



Around the World

Pre-Visit Activity:

Vocabulary

Go over the following vocabulary list. Before the class, students should become familiar with these words and concepts because they will be referenced in the footage screened.

Border: The outer edge of something; the line or frontier area separating political divisions or geographic regions; a boundary.

Climate: The meteorological (weather) conditions, including temperature, precipitation, and wind that characteristically prevail in a particular region.

Community: A group of people with common characteristics or interests that live in the same place within a larger society.

Country: A nation or state.

Culture: The set of shared attitudes, beliefs, values, goals, social behavior and means of artistic expression held or practiced by a community of people.

Geography: The study of the earth's physical properties; a science that deals with the description, distribution, and interaction of the many physical, biological, and cultural features of the earth.



Where in the World?

Display a large world map mounted on foam core, so that students may either write on it or use push pins to identify specific locations.

Introduce the map. Ask students to indicate where on the map they live by using a marker or a push pin.

During the center program, we will watch videos from many different countries, including Brazil, Canada*, China*, Italy*, Japan*, Malaysia*, Namibia*, and the Philippines. Ask students to find and mark these countries on the map. (For video conference, please have students locate countries marked by asterisk only.)

Divide students into small groups and assign each of them a country from this list. Each group should do research on the country they have been assigned, on a topic such as its language, culture, or climate and share three pieces of information on this subject with the rest of the class before the Center trip.

We will begin the center class by sharing some of the students' findings.



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Post-Visit Activity:

All About You

Everyone comes from somewhere. Ask each student to research his/her family's country of origin.

Have each student record this information on the map with a marker or push pin.

Ask each student to share with classmates three pieces of information about that country.

Additionally, ask students to bring to class a recipe that is unique to this region and that could be a family recipe.

Each student will fill out a copy of the attached template for inclusion in a class book.

A fun way to complete the unit could be a classroom potluck meal created from the family recipes the students have gathered.



All About Me

My name: _____

My age: _____

I live in: _____

My family is from: _____

I learned three things about my family's country of origin:

1. _____

2. _____

3. _____

My recipe from my family's country of origin:

Ingredients:

_____	_____
_____	_____
_____	_____
_____	_____

Directions:
