Cultures Around the World

Internet Lesson Plans
Grade Level: K-2

Goal:
To utilize Internet resources to learn about cultures around the world.

Objective:
At the end of the unit, the participant will be able to:

• List the holidays being celebrated around the world on a particular day.
• Describe how the sounds animals make are interpreted in other languages.
• Create a picture of an animal speaking another language other than his/her native language.
• Draw and color pictures of flags around the world.
• Design and create a flag which represents the world as a whole.
• Write a statement or message using the International flag code.
• Retell and highlight an international folk story to the class.
• Explain a folktale or fairy tale relating to a holiday celebrated somewhere in the world.

Duration:
One week, one hour of online time each day.

Instructional Strategy:
Considering the age level of the students, whole group instruction and Internet access demonstration is an integral part of the instructional strategy for this unit. To facilitate the learning process, students should be divided into pairs or small groups of approximately 3-4 participants each.
Activity sheets can be completed individually or as a group, depending upon the ability level of each member. As you are grouping students, consider placing a strong reader in each group or pair.

Provide additional resources for students relating to cultures around the world. Encourage the use of both on-line and off-line research, activities, and reading materials relating to our multicultural world.

Prerequisite:

A short introduction to the Internet with information on access and addresses is required if you plan to put students at workstations on-line. Ensure that students are familiar with the basic operation of the Web browser used.

Depending upon the level of students with whom you are working and their reading ability, you may want to set up a "hot list" containing the addresses for each activity. This eliminates frustration for teacher and students in keying in the proper addresses and ensures that the time students have to work on the Internet is used wisely - giving students more time to search the sites for information instead of wasting time struggling with keying in Web addresses.

If you have multiple Internet stations available in your teaching setting, you can put a different "hot list" on each machine based on topics or sub-topics associated with the current unit.

These activities were designed with the Internet access component being teacher centered or teacher facilitated due to the young age of the students. It is suggested that you visit the Internet site as a large group, going over the information. Also helpful would be to project the Web pages you visit on a large screen and/or provide print outs of information from Web pages to share with the group. Pass out the activity sheets and ask the groups to complete each activity either as a group, or individually.

Assessment/Evaluation:

The activities in this unit can be evaluated on the basis of student participation, performance, and completion of activity sheets. Encourage cooperative learning, group process, problem-solving, competition, and the use of the Internet. In addition to being the primary presenter of the information being accessed on the Internet, you also serve as a facilitator and guide as students complete activity sheets for each exercise.

Encourage sharing through oral presentations both within the small groups and with the whole group upon completion of the activities. Encourage students to share their problem-solving strategies with their peers. Visual tips for completing the
activity sheets may be helpful for those students who are not yet reading or just beginning to read.

Other Related Activities:

- Is your class multicultural? If so, ask students in the class who may be from other countries or cultures to share information about their culture with the class. Ask them to talk about customs, language, crafts, food, etc. that differ from this country. They may even have a parent or grandparent who could become a guest speaker to the class.
- Author! Author! Have students create and write a story about a child from another culture visiting them or being adopted by their family. Or get story starters in the "Story Book" section at "Kids' Space" at http://plaza.interport.net/kids_space/index.html. This Web site also allows you to publish students' work.
- Create a multicultural bulletin board in your classroom and highlight a different country/culture each month. Visit the Web site “The Schoolhouse: Multicultural” at http://www.nwrel.org/school_house/Classroom/Social_Studies/Multicultural/Multicultural.html to learn about each of the countries. Ask students to contribute to the bulletin board by looking for information on the country of the month at home, on television, in magazines, and newspapers.
- Create a class scrapbook on cultures of the world. Ask students to locate pictures of people, cultures, arts & crafts, and maps from various countries in magazines, newspapers and other media sources. Create a passport for each student and as they contribute to the scrapbook, they receive a stamp for each country.
- Ask students to bring in menus from ethnic or cultural restaurants they may visit with their families. You may visit or call different restaurants in your community to request a menu. Ask students to compare items listed on the menu to learn more about the foods of a particular culture. Ask students to design their own cultural menu. If students are not writing well yet, this may be a pictorial menu.
- Visit the "World Safari" Web page at http://www.supersurf.com to talk to or leave messages for kids around the world. Under the "Message Center" section of this Web page, you can converse with other kids, ask questions, and strike up friendships around the globe.

Materials Needed by the Teacher:

- Activity sheets for each group member
- World map
- Globe in the classroom for reference
- World map hung in the classroom/bulletin board
• Construction paper  
• Crayons  
• Colored pencils  
• Magic markers

**Teacher Notes:**

As you begin this unit on "Cultures around the World" begin by asking students to define the words "culture" and "multicultural". Webster defines them as follows:

**CULTURE** - a state of civilization; customs; a high level of development.

**MULTICULTURE** - consisting of many and diverse cultures

• As the discussion continues, ask students to describe things that are unique to their culture. Things like food, holidays, folktales & fairy tales, language, money, and customs should be brought up in the discussion. As a whole group, begin creating a K-W-L chart on cultures around the world which reflects:
  ✓ What students "Know" about the subject
  ✓ "What" they would like to know about the subject
  ✓ What they "Learned" about the subject

• Ask students to help you complete the K section of the chart, what do they "Know" about cultures around the world. Ask students to help you complete the W section of the chart, "What" would they like to know about cultures around the world. Upon completion of this unit, students will assist you in completing the L section of the chart, listing what they "Learned" about cultures around the world.

• Ask students to create a web diagram as a small group outlining each of the things which makes up a culture.
Cultures Around the World

Student Activities

Activity #1: Today's a Holiday (Somewhere in the World)

Explain to the group that part of every country’s culture are unique holidays or celebrations that reflect important things about the people of its land.

To learn more about other cultures and their holidays, we are going to visit the Classnet project, "World Wide Holidays & Events," at http://www.classnet.com/holidays. This Web site not only gives you information on holidays around the world, it also allows you to search by specific month, country, or event relating to holidays everywhere.

Today is a holiday somewhere in the world! To learn more about today's holidays and to discover where and when they are celebrated, have students fill in the Activity Sheet #1.1. Be sure to go over why and how these particular holidays are celebrated.

Also take a look at Today's Feature holiday. Again go over Where & When, Why & How the holiday being featured is celebrated on Activity Sheet #1.2. Encourage students to locate the country with the holiday on a map or globe in the classroom.
Activity Sheet 1.1: Today's Holidays

Today's holidays are:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Can you find the following information:

Where?

_________________________________________________________________

When?

_________________________________________________________________

Why?

_________________________________________________________________

How?

_________________________________________________________________
Activity Sheet 1.2: Today's Featured Holiday

Today's featured holiday is:

____________________________________________

Can you find the following information:

Where?

____________________________________________

When?

____________________________________________

Why?

____________________________________________

How?

____________________________________________

____________________________________________
Activity #2: Talk to the Animals

As we continue our unit on cultures around the world, the language spoken by the people of a country comes to mind. This is a very important part of each country’s culture.

Do you know how they say hello in other cultures? German cultures say "Guten Tag." For the word "No" they say "Nein". But when you think of other cultures around the world, do you ever think of the sounds the animals of each country make? Animals make the same sound no matter what part of the world in which they live. However, our translation of how each language expresses them may be different. To "talk" to the animals of the world, we are going to visit the "Sounds of the World's Animals" Web page at http://www.georgetown.edu/cball/animals/animals.html. You will be using "sound spelling" to speak the language of the animals.

As you complete this activity, think about kids in other parts of the world learning about animals and their sounds as young children. Either display each animals link page or provide print outs for the children. Discuss and imitate several of the animal sounds from the various countries utilizing sound spelling. Ask each student (or group) to select two other languages and record the sounds of the animals on Activity Sheet #2.1.

Ask children to draw a favorite animal and have it speaking in another language on Activity Sheet #2.2.
**Activity Sheet 2.1: Talk to the Animals**

**Directions:**

Record the sounds the animals make for the different languages.

<table>
<thead>
<tr>
<th>Animals</th>
<th>English</th>
<th>Language:</th>
<th>Language:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FROG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GOAT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MONKEY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOUSE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PIG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIGER</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity Sheet 2.2: Talk to the Animals

Directions:

Draw a picture of your favorite animal speaking in another language. Use a cartoon balloon for the sounds the animal makes. You decide what animal and what language!
Activity #3: Flags Around the World

Many times a country's culture is reflected in the symbols associated with the country. One example of such symbolism may be found in the flag of a particular country. If you look at the flag of the United States, the stars represent each of the states that collectively make up the United States.

Each of the stripes represents one of the thirteen original colonies. Another example is Japan's flag. Japan is nicknamed "Land of the Rising Sun" and the flag shows this.

Let's view the flags of countries around the world at the Web site "Microscopic Flag Icons" at http://www.Kidlink.org/WWW/miniflags.html. As you view each of the flags, have students, either individually or in groups, complete Activity Sheet #3.1. They may use crayons, colored pencils or markers to recreate each country's flags. Again, this Web site should be projected or printed for the students as a reference.

Ask students to draw a flag representing the "whole world" on Activity Sheet #3.2.
Activity Sheet 3.1: Flags of the World

Directions:

Find the flag for the following countries and create a picture of the flag in the box provided.

(graphics unavailable in this format)
Activity Sheet 3.2: The World Flag

Directions:

Now that you have seen flags for many of the countries across the globe, it's your turn to create a flag that represents the "whole world." This flag should reflect all the countries around the world. Be creative and colorful as you design your flag!
Activity #4: Alphabet Flags

You should be beginning to understand that we live in a world made up of many different cultures. But cultures don't have to be limited to land. There is a culture at sea that involves being able to communicate with other people and vessels at sea.

- To take a closer look, visit the "Ports & Pilots Flag Game" at http://www.nav.com/ports/game.htm. This Web page allows you to see your name written in signal flags. (Print out a copy for each student if a printer is available.)
- Take a look at the section labeled "More information on Signal Flags ..." to see the alphabet flags. Print out a copy for each group or display on the large screen. Ask each group to create a statement or message in International flag code on Activity Sheet #4 and color it in.
- For some extra fun, ask groups to swap messages and try to decode.
Activity Sheet 4: Alphabet Flags

Directions:

Using the International flag code, create a statement or message.

(graphics not available in this format)
Activity #5: Once Upon a Time

Many of the folk and fairy tales you learned as young children may have come from other cultures in the world besides your own. Sometimes the same folk or fairy tale exists in many forms, depending upon the country or culture in which it is told.

- Let's learn more about tales from around the world at the Web site "Tales of Wonder" at http://www.ece.ucdavis.edu/~darsie/tales.html. Help select a region to explore and let's read several tales.
- Teacher note: Read several folk or fairy tales to the class as a whole. This might be a good time to have them sitting around you on the floor or on a rug in comfortable surroundings. This activity could be repeated daily, reading the group one story and discussing the cultural aspects of the story while this unit is being studied. Upon completion of the story ask the group the following questions:
  ✓ From what region did we select to read?
  ✓ Let's find this region on the globe or world map.
  ✓ Did you learn anything about the people of this region from the story
  ✓ Was there a morale or theme to the story?
  ✓ Do we have a similar story in our own culture?
Activity Sheet 6: Cultural Word Find

Directions:

Multicultural word find is an offline activity. Circle any of the words listed below you can find in the puzzle.

WORD BANK

R W O R L D A W I D O O F A
O E B E Q U Z P E N P A L S
S A N I M A L S M A C Y A K
Y T L A D K Y B I H U I G S
A H P N S C U L T U R E S B
D E M O R O B A U C R L R E
I R F S G U A N D V E D S G
L G L A I N F G C L N O B L
O W C V C T L U V E C J I O
H E U J H R H A I B Y W L B
P I B N X I G G U O N E E E
S H O U S E S E B D T K O J
A M F E T S H Y E N O M I D
GLOBE
CULTURES
LANGUAGE
FLAGS
COUNTRIES
FOOD
HOUSES
PENPALS
HOLIDAYS
MAP
WEATHER
TIME
WORLD
ANIMALS
MONEY
CURRENCY