

Around the World

Everyday Life in Many Cultures offers an overview of diversity around the world. *Delving Deeper* suggests ways to explore a specific culture and place in greater detail. We encourage you to try activities from both sections.

Teacher to Teacher

In teaching about world communities, consider the following:

- Focus on everyday contemporary life, not special events or traditional clothing that can cause children to create stereotypes.
- Help children make connections between their own life experiences and those of children elsewhere.
- Show the geographic, ethnic, and economic diversity that exists within a country by featuring more than one child and family.
- Use a variety of current sources: nonfiction and fiction books, photos, video, and Web sites.

—Susan Welch, grade 2 teacher
Newton, MA

Everyday Life in Many Cultures

Read, Explore, and Reflect. The Global Awareness books listed on page 16 are wonderful sources of information. Here are some strategies for making the most of these books.

- **Navigating nonfiction books.** Preview the sections of a book together and let kids choose which ones to read. Draw attention to charts, maps, pictures, and captions.
- **Compare and contrast.** Compare the lives of the different children featured in a book. For example, ask: *Which families fetch their water from a well? Which families have TVs? Which children wear uniforms to school?* Have children make comparisons to their own lives as well. How would their lives be different without running water or TV? Point out that most families in the world do not have these things.
- **Travel journals.** Locate the countries you read about on a globe or world map, then have children color and label the countries on their own world map (page 13). What interesting facts did they learn about each country? Children can create travel journals with a page about each country.
- **Photo opportunities.** Many of the Global Awareness books feature photos. Spend time examining the photos; they often contain a wealth of information and help children feel connected to families in diverse cultures. Ask: *Who do you think the people in the photo are? How are they related? What are they doing? What do you think they're going to do next? Does this photo remind you of something or someone in your life? Explain or draw a picture of that.*

Community Connections. Former Peace Corps volunteers are often happy to share their experiences with children. Go to www.rpcv.org/pages/groups.cfm?category=2, scroll to “Geographic Groups” and click on the city or state affiliation nearest to you. The group will help you find an appropriate guest speaker.

The Frensky Star (handout on page 8). Have children role-play the interview with Alberto then discuss what they learned. Make arrangements for kids to conduct individual or group interviews with family members, neighbors, or classroom guests. Help children write interview questions that will elicit thoughtful, interesting answers. Publish the interviews in a class newspaper.

World Wide Web Adventure (handout on page 9). Have children work in small groups to complete the World Wide Web Adventure. To prepare, bookmark the Web sites on your computer. Provide time for groups to compare and discuss their adventures.

Read books about families around the world and about the country your class is going to study.



Delving Deeper: Study a Country

1 Choose a Country. Pick a country featured in your social studies curriculum, a “sister city” of your town, the homeland of a cultural group in your community, or the country where your class pen pals live. The Bibliography for Kids on the ARTHUR Web site recommends resources for specific countries (pbskids.org/arthur/grownups/teacherguides/world). Use yahooligans.com to find additional Web sites.

2 Create a K-W-L Chart. Draw three columns: *Know*, *Want to Know*, *Learned*. In the *Know* column, list what kids think they know about a country you are studying. During your study, some of these preconceptions will be confirmed, others will be corrected. Next, ask children what they would like to learn. Write their questions in the *Want to Know* column. Search for answers as you read books, visit Web sites, and write pen pals. Help children enter answers and other interesting facts in the *Learned* column.

3 Examine Preconceptions. Use one of the following ARTHUR episodes— “Dear Adil” (episode 801), “Sue Ellen Moves In” (episode 121), “Francine Goes to War” (episode 506)*—or the book *Gila Monsters Meet You at the Airport* by Marjorie Weinman Sharmat, to examine how stereotypes arise and how they can be dispelled. As you watch or read, pause to discuss the characters’ misconceptions.

- What ideas, or preconceptions, did the characters have about each other?
- How did the characters come up with these mistaken ideas?
- What caused their ideas to change?
- What ideas did you use to have about the country we are studying? How have your ideas changed?

* You may videotape ARTHUR episodes and share them with children for up to one year. For local TV listings, go to pbskids.org/arthur/grownups

4 Geography and Globes. Discuss geography terms and concepts as you locate the country you are studying on a globe. *Is it on the equator or north or south of it? What continent is it on? What other countries are on that continent?* Trace different ways to travel from the U.S. to the country. *Can you get there traveling only over land? What is the shortest route? What oceans and/or continents do you cross?* Consider making a Balloon Globe (see page 15) and explore the Maps and Geography resources (page 16).

5 Share What You’ve Learned. Kids can choose to express what they have learned in a variety of ways. They can draw and label pictures, write a poem, or create a *Did You Know?* poster with interesting facts about the country they are studying. Working in a group, they can make a picture glossary of words in the language of the country, construct a chart comparing life in that country with their own lives, or create a class book modeled on *A Is for Africa* by Ifeoma Onyefulu, (an alphabet book about Nigeria), the *Colors of the World* series or the *Count Your Way* series. (See *Resources*, page 16, for details.)

“To thrive, even to survive in the 21st century, children will need critical thinking skills, empathetic attitudes, and comfort with a range of human diversity.”

Louise Derman-Sparks, Director,
Anti-Bias Leadership Project,
Pacific Oaks College, Pasadena, CA



Second graders studying Mexico created these bilingual word cards.



The Frensky Star

Arthur's World Neighborhood

ACTIVITY SHEET

pbskids.org/arthur

New Kid in Town

BY FRANCINE FRENSKY

Alberto Molina and his family just moved from Ecuador to Elwood City. I decided to find out all about the new kid in town.

Where is Ecuador, Alberto?

Alberto: Ecuador is in South America. The equator runs right through the country. Actually, the word Ecuador means "equator" in Spanish.



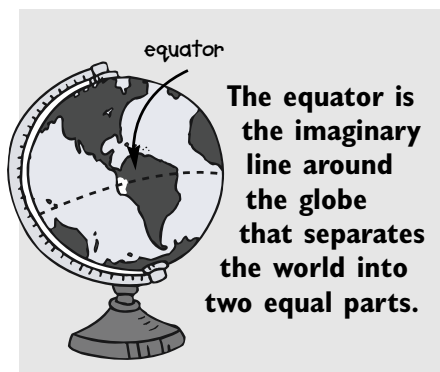
ALBERTO MOLINA, NEW KID

Wow! It must be really hot on the equator.

Alberto: In many places it is hot on the equator, but not everywhere. It depends how high up you are. In the mountains in Ecuador, it's cool all year round because it's so high.

I've heard kids from South America are crazy about soccer. Are you a soccer star?

Alberto: Lots of kids in Ecuador play soccer, but I like playing Ecua-volley. It's like volleyball but each team has only three players and you can catch the ball before you bat it back over the net. ★



Who would you like to interview? Write two interview questions. After your interview, write a report for your class newspaper.

1.

2.

World Wide Web Adventure



1 Go to: oxfam.org.uk/coolplanet/teachers/ywmw/snapshots.htm

Click on a photo to find out about that child's life.

Name of child _____

Country _____

List one way you and the child are alike. _____

List one way you are different. _____

2 Go to: plcmc.org/forkids/mow

Find the flag of that child's country.

Click on "View alphabetical list of countries."

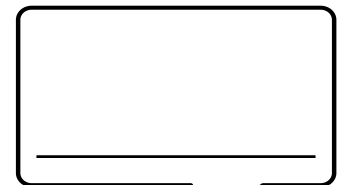
Find and draw the flag.



Country _____

3 Go to: www2.lhric.org/pocantico/vietnam/vietnam.htm

This site was made by a second grade class. Read "Schools in Vietnam" or "Visit Vietnam—A Picture Book." What is the most interesting thing you learned about Vietnam?



► BONUS! Go to: georgetown.edu/faculty/ballc/animals/animals.html

Click on the word "dog" to teach Pal how to say "bow-wow" in a different language. Write the word in Pal's speech bubble.

Write the name of the language you chose in the sentence below.

I taught Pal to say "bow-wow" in _____.

