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## Summary:

Students will learn about, make, and play percussion instruments.

## Curriculum Objective:

Fine Arts—Music: Standard 2, Objective 1.

### **Standard 2:**

The student will play instruments as a means of musical expression.

### **Objective 1:**

Discover and demonstrate sounds on simple percussion instruments from the classroom and various cultures.

## Materials:

*CultureGrams Online Edition—World Edition*

*Any normal classroom items that can be turned into percussion instruments (spoons, rulers, bottles, etc.)*

*A CD or CDs of percussion music from different genres or cultures*

## Instructions:

1. In the World Edition search box, search for a term like “drum” and skim results.
2. Read the Arts category for several countries where drums and percussion instruments form an important part of the musical tradition (e.g., Ghana, Belize, Grenada).
3. Explain to students how each culture uses its own materials to make music (e.g., in Belize drums are often made from hollow logs because that is the material available; in Grenada, steel drums are made from empty oil barrels, etc.). Discuss different examples of this idea, and show pictures or real instruments, if available. Play a CD of percussion music from different genres (e.g., jazz, reggae, rock, latin, etc.) or cultures, if available.
4. Ask students to look around the classroom and discover what things they would use for percussion instruments if they had nothing else. (This could be a box of paper clips, or a ruler, or empty plastic bottles with lids, or a basketball, etc.)
5. Have the students take their “new” percussion instruments and follow the teacher’s lead in drumming out a beat.

## Follow-up:

1. Have students ask their parents for help in researching, in a library or on the internet, information about a percussion instrument from a particular country (including the United States). Have students share what they learn with the class.
2. Challenge students to create their own rhythm at home using simple percussion instruments.

## Summary:

Students will improvise a dance based on different landscapes or cultures.

## Curriculum Objective:

Fine Arts-Dance: Standard 4, Objective 3.

### **Standard 4:**

The student will understand and demonstrate dance in relation to its historical and cultural origins.

### **Objective 3:**

Make connections between dance and other disciplines.

## Materials:

*CultureGrams Online Edition—World, Kids, and States Editions*

## Instructions:

1. Choose a section from a particular country (for example, Morocco, Land and Climate).
2. Discuss the section as a class and choose a notable feature (for example, the Sahara desert).
3. Ask students to improvise a dance that demonstrates the features of a country/culture the class has chosen. This may be done as a class, in groups, or individually.
4. Choose a well-done improvisation and teach it to the rest of the class.
5. Discuss the challenges and advantages of expressing different things through dance.
6. Choose another section and topic and repeat.
7. Other examples: India (an elephant, or bathing in the holy river Ganges); Russia (a tall pine forest in Siberia; a Cossack); U.K. (the Queen, or an ocean breeze, or rain).

## Follow-up:

1. Ask students to discuss and show their improvisations to their parents.
2. Have students generate new dance topics/ideas from different disciplines.

**Summary:**

Students will recognize graphs and tables as a math application.

**Curriculum Objective:**

Mathematics: Standard 4, Objective 5.

**Standard 4:**

The students will recognize the interrelatedness of mathematical concepts . . . especially as they apply to daily living.

**Objective 5:**

Employ mathematics in their daily lives: Recognize and develop mathematical application that occurs in social studies (graphs, tables, map skills, etc.).

**Materials:**

*CultureGrams Online Edition—Kids and States Editions*

**Instructions:**

1. Print or show any States Edition population chart; print or show any Kids Edition religion graph.
2. Point out the features of a chart or graph (e.g., a slice of pie or bar that represents a concept; numbers, colors, different categories of information [population groups, religions, etc.]; a way to measure [numbers running up the side, etc.]).
3. Explain that what is shown is meaningful—that the numbers are not just numbers, but help explain real facts and trends about how people live.
4. Explain how graphs and charts can be used to compare information. Choose a meaningful example from the States or Kids Editions.
5. Make a chart or graph based on some kind of normal classroom activity. Example: pencils used per week, or cloudy days, or the number of students attending class, etc. Let students come up with ideas of their own, and make their own chart or graph.

**Follow-up:**

Ask students to go home, find a chart or graph from a newspaper or magazine, cut it out, and bring it to school to discuss.

**Summary:**

Students will understand and show respect toward national symbols.

**Curriculum Objective:**

Social Studies: Standard 5, Objective 2.

**Standard 5:**

Students demonstrate respect for individuals and property.

**Objective 2:**

Show respect for national symbols and traditions: Identify symbols of the United States, Demonstrate respect for patriotic traditions

**Materials:**

*CultureGrams Online Edition—Kids Edition*

**Instructions:**

1. Explain what a symbol is and ask students to name several national symbols (e.g., U.S. flag, the bald eagle, U.S. coins or currency, the White House, famous presidents such as Washington or Lincoln, etc.). Show any of various national images from the text of the United States in the Kids Edition. Pass them around the class for all to see.
2. Using the Kids Edition, show or describe other nations' national symbols. Discuss why each country's symbols are different, and how each nation's values are different. Ask students what they value, personally, and what people in the United States value as a society.
3. Discuss what each U.S. symbol means, and why the things they represent are important (give short historical background, as necessary).
4. Discuss why national symbols, and traditions that include national symbols, should be given respect. Mention specific ways respect can be shown (removing a hat during a flag ceremony, or not hurting a bald eagle, etc.).
5. For an activity, have each student draw a family symbol (or symbols). Discuss why they chose what they did, and relate their respect for their family symbols to respect for national symbols.

**Follow-up:**

Find and read the class a story that relates to patriotism and respect for national symbols.

**Summary:**

Look at several countries to see factors that shape how a community begins and changes.

**Curriculum Objective:**

Social Studies: Standard 1, Objective 1.

**Standard 1:**

Students will show the sequence of change in communities over time.

**Objective 1:**

Recognize the sequence of change in communities over time: Identify factors that contribute to the establishment of the community; e.g., location, natural resources, climate; Identify factors that contribute to the growth of a community; e.g., agriculture, industry, natural resources, transportation.

**Materials:**

*CultureGrams Online Edition—Kids Edition*  
*Butcher paper*

**Instructions:**

1. In preparation, read through two or three countries in the CultureGrams Kids Edition (choose countries from different regions and climates), noting factors like location (e.g., island, land-locked, region, etc.), climate (Mediterranean, tropical, desert), history (native inhabitants, colonization, migration, etc.), culture (religion, customs), natural resources (forests, water, agriculture), etc. that shape how a community begins and develops.
2. Either print, show online in the classroom, or ask students to visit the school library to read the CultureGrams Kids Edition texts for the countries you have chosen. Ask students to think, as they read, about why people might have wanted to settle in those particular places.
3. As a class or in groups, make a list of the factors (for each country) that contribute to the establishment of the community. Discuss the differences. What factors seem the most important?
4. As a means of discussing what factors make communities grow and change, have students draw a map of their own community on butcher paper. Identify important features (land, bodies of water, other communities or cities nearby, schools, business and agricultural districts, etc.). Display the completed map and its features, and discuss what factors influence how or whether a community grows. Compare what students learn about influences on their community with influences in other communities. What factors are the same? What factors are different?

**Follow-up:**

Have students listen to the news or get help looking through a newspaper to find examples of events that are changing their community. Share them with the class.

**Summary:**

Students will improvise a play based on a historical event or incident.

**Curriculum Objective:**

Fine Arts—Theatre: Standard 1, Objective 1.

**Standard 1:**

The student will plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theatre.

**Objective 1:**

Plan, with the teacher, appropriate actions for all characters in a story and other justifiable actions motivated by the story.

**Materials:**

*CultureGrams Online Edition, esp. Kids and States Editions*

**Instructions:**

1. Choose an interesting historical event from the history section of a CultureGram. (Or divide the class into groups and assign each group a different history section from the same CultureGram; this will allow the improvisation to broadly cover all of a state's or country's history).
2. As a class, improvise a simple play based on the story. Consider various options for the story's plot, choose one, and create a cast of characters. Write the main plot on the board, then organize the class into groups to create dialogue and ideas for each section of the plot. Include all students in the process; some may want to work on staging, lighting, costuming, sound effects, or visual effects.
3. Move through the process relatively quickly to avoid losing the spontaneity of improvisation.

**Follow-up:**

1. Have students improvise a play with their families, reenacting an important family event or memory.
2. In a later lesson on state, local, or national history, discuss how history is like a play, where events are acted out by real characters and where every event could be made into many plays according to the perspective and point of view it is shown from.

## **Summary:**

Students will learn what a culture is as they study another country's way of life.

## **Curriculum Objective:**

Social Studies: Standard 3, Objective 1.

### **Standard 3:**

Students trace the development and emergence of culture in indigenous communities.

### **Objective 1:**

Describe the various factors that draw communities together: Identify the elements of culture; e.g., language, government, religion, food, clothing.

## **Materials:**

*CultureGrams Online Edition, esp. Kids Edition*

## **Instructions:**

1. In the CultureGrams Kids Edition, find a country of interest to the class, e.g., Japan. (You may want to read the CultureGrams World Edition for greater depth and background prior to this lesson.)
2. Read sections of the text to the students, and then read other sections together. Be sure to include categories such as Land and Climate, Population, Language, Government, Religion, Food, Holidays, and Schools. Ask students what makes the way of life (culture) in that country different from life in the United States. Ask students to imagine what it might be like to live in that culture. Explain that a culture is a combination of all these things, and is reflected in the traditions and customs of the country.
3. Ask students to think about their culture. Have them write down two traditions common to the United States (e.g., celebrating Halloween, or singing "Happy Birthday to You.") Discuss their answers. Where did these traditions come from? Explain that each country's history and way of life makes its culture unique.

## **Follow-up:**

Tell students that each family is a small culture with its own traditions. Ask them to share their family's traditions. Where did those traditions come from? Help them see the parallels between a small community (family) and a large community (nation or country).

## **Summary:**

Students will build on what they know to learn more about a state or country.

## **Curriculum Objective:**

Language Arts: Standard 1, Objective 1.

### **Standard 1:**

Students use prior knowledge to make predictions, comprehend new information, and construct meaning.

### **Objective 1:**

Make connections between personal experience and print: Assimilate new ideas introduced through pictures and print; Relate new ideas to existing knowledge; Create mental images from pictures and print; Generate questions from the reading; Discuss ideas related to the text, before, during, and after reading.

## **Materials:**

*CultureGrams Online Edition, esp. Kids and States Editions*

## **Instructions:**

1. Choose a country or state of interest to the class in the CultureGrams Kids or States Edition, and read through it to familiarize yourself with the content.
2. Ask the class what they know, or what images come to their mind, when they think about the place in question (e.g., for Japan, they might think of sumo wrestlers, or rice, or kimonos, etc.).
3. Read the class several sections (and show images, if available) that expand their knowledge beyond the stereotypes they're familiar with, and discuss how their understanding of the place changes (e.g., people seldom wear kimonos, that work and school occupy most people's time, etc.). As they learn about characteristics of the place (e.g., high density, urban, industrial, hi-tech), ask students to predict what life might be like there. Discuss their predictions, then have them each write five questions about the place that they would like to have answered.
4. Ask students to read a few sections together as a class or on their own, esp. from the history sections. Discuss how the history relates to the other information they have learned. Read and answer some of their questions.
5. Conclude by having students draw a picture of their new image of the place.

## **Follow-up:**

1. Ask students to do further research, at home or in the school library, about the place they learned of in class. Have them share their research with the class.
2. Find a person from the place they studied to make a presentation to the class.

## **Summary:**

Students will discuss the symbolism and meaning of various national flags and then create flags to represent themselves.

## **Curriculum Objective:**

Fine Arts—Visual Arts: Standard 3, Objective 2.

### **Standard 3:**

The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes.

### **Objective 2:**

Discuss, evaluate, and choose symbols, ideas, subject matter, meanings, and purposes for artworks: Interpret how artists use symbols to express moods, feelings, and ideas in art; Create and invent symbols to represent ideas, moods, or thoughts in artwork.

## **Materials:**

### ***CultureGrams Kids Edition***

***Art materials—construction paper, scissors, glue, colored pens or pencils, etc.***

## **Instructions:**

1. Help students to see flags as works of art that use color, design, symbols, etc., to convey meaning. Refer to some of the country flags depicted in the Kids Edition reports (and the accompanying interpretations) to give examples of the artistry in flag design.
2. Assign students to create a unique flag representing themselves, their family, or their city, state, or country of birth.
3. Students can display their flags and explain their use of color, symbolism, and design.

## **Follow-up:**

1. Discuss flag etiquette.
2. Talk about other kinds of symbols that are prevalent in our culture and how they function to convey meaning.

## Summary:

Students will learn how to interpret data from a bar graph and create a bar graph of their own.

## Curriculum Objective:

Mathematics: Standard 11, Objective 2.

### **Standard 11:**

The students will collect, organize, describe, display, and interpret data while making decisions and predictions based on that data.

### **Objective 2:**

Construct, read, and interpret displays of data: Collect data and display it on tables and lists.

## Materials:

*CultureGrams States Edition*

## Instructions:

1. Assign students to look at the population bar graphs in 5 to 10 CultureGrams States Edition reports. Help students to see what those graphs reveal about the population of the United States. What ethnic group is in the majority? What ethnic groups represent the largest minorities? Does that vary by region? Why?
2. Have students gather data about the composition of their class through informal polling. They could poll their classmates on such topics as hair color, eye color, state of origin, favorite school subject, pet ownership, favorite fruit, etc.
3. Have each student use the data he or she has collected to create a bar graph.

## Follow-up:

1. Discuss with the students what they learned from the data they gathered.
2. Help students see the value in representing data graphically as opposed to expressing information in text alone.

## **Summary:**

Students will write a short essay or story in which they imagine what their life would be like if they lived in another country.

## **Curriculum Objective:**

Language Arts: Standards 2 & 7.

### **Standard 2:**

Students comprehend and critically evaluate text as they read for different purposes.

### **Standard 7:**

Students use process strategies to create text.

## **Materials:**

*CultureGrams Kids Edition*

## **Instructions:**

1. Assign each student to read a selected Kids Edition CultureGram. The country selection could vary depending on student interest or class objectives. The students should pay particular attention to categories dealing with daily life in another country—Land and Climate, Games and Sports, Food, Life as a Kid, Schools, Getting Around, etc.
2. Have students write a short essay or story in which they imagine what their life might be like if they lived in another country. Students could write about an ordinary day, a holiday, or a social event of some kind. Some of the information for their stories may be drawn from what they read in CultureGrams, but students should also be encouraged to use their imaginations in deciding what life in the foreign country might be like.

## **Follow-up:**

1. Talk with students about what they learned from this activity. In what ways would their lives be similar or different if they lived somewhere else? Try to help them see that all countries and cultures have value.
2. Discuss with students how worldview is shaped by such factors as geography, climate, economy, language, and history.

**Summary:**

Students will study the geographical similarities and differences among the western states of the United States and draw a physical map of the region.

**Curriculum Objective:**

Social Studies: Standard 6, Objective 1.

**Standard 6:**

Students use geographical tools to analyze political and physical features of Utah and the Western United States.

**Objective 1:**

Identify geographic characteristics of Utah and other states in the western region of the United States.

**Materials:**

*CultureGrams States Edition*  
*Map of the United States*

**Instructions:**

1. Assign students to read the CultureGrams reports for the western states in the States Edition.
2. Lead a discussion with students in which you contrast the West as it is portrayed in film and literature—cowboys, Native Americans, gunfights, mountain men, cattle drives, saloons, etc.—with the real west of today. You could also read passages from a traditional western novel or show a clip from a film. Based on the students' reading of the western states CultureGrams reports, what is the west like today? What similarities do western states share? How do they differ?
3. Talk with students about the importance of Western geography—the rugged frontier, wide open spaces, the climate, natural resources, limited water, etc. Assign students to create a physical map of the West.

**Follow-up:**

Talk with students about how western geography has shaped settlement patterns, affected economic development, and influenced the culture.

## **Summary:**

Students write a paper exploring some of the reasons for conflict between Native American inhabitants and white settlers in the United States, as well as comparing those historical interactions with a contemporary conflict.

## **Curriculum Objective:**

Social Studies: Standard 4, Objective 1

### **Standard 4:**

Students analyze the contributions of key individuals and groups on the development of the New World and the United States.

### **Objective 1:**

Analyze the role of American Indians, explorers, and leaders in the development of the New World.

## **Materials:**

*CultureGrams States Edition*

## **Instructions:**

1. Divide students into groups of four to five people. Assign each group to survey the early history sections of States Edition texts to discover what patterns they can find in the development of the New World. The groups should look at sections on Native American inhabitants, the interaction between Native Americans and whites, the exploration of the American frontier, etc. As they are reading, the groups should compile a list of what factors generally led to conflict between Native American inhabitants and white explorers and settlers.
2. Lead a class discussion about the relationships generally between Native Americans and white settlers in U.S. history. Was conflict inevitable? Why do people have trouble accepting others who are different? What could have been done to reduce the negative effects of conflict?
3. Have students write a paper describing what factors generally led to conflict between Native American inhabitants and white settlers. The paper should also identify and discuss a contemporary conflict where there are similar causal factors.

## **Follow-up:**

Lead a discussion to help students understand the causes and effects of cultural conflict and the benefits of mutual respect and cooperation.

## Summary:

Based on their reading of specific States Edition CultureGrams, students choreograph and perform dances that reflect a historical period or region in the United States.

## Curriculum Objective:

Fine Arts—Dance: Standard 4, Objective 1.

### **Standard 4:**

The student will understand and demonstrate dance in relation to its historical, cultural, and personal origins.

### **Objective 1:**

Perform and understand dances from different time periods and cultures: Create dances that reflect cultural or historical ideas; e.g., participate in choreographing a group dance inspired by a historical period or region in the United States. Perform the dance for an audience.

## Materials:

*CultureGrams States Edition*

## Instructions:

1. Help students understand some of the functions of dance across cultures and across time—as a part of religious ritual, as recreation, as courtship, as entertainment, as socializing, as storytelling, etc.
2. Assign students to read specific States Edition CultureGrams that conform to class interests and goals.
3. Based on their reading in CultureGrams, have students choreograph and perform dances that reflect something about a particular time period or region in the United States. These dances could be performed either individually or in groups.

## Follow-up:

1. Talk with students about how dance communicates in ways that other art forms don't.
2. Discuss the function of dancing in the culture of the United States.

## Summary:

Students participate in role-plays involving historical interaction between white settlers and Native Americans in Utah.

## Curriculum Objective:

Fine Arts—Theatre: Standard 1, Objective 1.

### *Standard 1:*

The student will plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theatre.

### *Objective 1:*

Collaborate to select interrelated characters, environments, and situations that create tension and suspense for informal and formal theatre: Plan, in small groups, interrelated characters, environments, and situations that create tension based on Utah state history and dramatize. (See also Social Studies Core.)

## Materials:

*CultureGrams States Edition*

## Instructions:

1. Have students read the Utah report in the CultureGrams States Edition, focusing particularly on relations between whites and Native Americans. Help students understand some of the historical factors that influenced these interactions; e.g., cultural and religious differences, common threats to survival, competing interests in land and natural resources, etc.
2. Divide students into two groups—Native Americans and white settlers—for the purpose of planning and participating in role-plays that dramatize the historical relationships between whites and Native Americans in Utah. These role-plays can involve everyday interactions or more dramatic events such as the Walker War or the Black Hawk War. In either case, students should try to represent their respective group as accurately and empathetically as possible. Help the groups avoid mere caricaturing and unfair stereotyping of either group.

## Follow-up:

1. Assign all students to write a personal diary entry representing their group's viewpoint on relations between the groups. Have them read the diary entries aloud to the class as if they were part of a diary handed down to them over many generations.
2. Lead a discussion with students to find out what they learned from this exercise, if there are applications from this exercise that would be valuable today, etc.
3. Help students understand some of the key events in Utah history that illustrate the successes and failures of interaction between Native American and whites in Utah.

**Summary:**

Students act as agents for the tourist boards of Canada, Mexico, and the United States, trying to convince tourists to visit each of the three countries.

**Curriculum Objective:**

Social Studies: Standard 8.

**Standard 8:**

Students compare the cultures of Canada, Mexico, and the United States

**Materials:**

*CultureGrams World Edition or Kids Edition*  
*Materials to make posters*

**Instructions:**

1. Divide students into three groups and assign each group to represent a tourist board of Canada, Mexico, or the United States.
2. Have each group read the CultureGram (World Edition or Kids Edition) for their respective country and prepare a 10-minute oral presentation in which they try to persuade tourists from the other two countries to come to their country to visit.
3. Each group should also make a poster as a visual aid to accompany their presentation. Having groups put together travel brochures or multimedia presentations would be an interesting alternative, emphasizing visual elements.

**Follow-up:**

Lead a follow-up discussion on how these three North American countries are similar and how they are different. The class can also explore some of the reasons for these similarities and differences—geography, history, economy, government, etc.

## **Summary:**

Using the same categories in CultureGrams Kids Edition, students will collaboratively create a CultureGram.

## **Curriculum Objective:**

Language Arts: Standard 9, Objective 1.

### **Standard 9:**

Students, teachers, and parents write and respond together.

### **Objective 1:**

Write collaboratively on a selected topic: Generate a topic together; Make new and productive connections between their own ideas and those of others; Evaluate the quality of ideas; Review, revise, and edit together; Balance personal and group needs; Reach consensus on a final document; Publish the finished product.

## **Materials:**

*CultureGrams Kids Edition*

*Paper and writing instruments*

*Art supplies*

## **Instructions:**

1. Organize students into groups of four to five members. Assign each group to collaboratively write a CultureGram for the United States or the students' home state or city. The groups should use the same categories as in the Kids Edition texts, though the categories can be modified depending on the students' interests and abilities.
2. Group members will be responsible for dividing up tasks, gathering information, writing the text, revising the initial drafts, and compiling the finished project into a unified whole.
3. Once the text portions are finished, the students can illustrate the texts with pictures that they draw or paint.
4. Have groups show their CultureGrams to the rest of the class. Or post the student-created CultureGrams for everyone to see.

## **Follow-up:**

1. Discuss the collaborative process with students—what it was like writing a paper together, how they made decisions, how they dealt with differences of opinion, etc.
2. Compare the student-created CultureGrams with the Kids Edition CultureGrams to talk about cultural diversity and similarity.

## **Summary:**

Based on their reading of specific Kids Edition CultureGrams, students choreograph and perform dances that reflect their interpretation of a country's culture.

## **Curriculum Objective:**

Fine Arts—Dance: Standard 4, Objectives 1 & 3.

### **Standard 4:**

The student will understand and demonstrate dance in relation to its historical and cultural origins.

### **Objective 1:**

Perform and understand dances from different time periods and cultures: Create and perform an original dance that reflects a particular historical time period, nation, region, or culture.

### **Objective 3:**

Make connections between dance and other disciplines.

## **Materials:**

*CultureGrams Kids Edition*

## **Instructions:**

1. Help students understand some of the functions of dance across cultures and across time—as a part of religious ritual, as recreation, as courtship, as entertainment, as socializing, as storytelling, etc.
2. Assign students to read specific CultureGrams.
3. Based on their reading in CultureGrams, have students choreograph and perform dances that reflect something about a particular country's culture, history, geography, holidays, etc. These dances could be performed either individually or in groups.

## **Follow-up:**

1. Talk with students about how dance communicates in ways that other art forms don't.
2. Discuss the function of dancing in the culture of the United States.

## **Summary:**

Students participate in a geography bee to learn about the physical features and political divisions of Europe.

## **Curriculum Objective:**

Social Studies: Standard 9, Objective 2.

### **Standard 9:**

Students analyze European boundary changes from 1900 to the present.

### **Objective 2:**

Describe the changes in country borders after the breakup of the Soviet Union in 1990 and today:  
Identify current political and physical boundaries of modern Europe.

## **Materials:**

*CultureGrams World Edition*  
*Map of Europe*

## **Instructions:**

1. Assign students to familiarize themselves with selected geographical information in the European reports of the CultureGrams World Edition. Have them pay attention to such information as country location, capital cities, major geographical features, etc.
2. Using a map of Europe, point out the major physical features of the region. Help the students understand the significance of the geographical features, in addition to knowing where they are. Also, point out the 15 countries that used to belong to the former Soviet Union (Armenia, Azerbaijan, Belarus, Estonia, Georgia, Kazakstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan).
3. Organize a geography bee to test the students on what they have learned. Ask questions about country capitals, country locations, major geographical features, former countries of the Soviet Union, etc.

## **Follow-up:**

1. Periodically drill students on their geographical knowledge.
2. Refer to the information in CultureGrams reports to explain to students how geography can influence such things as history, economy, health, diet, and other aspects of culture.

## Summary:

Students participate in a model European Union to debate which countries should be admitted as part of the EU.

## Curriculum Objective:

Social Studies: Standard 6, Objective 2.

### **Standard 6:**

Students examine the development of European culture from 1900 to the present.

### **Objective 2:**

Explore the culture and current events of modern Europe: Investigate issues facing Europe today; e.g., pollution, economics, social structure, and country borders.

## Materials:

*CultureGrams World Edition*

*World map (to be used a reference tool for discussion)*

## Instructions:

1. Briefly introduce students to the history and purpose of the European Union. On a map, show them the 15 member countries (Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, Sweden, and the United Kingdom) and the 13 candidate countries (Bulgaria, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia, Slovenia, and Turkey).
2. Organize students into a model EU, part of the class representing the member countries and another part representing the candidate countries. Each student should be assigned to represent a specific country, either an EU country or a candidate country. In order to participate in this activity, students should also read the CultureGram of the country they represent so that they can support the country's interests in a debate.
3. After this initial preparation, have the students representing the candidate countries give short presentations on why their country should be admitted. Presentations should focus on the positive aspects of the countries, what they can contribute to the European Union as a whole. After all the presentations have been given, the member countries deliberate amongst themselves and then vote on five countries to admit. They should also explain the rationale for their decisions to the class.

## Follow-up:

1. Lead a follow-up discussion about what the students learned from the Model EU.
2. Have students follow the news of the EU for a specified period of time.

## Summary:

Students will learn how cultural norms and personal beliefs influence relationships.

## Curriculum Objective:

Health Education: Standard 3, Objective 2.

### **Standard 3:**

Students determine how knowledge, skills, attitudes, and behaviors contribute to health relationships with self and others.

### **Objective 2:**

Develop ways to manage and/or adapt to changes in relationships.

## Materials:

*CultureGrams Online Edition—World Edition*

## Instructions:

1. Divide the students into groups of two. Assign one to be the group writer and one the group speaker.
2. Divide the blackboard into the following categories: religious norms, societal norms, personal choice, and family culture. Discuss how each area can impact relationship choices.
3. Assign each group in the class 5 different CultureGrams, each country from a different continent. Have each group scan the Dating and Marriage and Family sections of their assigned CultureGrams.
4. Have the students in each group create an informal chart organizing each country according to the categories listed on the board. Give the students 15-20 minutes to complete this in-class assignment.
5. Have each of the group speakers come up and explain a bit about their assigned countries. Have the students list their countries on the board under the category that most influences the natives' dating and relationship choices.
6. Conduct an in-class discussion about aspects of U.S. American culture regarding dating, marriage, and family life. What similarities are there to the countries listed on the board? What differences?
7. As a class, have the students rank the categories according to what is most influential in their dating, marriage, and family life decisions.

## Follow-up:

*(Note that this follow-up activity conforms to Standard 1, Objective 2: Apply decision-making skills to address an issue.)*

Have the students write a short paper (no more than two pages) about the decisions involved in dating, marriage, and family life and how they will make those decisions.

## Summary:

Students learn about communicable and non-communicable diseases while involved in an international community service project.

## Curriculum Objective:

Health Education: Standard 4, Objective 1.

### *Standard 4:*

Students summarize issues related to health promotion and disease prevention.

### *Objective 1:*

Analyze how communicable and non-communicable diseases differ, and the roles of heredity and choices on each.

## Materials:

*CultureGrams Online Edition—World Edition*

## Instructions:

1. Teach the students the difference between communicable and non-communicable diseases.
2. Divide the classroom into six groups. Assign each group to a different area of the world: North America and the Caribbean, Central and South America, Europe, Asia, Africa, and Oceania.
3. Have the students analyze the health aspects of the countries in their region using the CultureGrams World Edition.
4. Have the students create a list of the biggest health challenges in their areas; decide which areas are more prone to communicable diseases and which areas have mostly non-communicable diseases.
5. As a class, discuss the ways that both communicable and non-communicable diseases could be prevented. Also discuss challenges that hold people back from implementing these changes.
6. Have each of the student groups create content for a simple packet of instructions that explain how to prevent the typical diseases in their region.

## Follow-up:

1. Arrange with language classes to translate the packets into different languages (esp. French and Spanish) that are used in target areas: the Caribbean, Central and South America, Africa, etc.
2. Work with the visual fine arts and Education Technology classes to add art to the packets and post them on the web. Remind the students that many people who could benefit from these packets might also have difficulty reading.
3. Have the students send these packets to a health organization or embassy of a target country (i.e., WHO, PAHO).

## Summary:

Students develop their informational writing skills while learning about themselves, their school, or their city.

## Curriculum Objective:

Language Arts: Standard 11, Objective 2.

### **Standard 11:**

Students write functional, informational, and literary texts for various purposes, audiences, and situations.

### **Objective 2:**

Demonstrate competency in writing informational text.

## Materials:

*CultureGrams Online Edition—Kids and World Editions*

## Instructions:

1. Have each student choose one of the 65 CultureGrams Kids Edition texts.
2. Conduct an in-class discussion of each CultureGrams category and what information the students would include in that category if they were to describe themselves, the school, or their city.
3. Have each student create a CultureGram patterned after the Kids Edition texts. (You could choose to have your students create a personal CG, a CG for their school, or a CG for the city.)
4. Students should incorporate the following elements into their research:
  - a. Personal Research (an interview with a relative, a school official, or a city official, for example).
  - b. Internet research (if they are going to do a personal CultureGram, have them access the CultureGrams World Edition to create a history section including information about the countries from which their ancestors came).
5. Have the students create bar graphs that depict the make-up of the school, their family, or the city (i.e., if focusing on the individual family, have the students create a bar graph for age or gender.)
6. Students should add in visual elements where appropriate. Also, have them create a flag for the school or their families with a short description of the symbolism.
7. Have the students meet in groups to conduct a peer review of each other's work.

## Follow-up:

1. Have the students submit their CultureGrams in a contest. Post the winners on the school web site.
2. Students can work with other classes to publish this on the internet, add visual art work, etc.

## **Summary:**

Students create a fictional country using sound geographical, historical, and cultural principles and write a CultureGram for that country.

## **Curriculum Objective:**

Language Arts: Standard 11, Objective 5.

### **Standard 11:**

Students write functional, information, and literary texts for various purposes, audiences, and situations.

### **Objective 5:**

Write for a variety of purposes, in various rhetorical modes and genres: Mix modes in a single piece.

## **Materials:**

*CultureGrams Online Edition—World Edition*

## **Instructions:**

1. Give each student a copy of a CultureGram and have him or her read it before class.
2. Conduct an in-class discussion to help students draw connections between categories. Discuss how religion impacts economy, land and climate impact transportation, general attitudes affect visiting, etc.
3. Assign each student to create his or her own fictitious country of which he or she can be ruler (or not). Inform students of the following rules:
  - a. Students need to follow the natural cause and effect “principles” in geography and history. Meaning, if a student creates a desert-like country, he or she cannot have an economy based on the production of tropical fruits.
  - b. The student’s CultureGram for his or her fictitious country should include all of the same categories and subcategories as does an actual CultureGram.

## **Follow-up:**

1. Have the students get together in smaller groups (about 4-5 to a group) and have them analyze how their countries would get along. Which countries would trade with one another? What political problems might arise? Which country would hold most of the resources? What alliances would develop and why?
2. Have the social studies and language arts teachers form a panel to judge the students’ CultureGrams based on writing and plausible connections between categories (i.e., plausible geography/history scenario). Post the winner on the school web site.

## Summary:

Students will improvise a dance based on activities common in other cultures.

## Curriculum Objective:

Fine Arts—Dance 1A: Standard 3, Objective 1.

### **Standard 3:**

Students will understand choreographic principles, processes, and structures.

### **Objective 1:**

Improvise within a structure.

## Materials:

*CultureGrams Online Edition—World Edition*

*Fine Arts—Dance 1A; Appendix A (Extracted from the World Edition)*

## Instructions:

1. Print off Appendix A. Cut the appendix so that each improvisation is on its own paper. Place all the papers in a bowl.
2. Explain how dance often reflects events, ideas, and activities in daily life. For an example, read from The Arts sections of Uzbekistan and Armenia.
3. Discuss what common activities have translated themselves into popular and folk American dances.
4. Choose one slip from the bowl and read it aloud to the students.
5. The class as a whole discusses possible dance moves that would fit with the chosen situation.
6. Model an improvisation according to the given situation.
7. Students are grouped into teams of two.
8. Each team selects one improvisation. The students read aloud the improvisation to the rest of the class.
9. The students in the team are given 30 seconds to think about the improvisation. Each student in the group will individually perform the improvisation.

## Follow-up:

*(Note that this activity can be done individually or in small groups. Also, this follow-up activity conforms to Standard 3, Objective 2: Demonstrate choreographic principles, processes, and structures.)*

1. Students each choose a CultureGram. The students will choreograph an entire sequence based on a common event, idea, or activity described within the chosen CultureGram.
2. Students perform the choreographed sequence in class.

## Zambia

Visiting: Official and business matters call for making appointments, especially in urban areas. In rural areas or traditional situations, however, people tend to be flexible about time, so allowance is made for delays. In fact, most people visit unannounced. An important exception is a visit with the local chief, when scheduling is always taken seriously. Having a visitor in a home at any time is considered an honor to the family. In many Zambian cultures, an unannounced visitor at mealtime is expected to share the food with the hosts. It is considered inappropriate for the host to have to invite the guest to partake of the food. It is also discourteous for the visitor not to join the hosts in eating the meal. Among friends, gift-giving is an accepted practice. One extends both hands when presenting and receiving a gift; kneeling when giving a gift is also customary in many parts of Zambia.

*Improv: You are the hostess of an unexpected, but very welcome, visitor, who comes bringing gifts for your children.*

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## Kenya

Commerce: Business and government hours are generally from 8 a.m. to noon or 1 p.m. and from 2 to 5 p.m., Monday through Friday. Some businesses are also open Saturday mornings. While prices are fixed in urban shopping areas, bargaining is common in rural markets and at roadside stands. Open-air markets operate twice a week, and roadside stands sell fresh fruits and vegetables every day.

*Improv: You are bargaining for a goat at the local rural market.*

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## Mauritania

Gestures: Mauritians use the right hand for making all gestures, eating, touching others, and passing objects. It is considered impolite to establish eye contact with an elder. A person makes a clicking sound with the tongue to show he or she is listening to or agrees with the speaker. To disagree, one sucks air through the teeth with the lips pursed. Public displays of affection are unacceptable, but friends of the same gender may hold hands. Married couples do not walk together in public. They are either entirely separate or the husband walks ahead of the wife.

*Improv: You are having a conversation with your friend's grandmother. Show your respect through your body language.*

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## Burkina Faso

Visiting: Visiting friends and relatives is an important part of Burkinabè culture. Visits generally occur during the evening, sometimes during *siesta* time (1-2:30 p.m.), and at any time on the weekend. Most visits are spontaneous and visitors are allowed to stay as long as they wish. People announce their arrival by clapping their hands (instead of knocking); they wait to be invited in. In areas influenced by Islam, people announce themselves by saying *Salaam ale kum* (Peace be upon you), to which the host responds *Ale kum Salaam* (And peace to you) as a way of inviting the visitors in. Guests are always offered a place to sit and water to drink; refusing to drink is socially inappropriate, even if one is not thirsty. Burkinabè also enjoy inviting others over for a meal or evening socializing. In urban settings, guests rarely bring gifts on social visits, but rural people commonly give their hosts chickens, eggs, cola nuts, salt, or sugar.

*Improv: You are riding on a moped with a chicken under your arm for your relatives living in the city.*

## Egypt

Greetings: Warmth in personal relations is important to Egyptians, and greetings are often elaborate. Because social classes play a key role in society, phrases used for greetings depend largely on the differences between the individuals' social classes. Generally, however, friends of the same sex shake hands and kiss on the right and left cheeks. If the greeting comes after a long absence, the kisses may be repeated more than once and even end with a kiss on the forehead. Close relatives may greet members of the opposite sex with a hug and a kiss on the cheek, particularly if they have not seen each other for a long time or if they are not close in age.

A man greets a woman with a handshake only if the woman extends her hand first. Otherwise, the greeting is verbal. One does not use first names unless invited to do so. Good friends exchange first names in informal settings, but they may add a title to the first name in formal settings. To thank someone for a compliment, one responds with an equally respectful compliment on the same subject or wishes *Allah's* blessings.

*Improv: You are at a social gathering with relatives, friends, and strangers. Weave through the crowd, greeting people as you go.*

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## Morocco

The Arts: Forms of traditional music include Arab-Andalusian, Berber, and Gnaouan. Rhythmic Gnaouan music, originally from sub-Saharan Africa, features musicians that often do acrobatic crouching and whirling dances while playing. Arab-African *Rai* (opinion) music is an increasingly popular art form, especially among young people.

*Improv: You are an acrobat musician-crouching and whirling and dancing as you play.*

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## Senegal

Recreation: Traditional wrestling is the national sport. However, soccer is the most popular sport. Senegalese avidly follow international competitions. Other favorites include basketball, track-and-field, and jogging. Many people in urban areas enjoy movies and books. Concerts, discos, and videos are popular in areas with electricity. After the harvest, rural families visit relatives in urban areas. They also enjoy dancing. Family and village celebrations, as well as the weekly market, provide the main form of recreation for most rural people.

*Improv: You are the local wrestling champion visiting your cousins in the city.*

## Madagascar

**Dating and Marriage:** Traditional parents seek to arrange marriages for their children to spouses with a similar social status. The potential couple is free to decide but does not usually reject their parents' opinions. Today, many urban youth find their mates in their neighborhood or through school or social activities. When dating, they go to dances and concerts, watch videos, and play sports or other games. Parents expect one-on-one dating to lead to marriage and for marriages to last.

Engagement is a formal affair. The man's family asks for the woman's hand at her parents' home. The two families carefully choose spokesmen well versed in *kabary*, who profusely apologize for their inadequacies before presenting the families' genealogy and history and praising the bride and her family. After a formal speech of consent is given, the bride's family receives a *vodiondry* (literally, "lamb's rump" but meaning bride-price). Formerly, a lamb was slaughtered for the occasion and a number of live zebus given as a dowry. Cash now takes the place of both zebu and lamb. After the adorned bride is formally given by her father to the groom, the couple must listen to advice by both sets of parents. Finally, the oldest and most respected family members give the couple their blessings.

While the bride's family pays for the engagement party, the groom's family finances the wedding. A civil wedding must first be performed at city hall. Religious weddings, usually on Saturdays, are followed by a feast and a dance.

*Improv: You are a bride on her wedding day in Madagascar.*

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## Ghana

**Recreation:** Soccer is the national sport, to which most people are highly devoted. Ghanaians are also fond of boxing, field hockey, and track-and-field. Where available, people enjoy the theater, movies, cultural presentations, and music and dance festivals. Ghana has its own movie industry. Radio broadcasts are very popular and create a social gathering where electricity is not available (people have battery-operated radios).

*Improv: You are a Ghanaian boxer competing in a local match.*

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## Cameroon

**Family:** Rural families often have as many as 10 children. Urban families are smaller. Young children are cared for by their mothers until weaned. At that point, older female siblings and relatives share in raising them. Fathers become more involved with their sons regarding career choices, marriage, and property issues. Often, a child is raised by rural grandparents, especially if the parents work in the city. By age 10, children are farming, herding, or doing domestic work. Cousins may be as close as siblings but birth order and degree of relatedness are not forgotten. The elderly receive basic needs and affection within the family compound. Cameroonians remember ancestors by drinking in their honor after pouring some of their drink on the ground.

Men raise cash crops and may hunt or work for wages; women farm food crops. Men are expected to provide for their families what their wives cannot produce on the farm. Women are expected to be fertile, keep a clean house, cook well, and raise respectful children. A woman can be sent back to her family by an unsatisfied husband. Urban women are more likely to get an education and enter the job market.

*Improv: You are a 10 year old working in the family's garden-picking the corn to grind into flour.*

## Guyana

**Gestures:** The Guyanese talk with their hands, especially when angry or excited. They point their fingers in one another's faces to stress a point and shake the forefinger to show their displeasure. Most Guyanese do not wear shoes inside their homes. Guests entering someone's house for an informal gathering leave their shoes at the door as well.

*Improv: You are in an argument with your neighbor whose milk cow is loose in your rice fields.*

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## Brazil

**Dating and Marriage:** Group dating for youth starts around age 14; couples gradually emerge from the group. Traditional families expect the young man to ask the girl's father for permission to be her boyfriend. Serious dating and engagements may last two or three years. Brazilians tend to marry young. Weddings often include two ceremonies: a civil and a religious ceremony. Wedding parties are lavish and elegant, with much food, drink, and music.

*Improv: You are getting ready to ask your intended girlfriend's father for permission to be her boyfriend.*

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## Peru

**Diet:** Main staples in the diet include rice, beans, fish, and a variety of tropical fruits. Soups are also common. Corn, native to Peru, is the main staple among Indians. Guinea pigs are eaten throughout the country and are raised in nearly all rural homes. *Ceviche* (raw fish seasoned with lemon and vinegar) is popular on the coast. *Papa a la Huancaína* is a baked potato topped with sliced eggs and a sauce (such as hot chili). Highland dishes often include potatoes, onions, and garlic. Fresh vegetables are eaten in season. People purchase most food on a daily basis, either in small corner stores (in cities) or large open-air markets. Bargaining is common in the markets.

*Improv: Your guinea pigs accidentally were let loose, and you are trying to catch them and bring them back to their cages.*

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## Guatemala

**Gestures:** Guatemalans beckon by waving the hand downward and in. One hails a taxi or bus by raising the hand and pointing the fingers in the direction the vehicle is going. The bigger the hand motion, the farther one wishes to travel. A "tsst tsst" sound gets someone's attention. Pointing with the finger or hand can be misinterpreted because many finger and hand gestures are vulgar. To point, people often purse their lips in the direction of whatever they are indicating. To add emphasis, express surprise, or indicate "hurry," one shakes the hand quickly so that the index and middle fingers slap together and make a snapping sound. "No" can be indicated by wagging the index finger from side to side.

*Improv: You are in the city trying to catch a taxi but cannot seem to catch one.*

## Bolivia

Holidays: Dancing, wearing costumes, and pouring water on people are common during *Carnaval*. The city of Oruro holds one of the biggest *Carnaval* celebrations throughout the region. Almost every *pueblo* (village) has its unique *fiestas* in honor of its patron saint or the Virgin Mary. These local events are noted for their music and *colorful* costumes.

*Improv: You are in Oruro with your cousins during Carnaval.*

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## Nicaragua

Recreation: Baseball is the national sport. Soccer, boxing, softball, basketball, and volleyball are also popular. Kickball is extremely popular among women. Youth often socialize at night in the park after dark until about 9 p.m. Dances are held on Friday and Saturday nights in local schools or on basketball courts. Going to the beach and participating in club activities are also popular.

*Improv: You are at the beach during the Easter break.*

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## Paraguay

Commerce: Urban business hours extend from 7 a.m. to noon and 3 to 6 p.m. People in both urban and rural areas take a *siesta* during the three-hour break and eat their main meal of the day. Rural Paraguayans grow much of their own food; they purchase staples and other goods at small neighborhood stores, which are located in homes. People commonly shop on a daily basis due to the lack of refrigeration. Urban people purchase their food from markets or small stores.

*Improv: You have just eaten lunch, the main meal of the day, and are heading down for a siesta for the next hour.*

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## Belize

Family: Families tend to be large and often include the extended family. It is common for grandparents to raise grandchildren after their own children have left Belize for economic or other reasons. Leaving children behind has created problems in Belize, as minors now form a majority of the population in Belize City. Adult children usually remain at home until they marry or have a child. Single-parent families are abundant among the Creole population, and women have become the leading family figure in that group. In a Creole village, it is common for households to have a female head and several generations living together without any adult men.

Apartment living is not popular. Most families own or rent homes. Rural homes may be simple thatched huts. In coastal towns and villages, houses are built of wood or cement and rest on stilts because of the threat of hurricane flooding. As elevation increases, stilts become less common. Because of the small population, the government can allot land to Belizeans who apply for it, making land and home ownership feasible.

*Improv: You are repairing your thatched hut in which your family lives.*

## Argentina

Dating and Marriage: Group activities between boys and girls begin at about age 15, when girls celebrate their most important birthday (*cumpleaños de quince*), which ends their childhood. A favorite activity of young couples is dancing. The youth also play sports, eat out, and go to movies. Serious relationships develop slowly over several years; most couples marry between 23 and 27 years of age. Weddings are often elaborate, containing three events: the civil ceremony, the church wedding, and a large reception with dinner and dancing.

*Improv: It's your cumpleaños de quince; this is a major event and party.*

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## Costa Rica

Recreation: *Fútbol* (soccer) is the most popular spectator and participant sport. Basketball, baseball, volleyball, surfing, auto racing, swimming, cycling, running, and tennis are also popular. Fishing is good in many parts of the country. The wealthy enjoy golf and polo. Beaches are crowded between January and April. Local carnivals, festivals, and bullfights are popular attractions at various times throughout the year. Media broadcasts from the United States are popular and have a significant impact on urban trends.

*Improv: You are the bull at a bullfight.*

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## India

Holidays: India's national holidays include International New Year's Day (1 Jan.), Republic Day (26 Jan.), Independence Day (15 Aug.), and Mahatma Gandhi's Birthday (2 Oct.). Numerous spring and harvest festivals are common between January and March, celebrated with dancing, feasting, and many colorful events. For *Holi*, which marks the end of the cold season, people toss colored water and powder on each other. *Baisakhi*, the New Year in northern India, also starts Punjab's harvest season. The New Year is celebrated elsewhere by other names on different dates (as set by various calendars). Muslims celebrate *Id-ul-Fitr* with prayers and greetings at the end of *Ramzaan*, the month of fasting. Snakes are venerated during the summer festival of *Naag Panchami* because of their association with Hindu gods. The Hindu lord Krishna's birth is celebrated in August or September during *Jan mashtami*. Later, *Dussehra* is held under different names in various regions to celebrate the triumph of good over evil. *Diwali* (Festival of Lights) celebrates the triumph of light over darkness. Thousands of lights decorate stores and homes at this time of goodwill. Christians celebrate Christmas and Easter.

*Improv: You are celebrating Holi by mixing and throwing colored water on those who walk by as you hide to avoid the same treatment.*

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## Mongolia

Recreation: Mongol wrestling, horse racing, and archery are the most popular sports. The entire country gets involved in the annual wrestling championships. People also enjoy boxing, soccer, volleyball, basketball, and table tennis. Men like to hunt. For leisure time, urban Mongolians watch television, go to movies, or go on nature outings. Visiting friends and family members is also important. In summer, people spend as much time as possible in the countryside. Small cabins in the hills around the capital are popular summer homes for those who own them. Others visit rural relatives. Sunday is a favorite day for picnics. The youth enjoy rock concerts.

*Improv: You are participating in the local horse-race and are about to the finish line.*

## Japan

The Arts: In Japan, Western arts such as symphonic music and ballets are common, but many important traditional arts exist. Older adults favor puppet theater (*bunraku*) and highly stylized drama (*noh* and *kabuki*). *Kabuki* is known for spectacular sets and costumes. Like *noh*, it blends dance, music, and acting. The Japanese also attend music concerts and theater. *Gagaku* is one of the oldest types of Japanese music. It is played with string and wind instruments and drums. Pop music is a major part of Japanese culture.

*Improv: You are a puppet in a puppet theater.*

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## Bhutan

Family: Nepali and Sharchokpa land is passed from father to son; wives join their husbands' families. Ngalong land is passed from mother to daughter; husbands move in with their wives' families. Among Buddhists, men and women tend to share child care and farm work. Women can (and do) accomplish most farm chores, and men are willing to care for children when their wives cannot. Among Hindus, women tend to the house, children, and certain farm chores, while men work at other farm chores or a trade. Bhutanese view males as higher incarnations than females, so men have the final say on important issues-though women make daily household decisions.

Urban workers often live in concrete apartments. Northern village homes are made of timber and packed earth; the family's quarters sit over a first-floor barn. Southern homes are also made of wood but have separate structures for animals. High-mountain herders live in rock huts or yak-hide tents.

*Improv: You are a high mountain herder living in a yak-hide tent. You are waking up and beginning your day's chores.*

## Summary:

Students use CultureGrams to identify, analyze, and compare practices among same-language cultures.

## Curriculum Objective:

World Language: Standard 4, Objective 1.

### *Standard 4:*

Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

### *Objective 1:*

Beginning: Identify and react to perspectives and practices in the cultures; Developing: Describe and analyze characteristics and behaviors of everyday life in the target cultures, and identify differences in practices among same-language cultures; Expanding: Investigate the impact of cultural practices on individuals in local, national, and international communities, and compare and contrast practices among same-language cultures.

## Materials:

*CultureGrams World Edition*

## Instructions:

1. Each student should select (or be assigned) a CultureGram country in which the population speaks the language being studied.
2. Have students read the CultureGrams to identify practices within the cultures. Each student should write a short essay describing what a typical day might be like for an average person their age in the country and how daily life differs from the student's own.
3. Pair students together and have them compare their findings. Have the pairs create a presentation or role-play demonstrating the challenges that would arise if an exchange student from one of their countries went to live with the other. (The exercise is most useful if the countries paired are from different regions, economic levels, etc.)
4. Consider using the information students present in their role-plays or presentations to create a series of quiz questions to test their knowledge of the same-language cultures discussed.

## Follow-up:

To investigate the impact of the cultures on the international community, ask students to do further research to identify aspects of the assigned culture (e.g., food, music, clothing) that have been adopted by people of other countries.

## Summary:

Students learn to synthesize and analyze data by calculating the average population of a country.

## Curriculum Objective:

Math 7: Standard 5, Objective 5.1.

### **Standard 5:**

Students will draw conclusions using concepts of probability after collecting, organizing, and analyzing a data set.

### **Objective 5.1:**

Design investigations to reach conclusions using statistical methods to analyze data.

## Materials:

*CultureGrams Online Edition—World Edition; Population and Area Data Table*

## Instructions:

1. Divide the class into four teams. Students could be organized into readers, record keepers, and calculators.
2. Assign each team approximately 45 countries (divide the Population and Area Data Table into four sections).
3. Have the students in each team organize their countries by population into the following eight categories:
  - a. 1 to 100,000
  - b. 100,001 to 1,000,000
  - c. 1,000,001 to 10,000,000
  - d. 10,000,001 to 50,000,000
  - e. 50,000,001 to 100,000,000
  - f. 100,000,001 to 500,000,000
  - g. 500,000,001 to 1,000,000,000
  - h. 1,000,000,001 and above
4. Organize and display the data using frequency tables, line plots, bar graphs, circle graphs, line graphs, and stem-and-leaf plots.
5. Have the groups compare their data using the same type of graph.

## Follow-up:

*(Note that this follow-up activity conforms to Standard 5, Objective 5.2: Apply basic concepts of probability.)*

The data collected in this exercise could also be used to conduct basic probability tests involving population size and land area, population size and letter of the alphabet, etc.

## Summary:

Students learn poultry cooking techniques in a cultural context.

## Curriculum Objective:

Food and Nutrition II: Standard 7, Objective 5.

### **Standard 7:**

Demonstrate food preparation techniques of salads, soups, casseroles, breads, meats, poultry and pastries.

### **Objective 5:**

Identify and prepare meats and/or poultry product(s).

## Materials:

*CultureGrams Afghanistan country report*

*CultureGrams Recipe Collection*

- 2 large cloves garlic
- ½ teaspoon salt
- 2 cups plain, whole-milk yogurt
- 3 to 4 tablespoons lemon juice
- Pulp of 1 large lemon
- ½ teaspoon cracked black pepper
- 2 large whole chicken breasts, about two pounds

## Instructions:

1. Discuss how common ingredients are used throughout the world, in remarkably different ways. What are common ingredients in U.S. American cooking?
2. Have students read the Diet and Eating sections of the CultureGrams Afghanistan country report. What ingredient elements are similar? What elements are different?
3. Discuss current political events in Afghanistan and how those events might impact access to traditional foods and ingredients. How might the diet and nutrition of the Afghans have been affected by the long period of turmoil? What impacts the students' own diet and nutrition?
4. Prepare the recipe as directed in the CultureGrams Recipes Collection, being sure to teach safe poultry handling and cooking techniques.

## Follow-up:

1. Have students identify on a one-page sheet of paper their top five most interesting poultry recipes from the CultureGrams Recipe Collection.
2. As a class, identify popular ethnic restaurants in the area and brainstorm together what “U.S. American” cuisine is.
3. Have the students write a two-paragraph analysis of how ethnic cuisines have impacted U.S. American eating habits.

## Summary:

Students use CultureGrams to compare countries and evaluate their cultural influence.

## Curriculum Objective:

Sociology: Standard 3, Objective 2.

### **Standard 3:**

Students will demonstrate why and how ideas, attitudes, events, persons, movements, and documents have influenced humanity.

### **Objective 2:**

Compare a variety of different cultures.

## Materials:

*CultureGrams World Edition*

## Instructions:

1. Have each student select (or be assigned) a CultureGrams country.
2. After reading the CultureGram and conducting additional research, each student should prepare a presentation as if they were a representative from that country's travel bureau or embassy. Presentations should focus on two areas: a) how the country's culture and people have influenced humanity, and b) why fellow students should wish to visit the assigned country. Each student should also make a travel brochure for the presentation. The brochure could include descriptions or images of the country's attractions and important historical figures or events.
3. Following the presentations, hold a vote to see which country the students select as a) the most culturally influential, and b) the most desirable to visit.

## Follow-up:

Lead a discussion about the students' choices. What makes a culture influential? Why do people prefer visiting some countries over others?

## Summary:

Students use math principles to survey and analyze what their fellow students know about the world.

## Curriculum Objective:

Pre-Algebra: Standard 5, Objective 5.1.

### **Standard 5:**

Students will draw conclusions using concepts of probability after collecting, organizing, and analyzing a data set.

### **Objective 5.1:**

Formulate and answer questions by collecting and organizing data.

## Materials:

*CultureGrams Online Edition—World and Kids Editions*

## Instructions:

1. Lead a discussion on how surveys work.
2. Help your students use the CultureGrams Online Edition to create a simple survey. The survey should test 7th graders on their world knowledge. Focus your questions on ancient cultures, the Middle Ages and the Renaissance, and modern Europe: concepts taught in the 6th grade. The survey should include the following elements:
  - a. Five rather simple place-name elements (match capital to country).
  - b. Five historical events (match event or idea to country or time).
  - c. Five countries of very different sizes that the students taking the survey must rank from largest to smallest.
  - d. Five culture questions (connect cultural characteristic to country).
3. Have each of your students give the survey to 5 other students.
4. As a class, synthesize the data from the surveys.
5. Teach students according to Objectives 5.2-9.

## Follow-up:

*(Note that this follow-up activity conforms to Standard 5, Objective 5.8-9: Make predictions and describe the limitations of the predictions when using data samples. Evaluate reported inferences or predictions based on a data set.)*

1. Have your students present the gathered data to your school's administration.
2. Have them give predictions and suggestions regarding what areas need more emphasis.

## Summary:

Students use CultureGrams to analyze differences in behavior patterns between target cultures and their own culture.

## Curriculum Objective:

World Language: Standard 9, Objective 1.

### *Standard 9:*

Students recognize that cultures use different patterns of interaction. They compare and contrast the cultural patterns of the target language to their own.

### *Objective 1:*

Beginning: Identify the similarities and differences in patterns of interaction between the target cultures and the students' own culture; Developing: Analyze the similarities and differences in patterns of interaction between the target cultures and the students' own culture; Expanding: Explain the significance of the similarities and differences in patterns of interaction between the target cultures and the students' own culture.

## Materials:

*CultureGrams World Edition*

## Instructions:

1. Each student should select (or be assigned) a CultureGrams country in which the population speaks the language being studied.
2. Have students read the CultureGrams to identify behavioral patterns in the country. Although many sections of the CultureGrams may provide insight into behavior, students should pay particular attention to the Greetings, Gestures, and Visiting sections.
3. As they read, students should list ten behavioral patterns they discovered by reading the CultureGrams. The behavioral patterns of the target culture should be listed in a left-hand column. In the right-hand column, for each of the ten patterns listed, students should briefly discuss if the same behavioral pattern is practiced in the students' own culture.
4. Have each student write a short paper as if he or she were a travel guide writer helping a student traveler from the assigned country prepare to visit the United States. What would the traveler need to know in order to fit in? Which of the traveler's native behavioral patterns might lead to problems or misunderstandings in the United States? Why might a visitor from the assigned country find it difficult to adapt to life in the United States?

## Follow-up:

You may want to publish all of the papers in a class "travel guide" for visitors who come to the United States from all of the countries of the target language.

## Summary:

Students use CultureGrams to compare human characteristics from different world regions.

## Curriculum Objective:

Geography for Life: Standard 2, Objective 1.

### **Standard 2:**

Students will understand the human and physical characteristics of places and regions.

### **Objective 1:**

Interpret place by its human and physical characteristics.

## Materials:

*CultureGrams World Edition*

## Instructions:

1. Have each student read a CultureGram from each of the six inhabited continents.
2. For each country, a student should identify the key aspects of its human characteristics, such as population, ethnic groups, language, religion, customs, communication styles, diet, recreation, political system, economy, transportation system, education, health care, and general quality of life.
3. Have each student summarize these characteristics in a “culture map,” a chart that compares their findings. (The nations could be listed across the top of the chart, a column for each, with the human characteristic categories listed down the left-hand side, a row for each.)
4. Have the students write a short essay outlining the conclusions they are able to draw from their culture maps. How are the countries similar? How are they different? What characteristics did they find surprising? What elements of the nations’ physical characteristics may have influenced their human characteristics?
5. You may want to use this activity as a starting point for a discussion on how people interpret place by its human characteristics.

## Follow-up:

For a subsequent (or different) assignment, have students read CultureGrams from two or three countries within a continent or region (such as neighboring countries) and create culture maps based on their findings.

## Summary:

Students use CultureGrams to compare the communication styles of different countries.

## Curriculum Objective:

Psychology: Standard 2, Objective 1.

### **Standard 2:**

Students will understand a comprehensive geographical view of the human and physical worlds and how and why they influence and relate to the environment, societies, and to global interconnectedness and interdependence.

### **Objective 1:**

The student will be able to understand the impact of the human and physical environment on personality development.

## Materials:

*CultureGrams World Edition*

## Instructions:

1. Have each student select (or be assigned) two CultureGrams from different parts of the world.
2. While reading the CultureGrams, students should focus on the categories of Greetings, Gestures, and Visiting to identify the countries' communication styles, both verbal and nonverbal.
3. Have students consider the following questions: What communication practices are common in these countries? How are communication styles different? What practices are taboo? How do people in these countries regard body language, personal space, and eye contact? How might these communication styles be a product of other aspects of the culture (e.g., religion, family). If two people from the two countries met, what misunderstandings might arise?
4. Have each student give a short presentation on communication styles in the two countries they selected. The presentation should include a skit or demonstration on how someone in these countries would communicate nonverbally and how someone would greet people in different contexts (e.g., greeting a friend or relative vs. greeting a stranger).

## Follow-up:

1. After the students complete their presentations, ask them to spend the next week observing their own communication styles.
2. Lead a discussion dealing with the following questions: How do the students act differently among different groups? How do their own communication styles compare to those of the cultures they studied in CultureGrams? How easily could they adjust to the different communication styles if they moved to those countries?

## Summary:

Students use CultureGrams to compare human characteristics of countries within a world region.

## Curriculum Objective:

Geography for Life: Standard 2, Objective 2.

### **Standard 2:**

Students will understand the human and physical characteristics of places and regions.

### **Objective 2:**

Assess how people create regions to interpret the earth's surface.

## Materials:

*CultureGrams World Edition*

## Instructions:

1. Organize the students into several groups and assign each group one world region. Regions can be large (e.g., a continent) or be smaller sub-regions (e.g., the Caribbean, the Middle East, North Africa, Southeast Asia, etc.).
2. Each member of the group should read a CultureGram from their assigned region.
3. Have group members discuss the similarities among the countries in their region and attempt to draw conclusions about why the countries have been grouped together. As much as possible, they should focus on human characteristics rather than physical characteristics. For example, do the people in these countries speak a common language, share a common history, follow the same religion, practice similar customs, share the same level of economic development, etc.? Students should summarize their findings in a bullet-pointed list.
4. One member of each group should present the group's findings to the class.
5. Lead a discussion on how grouping countries into regions helps us understand the world's peoples.

## Follow-up:

1. As an additional activity, organize the lists the students created so that each point is on one slip of paper.
2. Place the students into the same groups, and read aloud each slip. Let one of the groups, as a team, try to identify which region the slip describes. If correct, the team receives a point and the slip is attached to a world map on the correct region. (Students should not answer questions about their own assigned region.) The team with the most points wins.
3. Lead a discussion about what the labeled world map reveals.