

CULTURES OF THE WORLD



THEME BOX



Designed to meet these objectives:

- Students will listen attentively and respond to instructions.
- Students will use oral language to describe objects and experiences.
- Students will learn new words and expand vocabulary.
- Students will learn words from non-native languages.
- Students will build number sense.
- Students will identify, extend, and copy patterns.
- Students will learn about the cultures of other countries.
- Students will recognize land masses and oceans on a globe.
- Students will understand how wind can be used to generate electricity.
- Students will develop gross motor skills through active play.
- Students will develop fine motor skills through arts and crafts.

Your new Cultures of the World Theme Box has everything you need for comprehensive, hands-on lessons that span the curriculum. We've included a wide variety of props and manipulatives that help children explore foreign cultures—and learn about the fascinating customs of people all over the world! Inside this guide, you'll find ideas for dozens of involving activities covering 10 cross-curricular learning areas—from math to dramatic play. We've even included a list of terrific children's books to build up your classroom library. The Cultures of the World Theme Box is a perfect way to capture children's attention and boost essential skills!

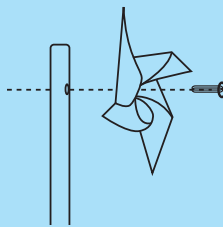
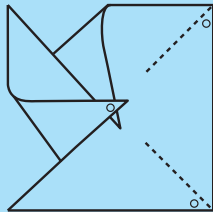
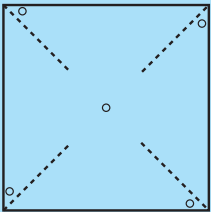
What's Included

- 20 Homes Around the World photo cards
- 4 Native American symbol stamps
- Ink pad
- Japanese paper fan
- Plastic foods: Mexican beans and rice, Japanese sushi, Chinese spring roll
- Musical instruments: Latin American maraca, African woven rattle
- World globe
- Storage tub
- 20 Children Around the World photo cards
- Chinese lantern
- Dutch clogs
- 5 national flags



Science

- People in many countries use fans to help keep themselves cool. Have children fan themselves with the fan. Then, have them fan themselves using only their hands. Which way works better? Try making a larger fan out of folded construction paper. Does the size of the fan make a difference?
- Demonstrate why day and night occur at different times around the world. Place the globe near a bright light, or shine a flashlight on it. Explain that the light represents the sun. When the sun shines on the U.S.A., it is daytime. Then, turn the globe so that the U.S.A. is in the dark. Which countries have daylight when children in the U.S.A. are asleep?
- Discuss windmills in the Netherlands (Holland). Explain that Dutch people once used wind as a source of power to grind wheat and pump water since much of Holland is below sea level. Now other types of power are used for these tasks. But, new types of windmills are now used in many countries to make electricity from the wind. The wind turns the blades of the windmill, which turns a turbine that makes an electric current. Help children make pinwheels so they can see how wind can turn a wheel. Make cuts in squares of paper along the lines shown in the illustration, and punch holes where shown. Bend the tips with the holes to meet at the center hole, being careful not to crease the paper. Push a brad through all of the holes, and then through a straw near its tip. Open the arms of the brad to hold it loosely in place. The pinwheel should spin when you blow at it.



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Music

- Sing “Frère Jacques”: Frère Jacques, Frère Jacques, dormez vous? Dormez vous? Sonnez les matines, sonnez les matines. Di, din, don! Di, din, don!
- Play music from different cultures, such as reggae, bagpipes, flamenco, polkas, and so on.
- Invite children to examine the maraca and woven rattle. How do you play them? Do they sound alike? Explain that these are both rattles, a type of instrument used by musicians in many different cultures. Maracas are popular in Latin American countries. They are traditionally made of dried gourds filled with pebbles or seeds. The woven rattle is from Burkina Faso, in Africa. It is made of dried grasses and leather. Children can make their own rattles. Place dried beans, rice, or pebbles in clean, dry, small water bottles. Cap the bottles and decorate with collage materials and ribbons. Then, shake the rattles to the beat of your favorite song!
- Teach children a simple folk dance, such as the Mexican Hat Dance, Hava Nagila, polka, or hula. Or, watch a video of folk dancing and encourage children to dance along.



Active Play

- Play tag like children in Spain do: One player (the “moon”) must stay within the shadow of a tree while trying to tag the other players (“stars”) as they move in and out of the tree’s shadow. The first star to be tagged becomes the new moon.
- Set up your own Olympic Games. Invite children to represent different countries in a variety of races, obstacle courses, beanbag tosses, and other activities. Make sure every athlete gets a gold medal!



Language

- Read and discuss folk tales from several different cultures. How are they similar or different?
- Show the photo cards one at a time. Read the details on the backs, and help children find each country on the globe. How is life in these countries similar or different from your students' lives?
- Discuss the foods in this kit. Which ones have children tasted? Which cultures are they from?
- Make designs with the Native American stamps. Explain that the animals represent different personal qualities. For example, the bear represents strength. What do children think the other animals and symbols represent?
- Invite children to examine the wooden clogs. Point out that these shoes were traditionally worn in the Netherlands, where the ground is often muddy. What do your students wear in the mud?
- Encourage children to learn greetings from various cultures, such as:

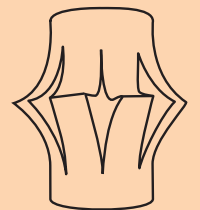
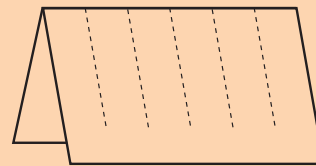
| | | |
|-------------------|----------------------------|----------------------------|
| China (Mandarin) | <i>ni hao</i> | NEE-how |
| Egypt (Arabic) | <i>al salaam a'alyakum</i> | ah-sah-LAHM ah ah-LAY-koom |
| France (French) | <i>bonjour</i> | bohn-ZHOOR |
| India (Hindi) | <i>namaste</i> | nah-mah-STAY |
| Japan (Japanese) | <i>konichiwa</i> | koh-NEE-chee-wah |
| Mexico (Spanish) | <i>hola</i> | OH-lah |
| Thailand (Thai) | <i>sawadi</i> | sah-wah-DEE |
| U.S.A. (Hawaiian) | <i>aloha</i> | ah-LOH-ha |
| U.S.A. (Mohawk) | <i>sekho</i> | SEH-goh |

Point out that nonverbal greetings also differ. In the U.S.A., many people shake hands when they meet. In Japan, people may bow to each other. Many Europeans kiss each other's cheeks. But people of every culture understand a smile!



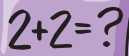
Art

- Increase your collection of international flags. Find pictures of flags from various countries and use construction paper or markers to copy them. Decorate your classroom with the finished flags.
- Children in the Philippines, China, Japan, England, and many other places enjoy making paper kites. Research some examples, and then help your students make their own colorful kites.
- Help children make Chinese lanterns, like the one included in this set. To make each lantern, fold a sheet of construction paper in half. Make several parallel cuts starting at the fold and stopping about an inch from the outside edge. Open the paper and tape into a cylinder. Attach a strip of paper at the top to form a handle. Then, have a parade of lanterns!



Sand & Water

- Show children the homes cards and point out that people use many different materials to make their houses. Some are made of mud. Help children mix sand and water and make huts.
- Navajo people and Tibetans make designs of sand on the ground. This artwork is not permanent; it blows away in the wind. Invite children to make their own sand designs on the playground. How long will they last?

 $2+2=?$

Math

- Use the stamps to make patterns. Have one child start a pattern, and then invite another child to extend it.
- Make rhythm patterns by clapping and patting your thighs, such as “clap, clap, pat, clap, clap, pat.” Encourage children to join in when they recognize the pattern. Then, make another AAB pattern by snapping your fingers and stomping your foot: “snap, snap, stomp, snap, snap, stomp.” Help children understand that the pattern is the same although the sounds are different. Can anyone think of another way to make the AAB pattern? Suggest making the same AAB pattern using shapes or colors instead of sounds.
- Teach children to count to five in another language:

French: *un, deux, trois, quatre, cinq* (**unh, duh, trwa, kahtr, sank**)

German: *eins, zwei, drei, vier, fünf* (**ines, tsvey, drye, feer, fewnf**)

Spanish: *uno, dos, tres, cuatro, cinco* (**oo-noh, dohs, trays, kwah-troh, seen-koh**)

Swahili: *moja, mbili, tatu, nne, tano* (**mo-jah, m'bee-lee, ta-tu, n-neh, tah-no**)



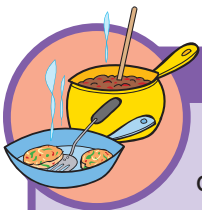
Dramatic Play

- Use the play foods to set up an international restaurant. Encourage children to order, serve, and pretend to eat foods from different cultures.
- Place suitcases, play money, passports, and tickets in your dramatic play area. Invite children to pretend they are going on a vacation in another country.
- Instead of a tea party, have a Chinese or Japanese tea ceremony. Hang the Chinese lantern from the ceiling to set the scene. Sit on cushions on the floor and pretend to brew and pour the tea. Remind guests to accept their tea cups with both hands to show respect.
- Point out that many Asian cultures use chopsticks instead of forks. Provide wooden chopsticks and help children hold them properly. Challenge them to pretend to eat with the chopsticks.



Library

- *Bread, Bread, Bread* by Ann Morris
- *The Colors of Us* by Karen Katz
- *Everybody Bakes Bread* by Norah Dooley
- *Everybody Cooks Rice* by Norah Dooley
- *Homes Around the World* by Bobbie Kalman
- *Nine O’Clock Lullaby* by Marilyn Singer
- *On the Go* by Ann Morris
- *On the Same Day in March: A Tour of the World’s Weather* by Marilyn Singer
- *Shoes, Shoes, Shoes* by Ann Morris
- *Welcoming Babies* by Margy Burns Knight
- *Whoever You Are* by Mem Fox



Cooking

- Explain that grains are important parts of most people’s diets. In the U.S.A., wheat is the most popular grain. We eat it in bread and other foods. In Latin America, corn is used to make tortillas and tamales. Rice is the favorite grain of many cultures. Bring in samples of food made with different grains for children to taste.
- Discuss the cultural origins of some popular “American” dishes such as spaghetti and pizza (Italy), tacos (Mexico), and hot dogs (Germany).