western medicine? Why or why not?** (*Answers will vary. Use this question to discuss how familiarity encourages comfort.*)

CRITICAL THINKING ACTIVITY

How Geography Affects Life

It is the most prescribed medicine in the world. Everyday, millions of people all around the globe take it for a wide variety of ailments. The list of ailments it is prescribed for is long: it is used as a pain reliever; it

helps stop inflammation from injuries or arthritis; it prevents blood clots, and is used in the fight against heart disease. This "wonder drug" is not new; in fact, Hippocrates, known as the founder of Western medicine, mentions the beneficial effects of this substance as far back as the fifth century B.C. Tell students that his wonder drug is made from the bark of the willow tree. Then ask: **What is the name of this natural "drug"?** (*aspirin*) **Are you surprised that a substance of such wide medicinal benefits comes from the bark of the willow tree?** (*Answers will vary. Some students will be quite surprised.*) Direct students back to Transparency 15. Tell them to look closely at the various bags the woman has next to her. Ask them: **What do you suppose is in those bags?** (*Those bags are the woman's medical kit; they are the herbs and other natural substances she uses to restore balance to her patients' bodies.*) Help the students understand how powerful natural elements such as the bark of the willow tree and herbs are.

COOPERATIVE LEARNING ACTIVITY

Comparing Cultural Influences

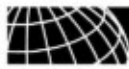
In most of our homes, we have many substances that are derivatives of natural elements. Organize the class into six groups. Write the following substances on the board:

- coffee beans
- cinnamon
- garlic
- vanilla beans
- nutmeg
- ginger

After each group selects a substance, cross it out so that each group has its own unique substance. Have the groups bring to class the substance they selected in its raw, unprocessed form. Have on hand a small grater, and a mortar and pestle. Ask each group to display its substance and to describe in detail its raw form. Then have each group grate or pound its substance. Ask them to compare its raw form to its processed form. Ask: **Were you surprised at all by the raw, unprocessed form of your substance?** (*Answers will vary. Many students have never seen or handled these common items in their raw forms.*) Turn their attention back to Transparency 15. Discuss how the substances the woman has in her bags look strange to some of us because they are in their raw, unprocessed form. However, we are familiar with some of them in a processed form.

Student Activity

Students will compare and contrast the Eastern and Western approaches to medicine by completing the chart on the following page.



STUDENT ACTIVITY

World Cultures Transparency 15

Examining Eastern and Western Approaches to Medicine

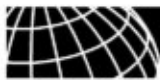
Directions: *The woman shown in Transparency 15 is not a university trained physician yet she is practicing medicine. She is diagnosing medical conditions, dispensing medical advice, and selling herbs to cure physical ailments.*

You will examine the various characteristics of the Eastern and Western approaches to medicine.

Use library and Internet resources to learn about the various aspects of Eastern and Western medicine. Examine such characteristics as treatment of symptoms, use of medications, scientific methods, and cost of care. To organize your information, fill in the form below. After you fill in the form, write your thoughts on this topic. Would you consider visiting a health care practitioner who specializes in Eastern medicine?

Characteristics of Eastern Medicine	Characteristics of Western Medicine

My Conclusion: _____



Japanese Fashion

OBJECTIVE: Students will learn about aspects of modern Japanese culture, including fashion, and the impact this culture has had on the rest of the world

Project Transparency 16

Japanese fashion is a mixture of modern and traditional styles including street fashion, Kogal, Ganguro, and the kimono. One district of Tokyo, Harajuku, is particularly known for the innovative style of its teenage residents. Many designers have integrated traditional Japanese clothing items such as the kimono and the Geta platform sandal into their work. Fashion is particularly important to young residents of Japan's biggest cities, who see it as a form of self-expression that is immediately eye-catching. Have students study the transparency as well as additional pictures of Japanese clothing styles. **What does the clothing say about the people wearing it? How is it similar to styles worn in your city? Why do you think Western fashion designers take inspiration from young people in Japan?** (*Answers will vary and may note movies such as *Memoirs of a Geisha* as reasons for the popularity of Japanese culture in the west.*)

COOPERATIVE LEARNING ACTIVITY

🌐 Fashion Designer for a Day

Have students working in small groups create a list of elements from modern and traditional Japanese clothing as well as from fashion of other cultures in Asia. They can use the Internet or magazines to find photographs. Once the lists are complete, have each group design an item of clothing or an entire outfit. Have each group create a drawing of their design and present it to the rest of the class, explaining what elements they have used from Asian culture.

🌐 Ancient Ritual

The tea ceremony is an important part of traditional Japanese culture. Explain to students that the ceremony started in Japan in the 15th century and is a gathering of people who drink tea using a certain etiquette. Have students working in pairs research the tea ceremony and fill in the following chart:

🌐 The Tea Ceremony

Type of tea served	<i>Green tea</i>
Purpose of the ceremony	<i>Spend time with family and friends; cleanse the mind</i>
Description of the serving ritual	<i>Tea is placed in the left hand, gives a silent bow, turns the bowl, drinks</i>
Description of house	<i>Varies, could be rustic, with natural materials in a rural cottage</i>
Religious significance	<i>Reflects the meditative practices of Zen Buddhism</i>

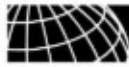
CRITICAL THINKING ACTIVITY

🌐 Asian-Influenced Architecture

Explain to students that many respected artists and designers have been inspired by Japanese culture. One in particular was American architect Frank Lloyd Wright. Show students several photos of Wright's work, both interior and exterior shots. As you show the photos, ask students the following questions to encourage discussion. **What parts of Wright's buildings and interiors remind you of Japan?** (*Answers will vary but may include the simplicity of the furniture, the respect given to the surrounding land, or the rooflines.*) **Why do you think architects incorporate ideas from many cultures in their work?** (*Answers will vary.*)

Student Activity

The student activity on the following page gives students the opportunity to explore some of the foods of East Asia.



STUDENT ACTIVITY

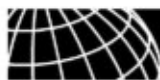
World Cultures Transparency 16

East Asian Cuisine

Directions: *The cuisine of East Asia is very popular in the United States. It encompasses a variety of flavors and has many healthy ingredients. Working in pairs, fill out the following table.*

Food	Country of Origin	Description
1. Sushi		
2. Pad Thai		
3. Kung Pao		
4. Tom Kha		
5. Tempura		
6. Bee Bim Bop		
7. Pot Stickers		
8. Pho		
9. Bulgogi		
10. Teriyaki		

Food Critic *Write a short essay on the ethnic food you enjoy eating the most, whether it is Italian, Chinese, Japanese, Mexican, etc. Pretend to be a food critic, writing about which dishes you enjoy and why.*



The Water Highway

OBJECTIVE: Students will gain an understanding of how the canals in Bangkok are part of a thriving waterborne life.

Project Transparency 17

As you present Transparency 17, explain that the extensive canal system in Bangkok, the capital city of Thailand in Southeast Asia, is a vital and thriving centuries-old matrix of waterways that crisscrosses the city. The canals are integral to moving people, goods, and food to the thousands of people who live and work on the water. Visitors during the nineteenth century dubbed Bangkok the “Venice of the East” because of the miles and miles of canals. Religious temples, homes, floating restaurants, and large floating marketplaces crowd the canals’ routes. The canals are more than a transportation system: They serve as shopping center, communication system, and as a way to keep a waterborne way-of-life afloat. Ask students to study the picture carefully. Then ask: **What type of cargo is in the boat on the far left side of the picture?** (*bats*) **What does the woman in the boat appear to be doing?** (*selling bats*) **What does all the activity suggest about the canals?** (*It suggests that the canals are part of the economic and cultural life of Bangkok, and while tourists may enjoy taking tours along the narrow canals, it is the local Thais who use the water system in their daily lives.*)

CRITICAL THINKING ACTIVITY

🌐 Comparing and Contrasting

Students may work alone or with a partner to complete this activity. Draw the chart below on the board. Ask students to fill in the chart to compare the transportation systems of Thailand, Cambodia, and the United

States. Tell them to fill in such facts as the number of miles of railway tracks, highways, and so on; the names of major airports and seaports; and the types of vehicles that would be seen on highways, waterways, in seaports, and at airports.

COOPERATIVE LEARNING ACTIVITY

🌐 Comparing the Canals of Bangkok to the Walkways of a Local Mall

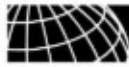
Organize students into groups of three or four and ask them to think of the similarities and differences between the canals of Bangkok and the pedestrian walkways of shopping malls in their area. On the left side of the board, write: *Ways they are similar*. On the right side, put: *Ways they are different*. Ask the groups to come up with at least five items for each category.

Have students examine Transparency 17. Say: **Earlier you noticed that the woman in the boat at the left of the picture is selling hats. What else is she selling?** (*She doesn’t appear to be selling anything but bats.*) Ask them to speculate as to why the woman is only selling hats. (*It is more economical to focus on selling one item in limited selling space than two or more.*) **How is that like your local mall?** (*Malls are full of specialty shops that sell a very limited array of goods.*)

Student Activity

The student activity on the following page gives students the opportunity to learn more about life in and around the canals of Bangkok, Thailand.

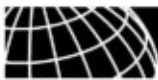
Transportation Type	Thailand	Cambodia	United States
Railways			
Highways			
Waterways			
Ports and Harbors			
Airports			



Creating a Tour Brochure

Directions: *Your work group has been given the assignment to create a detailed map of a canal tour in Bangkok. In the space below, draw a map of the route for the Bangkok Noi Canal Tour and label each of the following stops listed below. Be sure to label the main river channels.*

- The Royal Barge National Museum
- Wat Suwannaram
- Ban Bu Village
- Wat Srisudaram and the statue of Sunthorn Phu
- Lunch at Taling Chan Floating Market



Angkor Wat

OBJECTIVE: Students will learn about ancient Asian civilizations and the artifacts they left behind.

Project Transparency 18

An ancient Khmer empire named Angkor, centered in modern-day Cambodia, flourished in Southeast Asia for six hundred years between the 9th and early 15th centuries. This empire produced several astonishing temples, some of which remain today. Angkor Wat was built in the middle of the 12th century. This temple is very popular with visitors to Southeast Asia because of its complex sculptures, impressive height, and surrounding moat. Ask student to study the transparency and discuss what the photo reveals about the Angkor empire.

What does the temple tell us about the people who built it? How is the temple similar or different to other ancient ruins and modern places of worship? *(Answers will vary. Students may mention that the Khmer people were advanced and that craftsmanship was important to them, as evidenced by the intricate designs. They may describe how different Angkor Wat looks when compared to the straight lines and shapes of Greek ruins.)*

COOPERATIVE LEARNING ACTIVITY

🌐 Timeline of Power

For this activity, students will research different empires in Southeast Asia starting in ancient times and leading up to today. Have students work in small groups to fill

in the timeline below with empires' names, dates, locations, and if possible, notable leaders. The ancient Khmer empire of Angkor is filled in to get students started.

CRITICAL THINKING ACTIVITIES

🌐 Ancient Artifacts

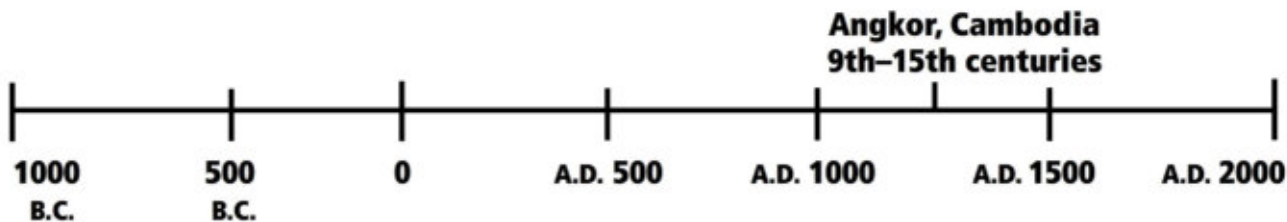
Discuss how ancient civilizations leave behind many clues as to their culture and daily life in the form of artifacts. Show students pictures of several artifacts from Asia and discuss what they reveal about life at that time. Have each student bring in an "artifact" from their own life and discuss what it reveals. Objects could be something useful (dishes, bookbags), something decorative (jewelry, knickknacks), or something meaningful (awards, family pictures). As students share their artifacts, ask the class to answer the following questions. **What would a person living in the future think of this item? What does it say about our lifestyle?**

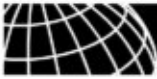
🌐 Comparing and Contrasting

Have students work in pairs to list some similarities and differences between the Khmer Empire and the Roman Empire using a Venn diagram.

Student Activity

The following student activity allows students to learn more about Buddhism.





Polynesian Feast

OBJECTIVE: Food is important to every culture. In this lesson, students will see how preparing and serving feasts is also related to the culture.

Project Transparency 19

As you show Transparency 19, open your discussion with some background information on the importance of feasts in Polynesia and other islands of Oceania. Despite the allure of the fast-food culture of the United States and Australia, the people of Polynesia consider the ceremony of the feast to be an important and integral aspect of their culture, something they do not want to give up. Polynesians typically live in large extended families, so feasting is a way to feed a large group of people. Feasting and the giving of food is one of the most significant functions of the head of a family. Families take a great deal of pride in the quality and quantity of food that is served at feasts. Polynesian cuisine is a mixture of many different foods, and includes combinations of native food plants such as taro, sweet potatoes, breadfruit, bananas, coconut, and sugarcane. Fish is an important source of protein. Other meats served at feasts include pork and chicken. Ask students: **For what occasions do members of your extended family gather together for large feasts?** (*Answers will vary. Encourage students of different ethnic backgrounds to share what their family traditions are.*) **What special foods are served at your family celebrations?** (*Answers will vary. Encourage students to describe the foods that are served and which ones are special to them.*)

CRITICAL THINKING ACTIVITIES

Learning About the Polynesian Diet

The people of Polynesia depend on fish and native plants for food. Most do not shop at large supermarkets as people do in the United States. Fishers catch crabs, lobsters, shrimp, and turtles in the shallow waters. They gather bonito and tuna farther out at sea. They also eat the fruit of breadfruit and pandanus trees, and the meat of coconuts. Many families grow their own produce in small gardens. Sweet potatoes and taro, a plant with a starchy root, as well as bananas, corn, pineapples, rice, and tomatoes are also grown. Some farmers also raise chickens and pigs. Most people prepare their food in ground ovens—shallow pits lined with hot stones. They lay the food on the stones, cover it with a layer of leaves, and fill the pit with dirt to hold in the heat. Today, however, more people in Polynesia also eat canned foods imported from other countries. Ask students: **Why do you suppose Polynesians are attracted to**

canned foods? (*easy to prepare—just heat and eat; some foods may be tastier because of high seasoning; novelty, fun to try something new; and so on*) Some health professionals in the islands fear that people will turn to canned foods exclusively. **What might be the danger of doing this?** (*lack of fresh fruits and vegetables in their diet; high sodium intake common in canned foods; introduction of preservatives and high concentrations of sugar which may interfere with digestion and cause illnesses or conditions uncommon to their culture*)

Have students make a chart listing the days of the week along the top. Down the left side have them list the following types of foods: dairy, meat, eggs, fish, vegetables, fruits, and grains. For each day of one week, tell them to track what they eat and fill in each box with one of the following words as it relates to the foods they selected: FRESH, CANNED, PACKAGED, or NONE. At the end of the week ask volunteers to report their results to the rest of the class. Everyone may be surprised to discover the balance or imbalance of fresh versus processed foods in their daily diets.

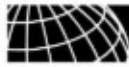
Discovering Trade as a Way of Life

Many Polynesians follow traditional ways of life. Villagers earn very little money so they trade rather than purchase needed food and goods. Many of them bring their farm products to the local open-air market and barter just as their ancestors did. Ask students: **What are some items you have traded with a friend?** (*Answers may include: baseball cards, a lunch, CD, game, or book. Some may have traded clothing or services such as typing or babysitting.*) **What are some of the benefits of trading?** (*You do not need money; you can get what you need or want almost immediately; you usually trade with people you know and trust so both people are satisfied.*)

Give students an opportunity to experience trading in the classroom as part of this lesson. Ask them to bring in an item they consider valuable enough that others would trade for it. Have them set up a trading post and then trade items. Follow up with a discussion based on the following questions: **How did you arrive at the value of your item? How did it feel to have something you valued not be worth as much as you expected? Is the trading system one you would like to adopt as a way to give or get goods and services?**

Student Activity

Students will review what they learned about the importance of feasting and enjoying food together in Polynesia.



STUDENT ACTIVITY

World Cultures Transparency 19

Foods and Trade

Directions: Fill in the Blanks Choose from the list of words below to fill in the blanks in the following paragraph.

chicken	ancestors	markets	tomatoes	pigs
tourism	ground stove	leaves	hot stones	canned
government	fishing	villages	trade	

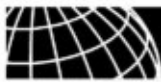
Many Polynesians still follow the customs and culture of their _____. Others prefer to copy a more Western way of life. They work for the _____ or in the _____ industry. Farming and _____ are a way of life for those who live in small _____. Some people have little or no money so they rely on _____ to get what they need. Farmers bring their fruits and vegetables to the open-air _____. Pineapples, sweet potatoes, corn, rice, and _____ are popular foods in Polynesia. Some farmers also raise _____ and _____. Some people today are interested in eating _____ food from other countries. Others prefer to cook in a _____. Food is laid over _____ and covered with _____.

Directions: Read the names of items and services for trade in the list below. Some would be suitable for trade in an American trading post during the early nineteenth century. Some are suitable only for modern trade. Place each name under the correct heading. Notice how items people trade are a direct reflection of the culture and times they live in.

fruits and vegetables	gun powder	furs	CDs	typing
leather hides	glass beads	maple syrup	games	cloth
pet-sitting	jewelry	books	sports cards	

Early Trading Post

Modern Trading Post



Maori Art

OBJECTIVE: Students will learn about the natural landscape and arts and crafts of New Zealand.

Project Transparency 20

As you project transparency 20, explain that the Maori people are the native inhabitants of New Zealand. There are about 600,000 Maori now living in the country, making up about fifteen percent of the population. Traditional Maori people wore elaborate personal decorations including amulets and carved necklaces made from stone. Woodcarving is important to Maori people and can be seen in its most impressive form in community meeting houses, where wall panels are highly decorative. Cliff Whiting is a well-known Maori woodcarver still working today. **Why do you think it is important for Maori people to celebrate traditional art-forms?** *(to preserve and celebrate their unique culture)*
What materials are used by Maori artisans? *(Answers will vary but may include wood, glass, textiles, and jade.)*

COOPERATIVE LEARNING ACTIVITY

🌐 Ecotourism in New Zealand

Have students work in small groups and pretend to be leaders of ecotourism companies. Each group should highlight one aspect of New Zealand's natural landscape in a photo collage, using images taken from the Internet or magazines. Discuss as a class the beauty of New Zealand's geography, how it has influenced culture in the country, and ways in which it should be preserved for future generations.

CRITICAL THINKING ACTIVITY

🌐 Economies of Island Nations

Have students work in small groups to research the economy of a nation found in Oceania. Each group should answer the following questions:

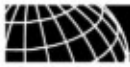
1. What are the main industries found in your nation?
2. What are some of the challenges of doing business on an island?
3. How has the economy changed in the last fifty years?
4. What could be done by government leaders to improve the economic situation?

Encourage the groups to present their findings to the class and discuss why some economies of Oceania are more vibrant than others. Use the findings to fill out the chart below as a class.

Student Activity

The following student activity allows students to use their creative abilities to design a piece of Maori jewelry.

Country	Main Industries	Challenges	Changes	Suggestions



Maori Jewelry

New Zealand has a strong tradition of decorative arts and crafts. Maori artisans produce jewelry, pottery, and complex wood carvings.

Directions: *Work with a partner to design a Maori-inspired piece of jewelry. In the spaces below, draw your design and make a list of materials you will need. Bring a model of your jewelry to class.*

Design

Materials

Answer Key

ACTIVITY 1

Examining Sports of the World

- 1–8.** Answers may vary. Examples include:
Individual Sports: archery, bowling, golf, swimming, boxing, fencing, wrestling, horseback riding;
Team Sports: rugby, soccer, football, basketball, baseball.
- 9–16.** Answers will vary. There are no right or wrong answers as long as the final result makes sense and the student can justify his or her response. Example: 9. I would like to visit *Spain* because *I am studying Spanish in school*. 10. I am interested in seeing a *bullfight*.
- 17.** Possible responses include: I would be part of the audience with people from another country; I would hear another language spoken and learn some new words; I would see how sporting events bring people together—regardless of their ethnic backgrounds.

ACTIVITY 2

Examining Music

Matching

1. D
2. E
3. A
4. C
5. B

Essay

- 6.** Students' essays should reflect research on a country's common music. Essays should briefly describe the music and discuss how it reflects the country's culture.

Jazz Music True and False

7. true
8. true
9. true

10. false
11. true
12. false
13. true
14. false
15. true
16. false

ACTIVITY 3

Sports of Latin America

Introducing a Sport

- 1–6.** Answers may include some of the following: Show a pair of roller skates or roller blades, including how the balls roll as one glides. Skating occurs on outdoor sidewalks or in indoor roller rinks. There is no scoring system as in team sports. Competitive skaters are judged on technical skill, originality of the routine, beauty, and grace. Skating is a popular pastime among friends for fun, as a means of transportation, and exercise. Skates need to be properly fitted to ensure safety, comfort, ease, and speed. Skating is part of the American tradition rooted in the country's British heritage. For safety it is important to wear a helmet and knee and elbow protectors.
- 7.** Answers will vary. Students should describe how roller skating or roller blading reflects their culture by focusing on the physical geography of their country (suburban areas, sidewalks, warm-enough weather during the year) and human geography (fast-paced society, plenty of leisure time, growing popularity of fast sports and exciting exercise options).
- 8. Writing an Invitation**
Students' invitations will vary. Students may build a bridge of friendship by referring to their interest in sports.

Answer Key

Some of these sports may also be familiar to Latin American students. Students may suggest going to a high school or professional soccer game while the student is visiting, taking the student out for an all-American meal, or visiting a museum or cultural center.

ACTIVITY 4

Traveling in Latin America

Creating a Latin American Guide Book

Answers may include:

1. It is the ruins of the Incan empire.
2. This temple was built by the Maya.
3. This is a Catholic church built over several centuries.
4. This plaza has elements of the Aztecs, the Spanish, and of modern Mexico.

Latin American Artists and Writers

5. Chile
6. Ecuador
7. Colombia
8. Mexico
9. Colombia
10. Argentina
11. Mexico
12. Chile

Travelogue

Answers will vary according to personal preferences. Students should be able to describe where, exactly, in Latin America they could see or do the things they have listed.

ACTIVITY 5

Foods of the World

Celebrating Food and Drink

Answers will vary but may include the following:

1. China
2. The United States
3. France

4. Italy
5. Japan
6. Mexico
7. India
8. United Kingdom
9. **Freewriting Activity**

Answers will vary. Ask for volunteers to read their paragraphs. Students should include those family rituals that are especially meaningful to them.

ACTIVITY 6

Art Curator

Creating an Art Exhibition

Accept all logical sequences. Possible sequence:

1. 6
2. 1
3. 2
4. 8
5. 7
6. 4
7. 9
8. 3
9. 5

Freewriting Activity

Answers will vary. Students should be creative and use the knowledge they have gained from the lesson to help them in their writing.

ACTIVITY 7

Celebrations Around the World

Identifying Festivals

1. Ramadan
2. Halloween
3. Olympic Games
4. May Day
5. Christmas
6. Pancake Week Festival

Answer Key

- Rose Parade
- Mardi Gras
- Winter Carnival
- Thanksgiving

Connect the Food With the Feast

- Christmas Day in England
- Easter Eve in Italy
- Moon Festival in China
- Feast of the Three Kings in France

ACTIVITY 8

Places of Worship

Designing a Place of Worship

Student designs will vary. You may require them to label the architectural elements on their drawings to confirm that they have included the appropriate elements.

ACTIVITY 9

Work Around the World

Creating a Product Chart

- 1-4.** There is more than one answer for each space on the chart. Look for the following among the responses you receive. Students should support their answers with facts. Example: Products made of brass and silver are among the leading goods sold in Morocco (North Africa).

1. Livestock:

North Africa:	camels
Southwest Asia:	goats
Central Asia:	yaks

2. Goods:

North Africa:	brassware
Southwest Asia:	fur and hides
Central Asia:	cheese

3. Crops:

North Africa:	wheat
Southwest Asia:	dates
Central Asia:	grain

4. Industry:

North Africa:	leather tanning
Southwest Asia:	oil drilling
Central Asia:	herding livestock

5. Write a Classified Ad

Answers will vary. The following is a sample ad:

Felucca Pilot Needed

Nile River Tours has an immediate opening for a felucca pilot. Minimum 3 years piloting luxury feluccas from the Aswan Dam/Kitchners Island area to Kom Ombo. River pilot level 2 certificate required. Call Cairo 07-20061 to arrange an interview.

- 6.** Answers will vary depending on students' want ads. This ad reveals that tourism plays an important role in the economic life of Egypt, and that experience and education are required to compete for jobs.
- 7. Building your country's economy**
Answers will vary but may include the following:
- Create a free trade zone.
 - Build a port, roads, and infrastructure.
 - Support a variety of businesses with tax breaks.
 - Offer educational opportunities to create skilled workers.
 - Advertise your area's attractiveness to foreign businesses.

ACTIVITY 10

Distinctive Clothing

Drawings and photos will vary. Students should correctly identify the names of the various articles of clothing.

Answer Key

ACTIVITY 11

Old and New Traditions Around the World Comparing Cultures

Answers will vary. Students should write down related cultural facts about their cultures. Encourage them to list cultural facts for local minority cultures also.

Writing Activity

Students' essays will vary. Essays should contain a main idea with supporting details, which explain a cultural tradition and its importance to the student. Discuss with students the value of keeping some traditions in place because they provide a sense of belonging and identity with one's culture and family. It can also be valuable at certain points in one's life to incorporate one or two new traditions into lifestyles to expand one's personal and cultural growth.

ACTIVITY 12

A Day in the Life . . . A Journal Entry of An African Student

Answers to the questions will vary. Students should do enough research to understand the rhythm of a typical day in the life of an average student. Diary entries should be consistent with the answers to the questions. Encourage creative expression.

ACTIVITY 13

Sharing a Message Through Entertainment

Plays and comic strips will vary. To help students, you may want to bring in a few comic strips or share plots from recent television shows that would also get students started.

ACTIVITY 14

Planning a Bollywood Film

Answers will vary. Students should have realistic answers about what makes a successful Bollywood film and include as much detail as possible.

ACTIVITY 15

Examining Eastern and Western Approaches to Medicine

Answers will vary. Look for students to base their conclusions on thorough research. Encourage them to not approach the topic with their minds already made up, but to simply gather as much information as possible before deciding. Push them to move beyond a purely black and white approach. Help them discover the interesting nuances to the topic.

ACTIVITY 16

East Asian Cuisine

1. Japan; raw fish served over seasoned rice or formed into a roll with a seaweed wrapper
2. Thailand; stir-fried noodles in a sweet sauce topped with crushed peanuts and bamboo shoots, sometimes including meat, shrimp or tofu
3. China; stir-fried meat and vegetables with peanuts in a spicy sauce
4. Thailand; a spicy soup with a coconut milk and curry base including chicken and vegetables
5. Japan; breaded, deep-fried vegetables and shrimp with a soy dipping sauce
6. Korea; assorted vegetables on rice topped with a fried egg, sometimes includes beef or chicken
7. China; fried dumplings filled with ground meat

Answer Key

8. Vietnam; a soup of broth with slices of beef and vegetables cooked in it
9. Korea; thin slices of barbecued beef marinated in a sweet soy sauce
10. Japan; way of preparing meat or fish using teriyaki sauce

Food Critic: Answers will vary.

ACTIVITY 17

Creating a Tour Brochure

The Bangkok Noi Canal Tour is an actual tour in Bangkok. Enterprising students will be able to locate the tour stops mentioned in the activity without too much difficulty. Make sure each stop is labeled close to its actual location.

ACTIVITY 18

The Beginnings of Buddhism

1. Around 500 B.C.; in what is now Nepal
2. They were wealthy royalty and shielded Siddhartha from the world around him.
3. around the Gangetic Plain
4. He believed he found an answer to the problem of human suffering.
5. Answers will vary and may include The Four Noble Truths, The Noble Eightfold Path, impermanence, or insight into human suffering.

Essay

Answers will vary.

ACTIVITY 19

Foods and Trade

Fill in the Blanks

ancestors
government
tourism
fishing
villages
trade
markets
tomatoes
chicken
pigs
canned
ground stove
hot stones
leaves

Early Trading Post

leather hides
fruits and vegetables
gun powder
glass beads
furs
cloth
maple syrup

Modern Trading Post

CDs
pet-sitting
typing
sports cards
jewelry
games
books

ACTIVITY 20

Maori Jewelry

The results of the project will vary. Evaluate the effort, rather than the quality of the design.



Touchdown!

These high-school football players in New Hampshire enjoy a sport that is popular in both the United States and Canada. Each country also supports professional teams that compete yearly in national championships—the Super Bowl in the United States and the Grey Cup in Canada.





© Bettmann/CORBIS



Jazz Dance

The Savoy Ballroom, located on a whole block between 140th and 141st streets in New York City, was the most popular dance venue in Harlem. Many renowned jazz musicians played there regularly, from its opening in 1926 until its decline in the 1950s.



© Robert Fried/Stock, Boston/Picture Quest



Latin America's Favorite Game

This full stadium in Rio de Janeiro showcases soccer—the game of choice in Latin America. Called fútbol in Spanish, the game is played by children in the streets, as well as by professionals hoping to win the World Cup.



© Jeremy Woodhouse/Masterfile



Architecture in Latin America

San Miguel de Allende is a town in central Mexico well known for its cobblestone streets, colorful architecture, and vibrant community of artists.



© Cary Wolinsky/Stock, Boston/PictureQuest

Bon Appétit!

French cuisine does not separate appearance from flavor.

The entire culinary experience involves attention to the smallest detail, from the finest ingredients to exquisite presentation.



Western Art

Michelangelo di
Lodovico Buonarroti
Simoni painted the
ceiling of the Sistine
Chapel between
1508 and 1512.





© Sovfoto/TASS/PictureQuest

End of the Russian Winter

Russians celebrate the end of winter and the coming of Lent with Pancake Week. Festivals are held during this time and people feast on pancakes served with honey, caviar, fresh cream, and butter, before giving up sweets for Lent.



A Russian Treasure

St. Basil's Cathedral in Moscow is perhaps the most recognizable of Russian buildings. Its bulbous cupolas, diverse colors and exterior decoration, and general layout are uniquely Russian in form and technique.



NORTH AFRICA, SOUTHWEST AND CENTRAL ASIA

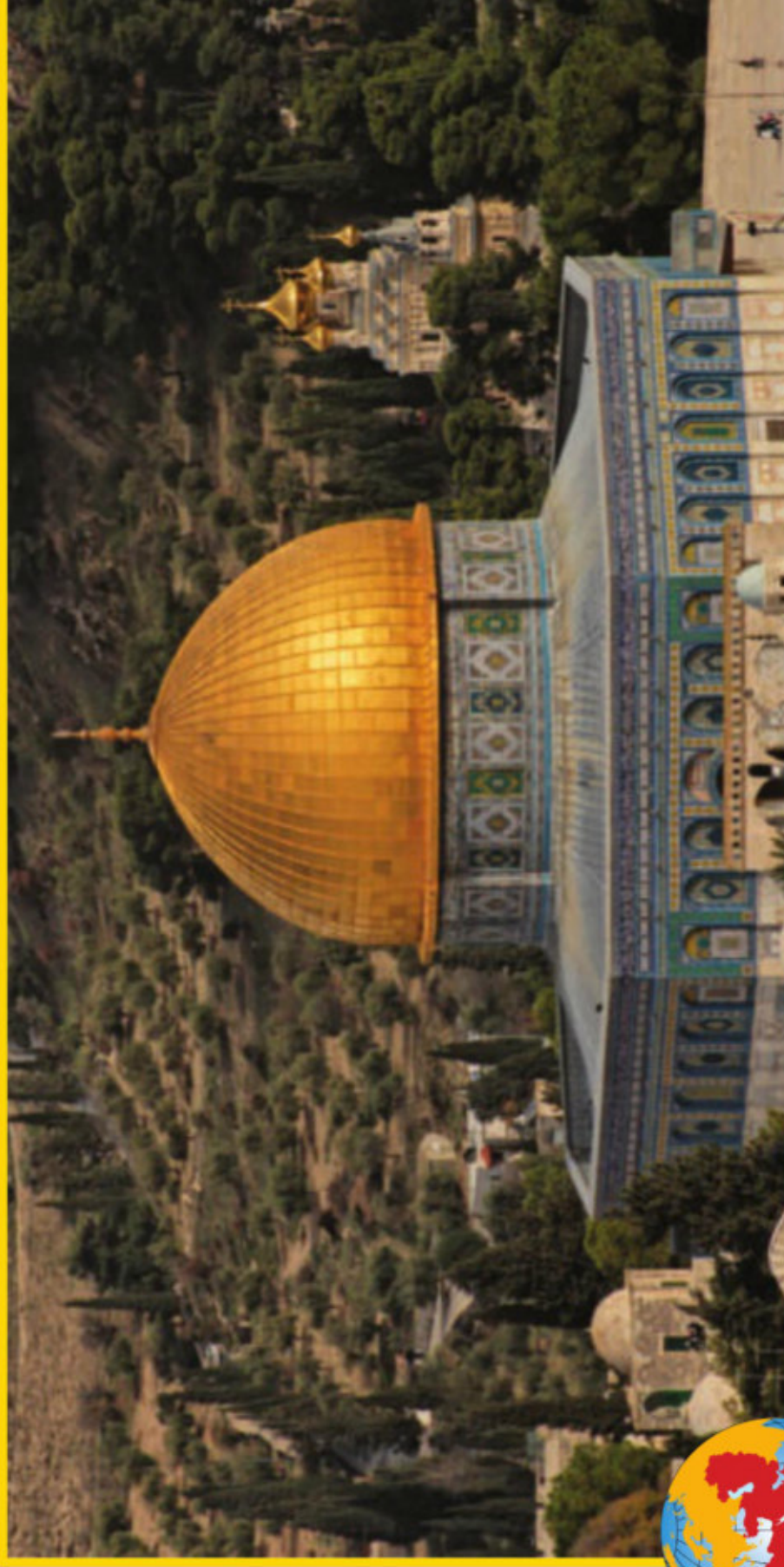


Dubai

Dubai is home to enormous construction projects and innovative architecture.



© Jose Fuste Raga/CORBIS



© Hanan Isachar/CORBIS



Dome of the Rock

The Dome of the Rock was erected between 688 and 691 by Muslim leader Abd el-Malik, and is one of Jerusalem's best-known landmarks.



© Eric Meola/Getty Images



Performance Art in Africa

Performance art, particularly a wide variety of musical and dance styles, is an important part of African culture.



City Life in Africa

This bustling city of taxis, buses, and people in both modern and traditional dress is Omdurman—a cultural, religious, and commercial center in Sudan. The largest country in Africa, Sudan is located in northeastern Africa.



© Ric Egenbright

Dancing in Bhutan

Dances are an important part of festivals in Bhutan. Dancers train intensively to perform their ritualized dances, which are intended to instruct onlookers and protect them from misfortune.



Changing Life in India

Brides and grooms
in traditional Indian
weddings are often
matched by their
parents.





Chinese Medicine

This medicine seller performs the important task of taking the man's pulse in three different places on his wrist. Then she will prescribe natural herbs for his ailment. Such practice is common in China.



© Mike Yamashita



Japanese Fashion

Harajuku is a district in Tokyo known for its extreme fashion, trendy shops, and clothing boutiques.



© Jon Arnold Images/Alamy

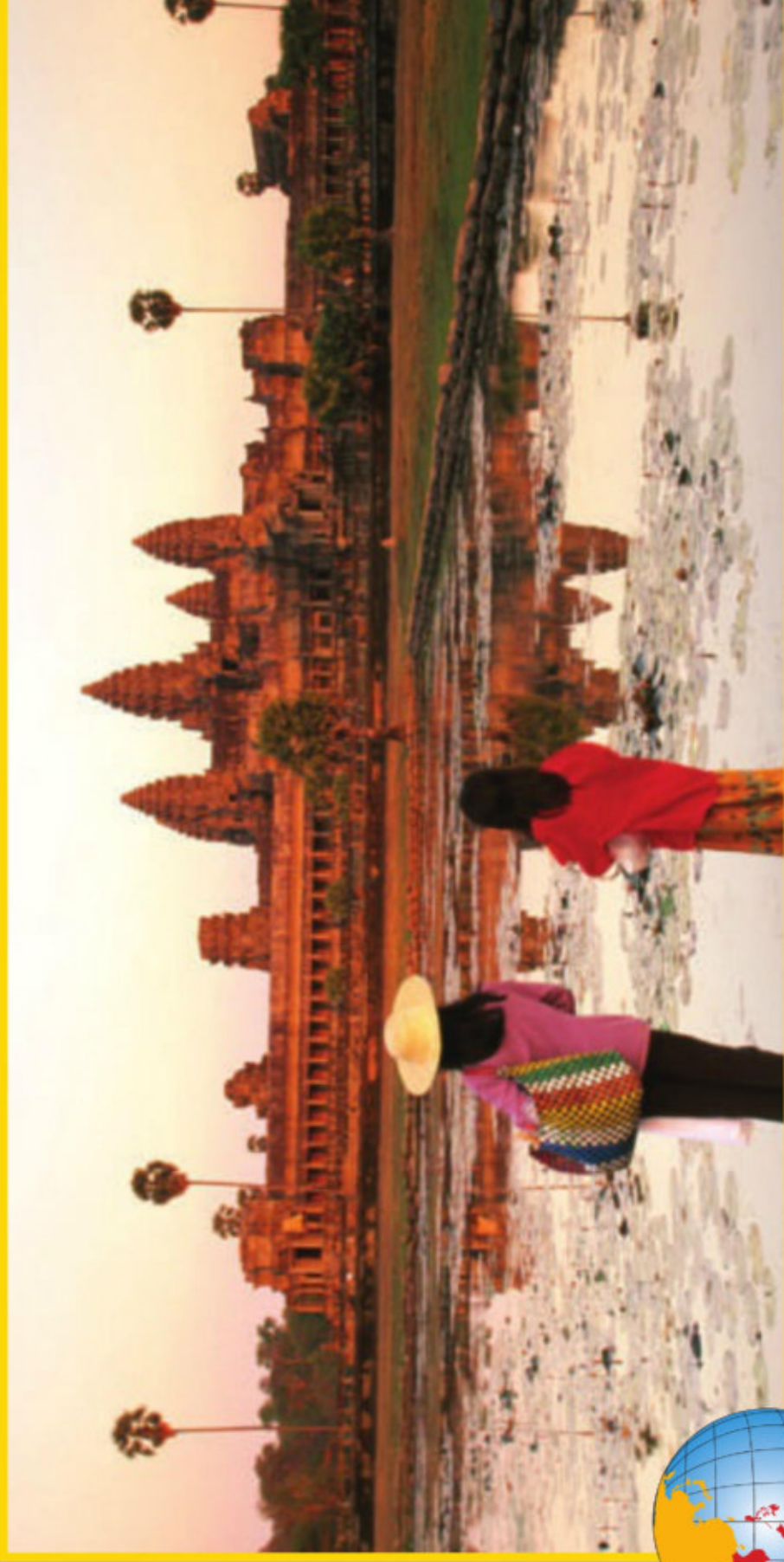


The Water Highway

In the port city of Bangkok, Thailand, canals function as highways and marketplaces. Here, the vendor on one boat sells hats to passersby on another boat that serves as a taxi.



© 1997 Dennis Cox



© Atlantide Phototravel/CORBIS

Angkor Wat

Angkor Wat, in central Cambodia, was built in the early 12th century.





© Robert Caputo/Aurora/PictureQuest



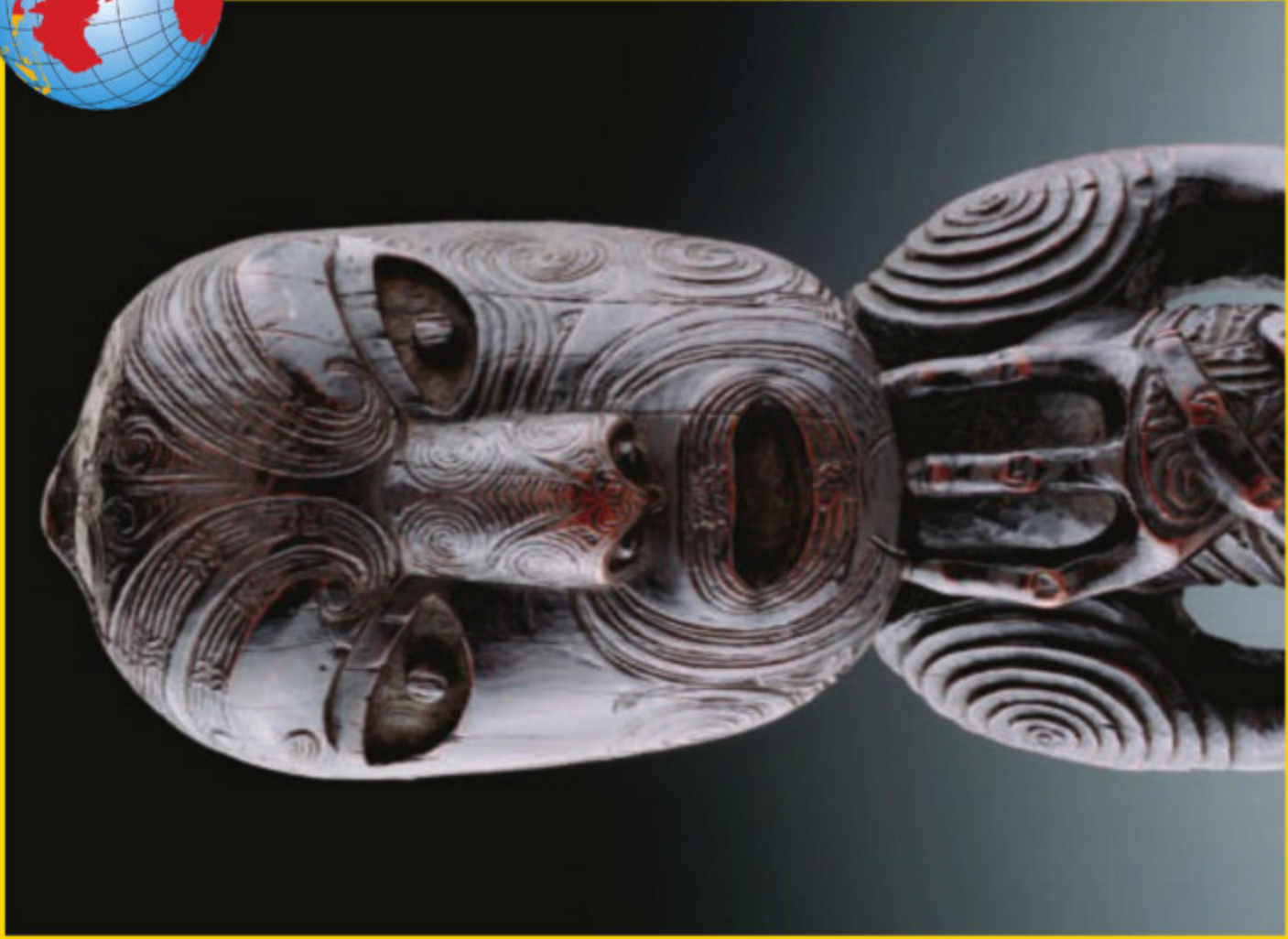
Polynesian Feast

Feasts, such as the one pictured here on Tabriar Island, are an important tradition in Polynesian celebrations. Feasts vary from large, communal gatherings to small family affairs.



Maori Art

Maori culture is found in a strong tradition of decorative arts.



© Kimbell Art Museum/CORBIS