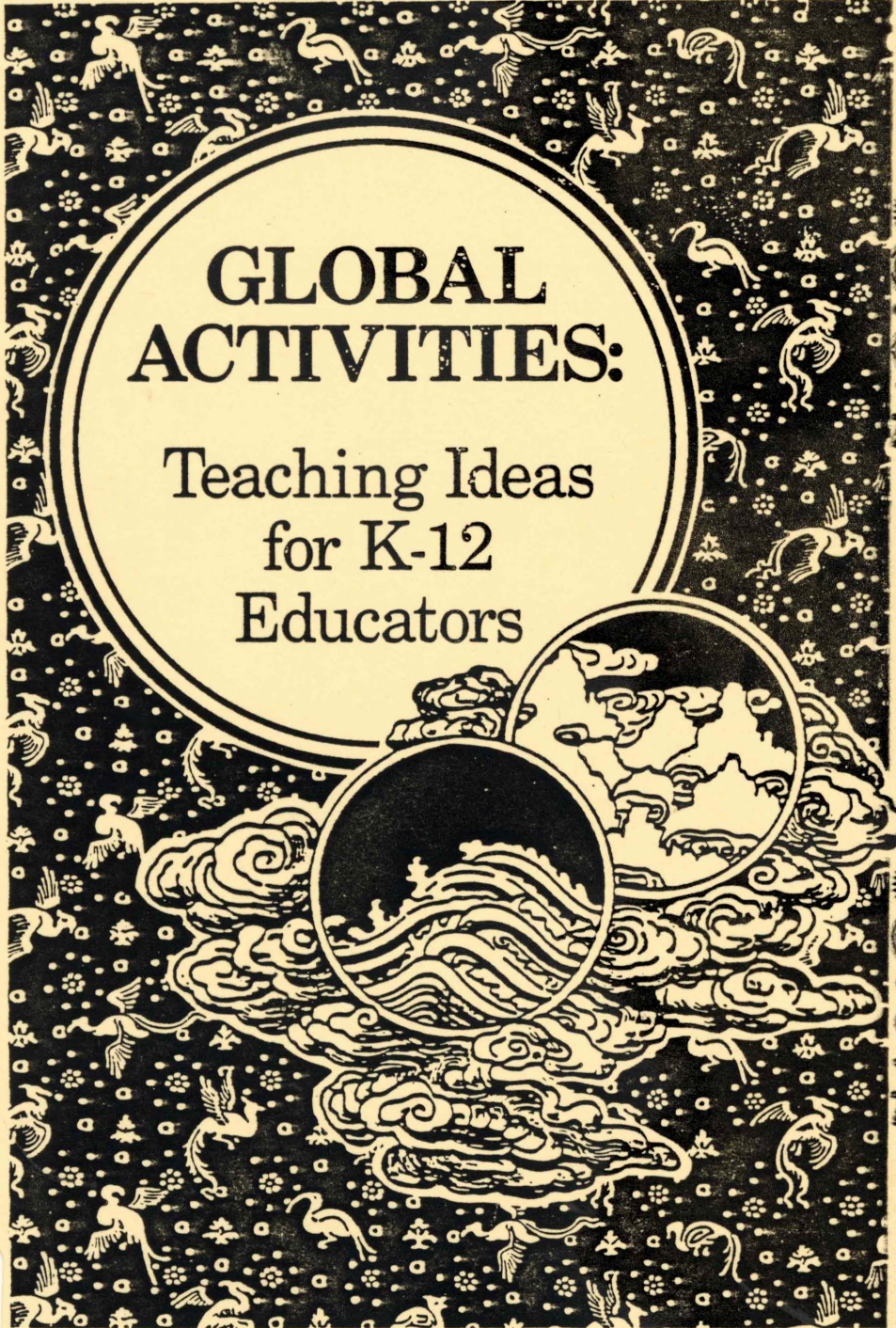


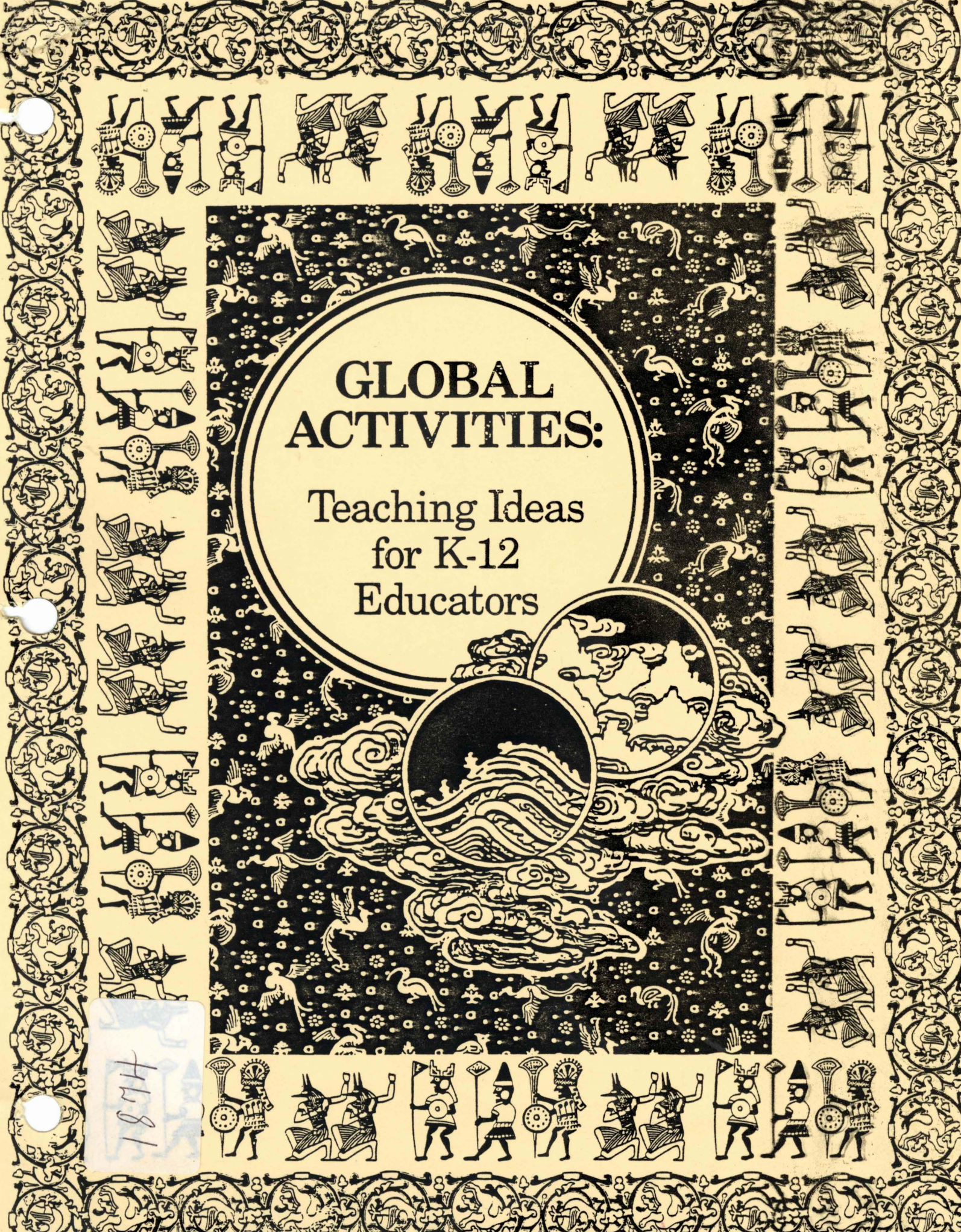
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GLOBAL ACTIVITIES:

Teaching Ideas
for K-12
Educators



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*Stanley
Schaefer
AETG*

Catalog of Global Education Classroom Activities, Lesson Plans, and Resources

Co-sponsored and Developed by:
The Iowa Department of Education
Iowa Area Education Agencies
The Iowa Global Education Association
The Iowa Peace Institute
The Stanley Foundation

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Acknowledgements

This document is the product of a truly international cooperative and collaborative effort by a large number of people and institutions. We began this effort with the original Global Education Task Force, which developed *A Guide to Integrating Global Education Across the Curriculum*. Subsequent to that effort, a project to develop an activities catalog was initiated by Dick Murphy of Heartland AEA, who envisioned an Iowa version of a catalog of activities first published in Switzerland, in which Noa Davenport of the Iowa Peace Institute played a major role.

The project involved having the Area Education Agencies provide the support necessary to identify a team of classroom teachers from all subject areas and grade levels, who would be brought together for an intensive workshop to develop activities and sample lesson plans. This workshop took place in the Fall of 1989.

Iowa's Area Education Agencies, the Iowa Global Education Association, The Iowa Peace Institute, The Stanley Foundation, and the Iowa Department of Education cooperated in this venture. The Iowa Association for Supervision and Curriculum Development provided funding for the entry of all the activities on the computer. The Resource, Enhancement, and Protection Act generously supported the costs of the initial workshop at Springbrook Conservation Education Center. And the Swiss Committee for UNICEF provided the curriculum model that was the starting point of the project. David A Veeder, Drake University, translated the original German document under sponsorship by the Iowa Peace Institute. The ideas from that document served as the initial basis for many of the activities in this publication. Ellen Treimer did the data entry of the activities, and Kathy Christensen did the final editing of the document. Carol Brown, Louise Thurn, Sue Happel, Thom Determan, Dick Murphy, and Noa Davenport played major roles in a lengthy yet rigorous editorial process. We are grateful to all involved for their generous support, hard work, and dedication.

Cordell M. Svengalis, Task Force Chair

Introduction

This catalog is an assortment of global education activities that can be used to infuse a global perspective into your classrooms. Your curriculum already has a scope and sequence developed with your learning goals and objectives in place. If you find some of these activities appropriate for helping your students achieve your goals and objectives, they you are encouraged to enhance and refine the activities to fit your situation.

Each activity is followed by one or more numbers, which correspond to the State of Iowa global education themes listed at the bottom of each page. These are identified for information purposes only. You need not feel that you have to use an equal number of activities for each theme, nor do you have to agree with the editors' classifications of these activities.

The first four sections include activities in subject areas according to grade level. The fifth section includes sample lesson plans developed with a global perspective. These lesson plans are only guides. You will probably want to adapt the appropriate ones for your own situation. As with the activities, we would also like your ideas and feedback relative to the lesson plans.

A more thorough explanation of Iowa's global education themes is contained in Appendix A, which includes the State Guidelines for Integrating Global Education Across the Curriculum. Additional global education resources are listed in Appendix B, and Appendix C includes the members of the state Global Education Task Force.

This catalog was developed with the intent that it will be updated and revised periodically, and to do a good job of this we need your participation. We would like your comments and ideas for revisions. If you try some of these activities and improve on any or create new ones, please send them to us for the next issue. If you think some of these activities are inappropriate for the grade level and subject area we have designated, we would like to know that too. Eventually we would like to build a catalog of well-defined and tested activities.

If you would like more copies of this catalog, contact your Area Education Agency. We would like to have your ideas for the updated edition, so please take the time to send your comments or any suggestions you have for activities or lesson plans to:

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Section 1

Activities for
Grades K - 3

Art

Working in groups of three or four, cooperatively complete a picture that has been identically started by the teacher for each group. Share final products with the class to illustrate what different ideas are generated from the same beginning. (4) (See Sample Lesson Plans, page 81.)

After reading a biography about a person from another country, the students research the ethnic background and make a collage, mobile, bulletin board, or display. (1, 2, 5) (See Sample Lesson Plans, page 80.)

Compare pictures of farms in different countries and draw pictures of the important elements of the farms (e.g., buildings, crops, animals, machinery, people, etc.). (2) (See Sample Lesson Plans, page 86.)

Acquire the basic skills of pottery technique and, using this technique, produce a container or object. (2,3)

Collect photos or pictures of children from all over the world. Use these to form the letters of a particular word on the bulletin board (e.g., Peace, We, Love, Care). (1,2)

Construct masks as used by people of another culture/region such as Native Americans or various peoples in Africa and paint and adorn them with appropriate decorations: use cardboard, paper plates, or drawing paper which has been immersed in water, formed to a mask, and dried; or plaster bandages; or paper maché. Use them for role-play and performance (spontaneous, ad-lib, prepared performance, etc.).(2,3)

Construct toys from disposable materials and discuss the impact of these materials on a global environment. (2,3)

Design an ideal living community which provides people's needs (plans, descriptions, etc.). (2)

Create quilt blocks using a building, person, or landmark to portray distinguishing aspects of another country (12" x 12" material square for each). (2)

Research clothing from other cultures and dress in the costumes of other cultures. (2)

Using the traditional Indonesian dye technique of batik and/or the tie-dye technique of knotting and dipping, dye towels and other pieces of fabric and fashion them into articles of clothing. (2, 3)

Research different kinds of shoes worn in other cultures. Construct samples of simple moccasins or sandals. (2)

Through a puppet show enact world issues and problems or lifestyles in different cultures. (2)

In a collage transplant the students' neighborhoods into a different setting. Backdrop pictures of beaches and seashores, deserts, metropolitan skylines, etc., may be found in magazine ads, travel brochures, etc. (2, 3)

Make a model of a neighborhood and compare it to neighborhoods in other cultures. (2)

Investigate the importance of weaving in other cultures and make simple paper weavings. (2)

Look at photos (slides work best) together and talk about effects of facial make-up. Why do people need make-up? When do they use it? When and how do people in other cultures use make-up? Have students put on make-up and take photos of the results. (2)

Many countries have some cultural aspect from festivals or everyday life which would be ideal as an art project (e.g., piñatas, Andinkra cloth designs, carp kites, batik cloth). (2)

Look into the meaning of ornaments in religion and culture and paint & decorate them (to adorn envelopes, gift wrappings, etc.). (2)

Through various art works, depict the important holidays of other nations or cultures. (2)

Visit an exhibit about a foreign culture in a culture museum or an art museum such as the African Art Exhibit at the University of Iowa Art Museum. (2)

Construct a poster which deals with an environmental theme. (2,3)

Foreign Language

Learn a few words in the language of a foreign classmate (greetings, numbers, etc.) and apply them frequently. (2)

With a doll or stuffed animal, "travel" to another country, meet a child who lives there, and learn something about this child's way of life. (2)

Transform a room into a foreign language dictionary. Label everything in the room and make color, number, and common phrases charts in the particular language being studied. Encourage students to "play with" the language rather than stressing memorization. (2)

Learn common words or expressions from each of several languages: Spanish, French, German, Russian, Japanese, etc. (2)

Learn a few simple sign language words and communicate with each other in sign language. (2)

Health & Physical Education

After a discussion on world hunger, have students prepare the daily snack and eat it together. (2, 3)

Bring a selection of fruits from home and distinguish which are grown in the students' region (or country) and which are not. Make a fruit salad together and share it among the class. (2, 3)

Choose a particular country and cook a typical meal eaten there by impoverished people and a typical meal eaten there by well-to-do people. (2, 3)

Collect peppermint leaves, etc., and brew a tea from them. (3)

Determine the origin of foods familiar to the students and mark the lands of origin on a world map. (1, 3)

Develop alternative activities for physical education classes, such as soccer, folk dancing, Japanese and Chinese exercises, or a martial arts demonstration. (2, 4)

Discuss which exercises students like to do and which they do not; find out which of these exercises are done in other cultures. (2)

Distinguish between "basic" foods and "pleasure" foods. Discuss the topic of nourishment and how dietary requirements are met in other cultures. (2)

Distinguish between locally grown and imported foods; think about the consequences of purchasing local & non-local foods. (1, 2, 3)

Discuss how different cultures obtain nutrition from the basic food groups (2, 3)

Make a list of the foods which make up students' daily staple diets. Compare with other cultures. (2)

Find out at what times of year, for what reasons, and with what results fruits and vegetables are imported which also grow in the U.S., the state, or the region. (2)

Find out how careful selection of food promotes health. List foods selected on the basis of nutrition. (2)

Find out how the lives of people in other parts of the world are influenced by students' choices of foods. (1, 2, 3)

Find out where apples, grapes, strawberries, bananas, coffee, cocoa, peanuts, oranges, etc., come from. Distinguish which foods are grown in the U.S. and which are imported. Smell and eat the foods. (1, 2, 3)

Report on the jams and jellies eaten at home: from what fruits are they made? How and where are these fruits grown? Were they picked by the family and canned at home? Are they made of domestic or imported fruits? (1, 2, 3)

Find out which foods contain sugar. Go for one or two days eating unsweetened foods and share experiences. (2)

Learn about and play games with no winners. Learn about and play games without winners from other cultures. If possible, construct the materials needed for these games. Organize a "festival" of cooperative games. (2, 4)

Learn games from foreign students, construct the necessary game materials, and play the game. (2)

Look at examples of over-eating and/or malnutrition in the U.S. and in other parts of the world and discuss possible reasons for this. (2)

Sow water cress and watch its growth daily; harvest and prepare it in various ways for eating (as salad, as spread for bread or crackers). (2)

Stage a mock Olympics. Talk about what the Olympics represents. (1, 3, 4)

Toss a beachball globe among students, asking them questions about the spot their right thumb touches. Younger students can be asked whether the thumb is touching land or water; older students can be asked more probing questions about the country/body of water and its surrounding area. (3)

Language Arts

After reading a biography about a person from another country, the students research the ethnic background and make a collage, mobile, bulletin board, or display. (1, 2, 5) (See Sample Lesson Plans, page 80.)

Study haiku. Have students experiment writing original haiku. (2) (See Sample Lesson Plans, page 83.)

Deal with situations which have potential for global conflict (e.g., through role-play, drawings, pantomime, etc.) and discuss. (1, 4)

Act out conflict situations among students. Act out situations in which a difficult test or challenge was successfully overcome and met. Discuss the worldwide importance of learning to resolve conflicts peacefully. (1, 4)

In a weekly "class meeting," discuss responsibilities, duties, ideas, and proposals and make decisions jointly on these issues. (2, 4, 5)

Act out the upsetting experience of a pet's death and share experiences of this with each other. Talk about animals, animal rights, endangered species, etc. (4)

Collect pictures which show opposites: happy children/unhappy children; healthy forests/barren forests; clean water/polluted water in different parts of the world. (3)

Compile pictures of children laboring in different parts of the world. Write a story to go with one of the pictures. (2)

Use foreign students as classroom resources. Learn and use a few expressions from their native languages. Listen to them tell about their family life. (2)

Listen to, read, and act out fables and stories from other countries. As a class project, produce the scenery and bring appropriate costumes to school from home. (1, 2)

Listen to stories, fairy tales, and fables which refer to the forests in the U.S. and in other countries. (2, 3)

Listen to stories of men and women who, in different countries and in different times, have especially worked for and contributed to the welfare of humans. Look for and display pictures of these outstanding persons. Play out scenes from their lives. (1, 2, 4)

Talk about television in the students' lives. What programs do they watch? What kinds of people are shown? Are any of them poor? Do any of them have problems like people in other countries? (1, 2)

Transform a room into a foreign language dictionary. Label everything in the room and make color, number, and common phrases charts in the particular language being studied. Encourage students to "play with" the language rather than stressing memorization. (2)

Watch a film at school (e.g., about foreign customs, other lands), discuss the film, correct any misconceptions, and reenact some of the scenes. (1, 2)

With the help of pictures, books, and exhibits, learn about nomads and the nomadic way of life. (1, 2)

Have a global Halloween. Discuss, act out, or compare Halloween customs in various countries. (2)

Explore literature of other cultures by viewing various films or videos in addition to reading. (2)

Report on the customs, eating habits, etc., of students' homelands (U.S. and other countries); prepare a simple meal together. (1, 2)

Learn about the typical day of boys or girls from another country and act out their day in a role-play. (1, 2, 3, 4)

Compare typical American family members' responsibilities with that of boys and girls from other cultures who must take more responsibility for their own support or that of their families. (1, 2)

Read fairy tales from other cultures. (Use examples from both Eastern and Western cultures.) Draw pictures based on the stories. (1, 2)

Math

Find out the origin of Arabic and Roman numbers and how the U.S. came to use them. Try some addition and subtraction using Roman numbers. (1) (See Sample Lesson Plans, page 82.)

Look at types of foreign currencies: yuans, shekels, drachmas, pesos, etc. (1, 2)

Ask foreign students how they count in their native language. Learn numbers, name quantities according to these numbers, and carry out mathematical operations with these numbers. (1, 2)

Explore the metric system. How did it get started? Count the number of countries that use it. Count and measure things using the metric system. (1, 2)

Use an abacus in class. Help students discover where the abacus originated. Help them learn how to do simple calculations with it. (1)

Count the number of countries in different parts of the world, using a map. How many countries are there in South America, Africa, Europe. Have students make charts showing these counts. (2)

Count the number of different animals that inhabited the area 100 years ago. Count the number of animals that inhabit the area today. (3, 4, 5)

Find out how many trees it takes to print the *Des Moines Register* each day. How many trees is that in a month, a year? (3, 5)

Find out how many volcanoes are there in the world? How many earthquake zones? How many volcanoes have erupted since 1900? How many earthquakes have there been since 1900? Count all these and make lists. (3, 5)

Find out how many endangered animals there are in the U.S. Make a list of them. How many endangered animals are there in Africa? In Asia? (3, 5)

Choose a country, such as South America. List the foods that come from there. Make lists of what kinds of foods they are and where they come from: fruits, vegetables, grains, meats, seafood. (1, 2, 3)

List the parts of the world where people have little or no food to eat. How many countries of the world contain people who are malnourished? How many contain people who are starving? (1, 2, 3)

Find out how different measuring systems began and where they were first used: cubit, digit, inch, mile, acre, yard, fathom, foot, gallon, ounce, etc. (1, 2)

Find out how many acres of rain forest there are in the world. How many trees are cut down each day? At the present rate, how many more days are left until all the trees are gone? (3, 5)

Count the number of trees in a given area (on school property, in the students' yards, etc.). Count the numbers of different types of trees: oak, maple, birch, evergreen, etc. (3)

Music

Accompany a musical rhythm with Orff instruments or with instruments which have been constructed by the students. (1, 2)

Collect pictures of instruments and find out how they are played and where they originated. (1, 2)

Compare the musical scale of other cultures with the scale familiar to the students; use musical examples for comparisons. (1, 2)

Compile a collection of musical arrangements with song, with instrumental and rhythmic accompaniment, and with folk dances. (1, 2)

Play some folk music from another culture. Have students make up a dance or a series of steps in front of the group and have the others imitate the dance. (1, 2)

Learn and practice U.S. folk songs and dances and those from other countries and continents. Invite someone from the local community to come to the class and teach a folk dance. (1, 2)

Express feelings and impressions to music of different kinds. Talk about how music is used in different ways in different cultures: for rituals, for developing a mood (relaxation, war dances, rain dances, group feeling, etc.), for healing, etc. (1, 2)

Find, select, sing, and play songs from various countries (from records, cassettes, song books, etc.). Use foreign students as a resource. (1, 2)

Take students on a field trip to the woods. Listen to the various sounds: birds, brook, waterfall, rustling of the wind in the trees, etc. Back in the classroom discuss what they heard and their feelings. Question what role or task a living nature plays in their lives and what they can do to preserve this. (1, 2)

Learn several Native American songs or dances from different tribes; learn at least one in the original language; what are the songs about; discuss the songs. (2, 3)

Listen to music from various cultures (by instrument or tape). Move freely to the music. Discuss what music the students like or dislike. What kind of music evokes sad feelings or happy feelings? (1)

Produce sounds and create a "concert" with objects from nature (leaves, wood, rocks, stems and stalks of plants, etc.). (3)

Look at simple "nature" instruments (bamboo flutes, bamboo leaves, sea shell strings, gourd rattles, etc.), make some of these instruments in class, and play them together. (1, 3)

Construct instruments (drums, tambourines, wood block percussion instruments, etc.). Talk about the cultures they came from. Present a concert with them. (1, 2)

Play a rhythm on an instrument (e.g., on an African drum) while the others imitate the rhythm. (1, 2)

Play recordings of a variety of ethnic music which reflects the minority groups in the students' community and state. (2)

Visit a Native American settlement or community (e.g., Tama, Iowa) during one of their celebrations; learn about the meaning of their ceremonial costumes and songs. (2)

Visit an ethnic community settled by immigrants (e.g., Amana Colonies, Iowa) and learn about the songs and music which these settlers brought with them from their home country. (2)

Organize a festival with games and songs from all over the world, involving students from various countries. Invite adults to the festival. Or put together the songs and other musical forms of expression which the students have studied and arrange a "Musical Voyage around the World" for presentation to parents and/or the public. (1, 2)

Science

Observe animals from around the world in their natural surroundings by examining magazines, films, videos, etc. Determine continents of origin and locate on a world map. (3) (See Sample Lesson Plans, page 84.)

Observe animals in the zoo or in a natural history museum and discuss which are in danger of extinction; also discuss the reasons for this danger. If there is a "petting zoo" have students touch the animals. (3)

Discuss what captivity means for animals as opposed to their natural surroundings. (3)

Put water in a pie tin and let stand; observe how the water evaporates. Apply what is learned to life in the desert. (3)

Explore what water means in the students' lives; discuss the use of water by nomads. (2, 3)

Install a garden hose shower and use water warmed by the sun. In what parts of the world do people rely on the sun to heat their water? (1, 2, 3)

Visit a water treatment plant. Find out how water is treated (or not treated) in different parts of the world. (3)

Deprive one of two plants its water and observe and compare what happens. Discuss the effects of droughts. (1, 3)

Discuss ways to conserve water. Try for a whole day to get along with as little water as possible. If there is a well in the area, fetch water in a bucket. (1, 3)

Collect dead branches and limbs and consider how one can use the wood. Discuss how wood is used in different cultures. (1, 2)

Collect wild fruits in the region and make jam out of them. Discuss how wild fruits are used in other cultures. (1, 2)

Generate ideas how to diminish the amount of refuse (e.g., not buying toys which use batteries, using biodegradable paper bags instead of plastic trash bags, etc.). (1, 3)

During a two-or three-week period collect all plastic containers from home and bring them to exhibit in class; then work together on possible uses for this "refuse." (3, 5)

Go outdoors and pick up (in an assigned area) anything that is loose. Provide students with paper bags to collect their findings. Possible discussion questions: Where did all this material come from? Discuss how the trash accumulated. Is it okay to throw out one piece - if it is only one? Who is responsible for keeping the assigned area clean? What things found belong there? How do the students' actions affect people in other parts of the world? (2, 3)

Find out what occupations are involved in dealing with refuse (second-hand shops, trash collectors, disposal plants, toxic waste authorities, etc.) in various cultures. (1, 2)

Compare pictures of clean and polluted lakes and find out how these lakes (or rivers) become polluted. Discuss how to prevent pollution. Conduct a brainstorming session on possible solutions to worldwide pollution problems. (1, 3)

Locate the world's notable active volcanoes and earthquake zones. (*The World Almanac* is a good source.) Discuss why people live in these zones and what happens during a volcanic eruption or earthquake. (1, 3)

Construct a collage of various materials. Blindfold students who have not seen the collage and use it for tactile investigation to identify the materials. (1, 3)

Cut out pictures from newspapers and magazines which show forests and deforestation around the world. (1, 3, 5)

Explore the metric system in math and science classes. Do simple measurements in length, area, and volume. Trace the origins of the metric system. (1, 2)

Look at a cactus collection and cultivate some cacti in the classroom. Locate other areas of the world where cacti grow. (1, 3)

Learn about the wealth and diversity of the forests of the world. Find out why forests are disappearing and what can be done about this problem. (1, 3, 5)

Organically grow vegetables and herbs in a school garden and record their growth. Consider the advantages and disadvantages of organic farming compared to traditional methods. Find out where in the world organic farming is widely used. (3)

Fill a large pot with earth, plant seeds, and observe the growth of the plants. In a second pot place over-fertilized or oil-contaminated earth, plant seeds, and compare the results with those in the first pot. Discuss how man's activities have influenced the productivity of the soil. (1, 3)

Visit a botanical garden and cultivate a few plants in the classroom (e.g., pineapple, coffee tree, orange or date tree, etc.). Sketch them. (2, 3)

Swing a water-filled bucket around in a circle; find out why the water doesn't pour out. Relate this principle to bodies of water on the earth. (3)

Use a small mirror to reflect the sun onto the student's hand and observe how quickly the skin feels heat. (3)

Using a *Field Guide to Dinosaurs* (Diagram Group, Avon Books, 1983, paperback) as a reference, locate on a world map where the remains of various dinosaurs have been found. (2, 3)

Discuss acid rain. How does it affect the U.S. and the rest of the world? Who is responsible? (1, 3)

With the help of books and pictures on the subject, study the moon landing and construct some of the tools the astronauts used. Talk about going to the moon, and what it means to people on the Earth. (1, 2, 5)

With the help of parents, build a "rocket," put together simple space suits and garb for space technicians, set up a moon landscape. (2, 3)

Invent games which a blind person could play. (2)

Invite a blind person to the class for a sharing session. Have students describe themselves and their surroundings to the blind person. (2)

Invite a handicapped individual in a wheelchair to the class with the understanding that all questions are permitted; push the guest around in the wheelchair and let the students try out the wheelchair. (1, 3)

Social Studies

Find clothing, food, cars, etc., at home that come from another country. List them and bring the lists to class to compare with other students' lists. (1, 3) (See Sample Lesson Plans, page 85.)

Compare pictures of farms in different countries and draw pictures of the important elements of the farms (e.g., buildings, crops, animals, machinery, people, etc.). (2) (See Sample Lesson Plans, page 3.)

Compare familiar games and toys with those of other cultures. Bring a favorite toy to class, play with it there, and compare it to similar toys in other cultures. Discuss the role of play. (2)

Look at and make some simple toys from other cultures (paper balls, lemon peels, branches and wire, etc.). (2, 3)

With simple materials (balloons, blocks, ping pong balls, etc.) develop games and play possibilities and invent rules for them. Discuss what materials might be used to play this same game in a different culture. (2, 3, 4)

Bring a stack of news magazines to class. Cut out the faces of world leaders and tape them to a world map. (1, 2, 4, 5)

By example learn how existing conflicts in the class can be solved without oppression. Compare the methods used in the class to those used worldwide. (1, 2, 4, 5)

Read from Dr. Seuss' *Butter Battle Book* and discuss the ideas of conflict resolution and labeling people. Dr. Seuss' *The Lorax* can be used as a basis for discussions about the environment. (1, 2, 3, 4, 5)

Collect a large number of pictures of faces from around the world, identify them according to facial expression (sad/happy, angry/pleased, dominant/submissive, etc.), and make a collage of them. (2, 4)

Collect ideas on how the students can diminish trash; for a period of time keep a diary of efforts at diminishing trash and

record results. Find out how other countries handle trash. (2, 3)

Decide how the climate and landscape in various regions of the U.S. influence the lives of inhabitants. Compare to other regions around the world, both similar and different. (1, 2, 3)

Compare how wedding, funeral, and coming-of-age ceremonies are celebrated in various cultures. (2)

Compare the typical day of children in other countries with the students' typical day; determine which needs are the same, which are different. (1, 2, 4)

List aspects of the students' lives (e.g., leisure time activities, clothes, chores, celebrations, family) and compare with children around the world. Discuss differences, similarities. Compare roles of girls and boys in various countries. (2)

Help students see themselves as members of a group and imagine themselves in the family units of other cultures. (2)

Re-create the typical course of a day spent by various peoples in the U.S. and in other countries and live like this for a full day. (1-5)

Draw pictures of, or with various materials, construct models of the types of houses typical in the students' culture and in other countries. (1, 2, 3)

Create bingo cards with capital cities of the world as the spaces on the cards. As the country is called, students put markers on the corresponding capital city. (2, 3)

Cut out headlines of major news stories. Mount them on a wall around a world map. Use colored string to link stories with the country(ies) involved. (1-5)

Divide the class into small groups, assigning each a major holiday celebrated in the U.S. Have groups list the customs, rituals, and superstitions associated with the holiday and trace their origins. (2)

Examine habits of consumption and see their connections to and within nature and the global environment. (1, 2, 3)

Explore the cultural influences on the local community's lifestyle. (1, 2, 4, 5)

Learn about the celebrations and traditions of various cultures that are related to ethnic celebrations in the students' community. (2)

Express dreams, needs, wishes, and fears in conversation, role-play, or pantomime; compare them with boys and girls of other cultures. (2, 4, 5)

Find and look at pictures of families in other cultures. Discuss their lifestyles based on their clothing, surroundings, etc. (2)

With the help of pictures, books, and exhibits learn about nomadic dwellings (tents); think about why nomads live this way. Study the living and dwelling conditions of non-stationary peoples (nomads, migrants) and compare to the students' living and dwelling conditions. Find out about the life of nomads. (2, 3)

Explore what water means in the students' lives; discuss the use of water by nomads. Compare the water usage of a nomadic family and of the students' families. Try to live for a day with the amount of water nomads use. Compare experiences. (1, 2, 3, 5)

Carry out routine daily activities from another culture, like washing with a washboard or preparing food using primitive tools. (1, 2, 3)

Gather information about migrant farm workers from Mexico who travel to the North during growing and harvest seasons; if possible, have migrant farm workers and/or their employers visit class. (1, 2)

Find out which foods are chiefly eaten in other parts of the world. (2, 3)

Follow the path of an imported grocery product to the land where it was planted and grown; describe the methods of planting and growing and the way of life of the women, men, and children responsible for producing the product. Draw and describe the stages. (1, 2, 3)

Visit a Native American settlement or community during one of their celebrations (e.g., Tama, Iowa). Learn about the way they lived, hunted, cooked, etc., in their region in earlier times. (1, 2, 3, 4, 5)

Have a foreign classmate/student tell about a native custom and re-create this custom; create the costumes and other trappings necessary. (2)

In role-play show how visitors in other countries (e.g., in Japan) are received. (2)

Invite a missionary or Peace Corps volunteer to share experiences about living in other parts of the world. (1, 2, 3, 4, 5)

Invite persons who know a foreign country well and request that they bring objects from the foreign country to show. (2)

Learn about the typical day of women in various cultures. (2)

Look at pictures of men, women, and children from other cultures carrying heavy burdens in various ways and try these modes of transport (e.g., using heads, poles, slings, backs). Do the same looking at differences in head covering, hair style, make-up used, etc. (2, 3)

Evaluate the characteristics and suitability of clothing in various cultures. (1, 2, 3)

Look at the clothes of Eskimos in museums or in pictures and dress in similar attire in the winter. Compare with what the students normally wear. (2, 3)

Look at the clothes worn by children in Africa and dress in similar clothes during very warm weather. Compare with what the students normally wear. (2, 3)

Reenact scenes from a story about a similar-aged boy or girl from another country. (2, 3, 4, 5)

Prepare food from another country and eat it as they do. Compare their food with that of the students. (2, 3)

Read about the history and legend(s) behind various folk traditions. (2)

Read life stories of famous people (e.g., Francis of Assisi, Madame Curie, Bismark, Napoleon, Martin Luther King, Churchill). Role-play scenes from their lives and/or investigate what their country looked like during that particular historical period. (1-5)

Read reports about child labor in developing countries. Find out the background and causes of child labor. Make up a schedule of how long these children work. Compare the work of these children with the students' "work." (2, 3)

Take a trip to a local museum or other appropriate location and learn about how various tools and objects were used by early settlers (e.g., Living History Farms in Des Moines and Putnam Museum in Davenport). Which of these tools and objects were brought to the U.S. by immigrants? As part of this activity, examine trades and skills that are dead or dying. (1-5)

Use a teacher-developed set of occupational flash cards (e.g., auto mechanic) to assess group attitudes on whether a job is male, female, or both. Develop patterns of responses and ask why each job identified as male and female are so. Compare to male/female roles in other cultures. (2,3 4, 5)

To demonstrate the significance of customs, have each student bring an object related to a family custom, write about its importance, and share the stories. (1, 2)

Using a world map and colored string, connect the students' families' countries of origin with their present town or city. (1, 2)

Visit ethnic festivals (e.g., the tulip festival in Pella, Iowa; the Native American celebrations in Tama, Iowa; the German Oktoberfest celebrations in the Amana Colonies). Note the specific role of the women and the men in these traditions. (1, 2)

With props (chairs, towels, etc.) build a "vehicle" and "travel" to another country by plane, ship, train, car. (1, 2, 3, 5)

Find out where apples, grapes, strawberries, bananas, coffee, cocoa, peanuts, oranges, etc., come from. Distinguish which foods are grown domestically and which are imported. Talk about the energy used and pollution caused to bring these imported foods to U.S. tables. Talk about whether all these foods are needed or not. (1, 2, 3)

Section 2

Activities for
Grades 4 - 6

Art

Acquire the basic skills of pottery technique and, using this technique, produce a container or object. (2)

As a group project paint a wall mural depicting life in another climatic zone. Or paint pictures depicting life in the students' state if the climate should change. (2, 3)

Examine pictures of art which show how different cultures represent the Earth, human beings, nature, religious themes, etc. (2, 3)

Compare different living environments with each other (e.g., in a condominium, farm house, single-dwelling home, or large apartment house and in a large city, a small town, or the country, etc.). Compare these with the living conditions of the homeless around the world. Construct model houses typical in the students' culture and in other countries. (2, 3)

Compare various means of construction in the local region with that in foreign cultures and from these comparisons draw inferences about the way of life in those cultures. (2, 3)

Look at slides of art and architecture of a country and think about the nature of styles and artistic content which are characteristic of that country or region. (2, 3)

Design an ideal living community which provides people's needs (plans, descriptions, etc.). Consider ideas such as the sharing of resources, energy use, waste disposal, recycling, recreation. (1, 2, 3, 4, 5)

Make a model of a neighborhood and living environment in which the buildings, streets, and nature harmonize with and complement each other. (2, 3)

In a collage transplant the students' neighborhoods into a different setting. Back-drop pictures of beaches and seashores, deserts, metropolitan skylines, etc., may be found in magazine ads, travel brochures, etc. (2, 3, 5)

In a small exhibit, juxtapose pictures of today's towns or cities with historical pictures

of these places. Gather and display pictures of towns and cities in other parts of the world. Discuss how they are alike and how they are different. (1, 2, 3, 4, 5)

Construct a collage of human faces. Discuss their similarities and their differences. Discuss their expressions, their moods. (1, 2, 3)

Construct collages and express the varied human presence in the world (e.g., identity, lifestyle, environment, self-expression). Talk about each of these terms. (2, 3)

Find in which cultures shadow plays are common. Construct shadow-play figures (e.g., in the style of Indonesian wayang). With these shadow-play figures, present a spontaneous or a rehearsed play for an audience. A fairytale from another country may be used, or enact world issues and problems. (1, 2, 3, 4, 5)

Describe in words or drawing personal conceptions of "peace." Discuss human rights and depict them in acted-out scenes or through symbols, etc. Discuss the rights of children, specifically, and act them out in scenes. (1, 2)

Draw characteristic objects of an earlier or present-day culture, such as an African tribe (e.g., buildings, cookware, clothing); if possible, construct some of these. (2)

Examine ornamental designs from Oriental carpets and create original designs. (2)

Draw pictures or diagrams of farms of various countries or illustrate how people in different cultures get their food: fishing, herding, hunting, gathering (berries, roots, etc.), scavenging, begging. (1, 2, 3)

Go on a "discovery tour" with a drawing pencil, photo equipment, or video camera. Make pictures of a theme such as nature, people, or buildings. Pay particular attention to how things are connected or how they fit together. (1, 3)

Draw political cartoons based on world events as seen through the eyes of foreigners. (1, 2)

Dress in the costumes of other cultures. Talk about the functions of clothing: protection from the weather; adornment for ceremonies and dances; identification of groups, social class, and income level, etc. (2, 3)

Investigate the meaning of masks in religion and culture in the U.S. (e.g., Mardi gras in New Orleans, Native American culture, Halloween, etc.) and in other cultures (e.g., various peoples in Africa). Construct the masks and paint and adorn them with appropriate decorations: use cardboard, paper plates, or drawing paper which has been immersed in water, formed to a mask and dried; or use plaster bandages or paper maché. (2, 3)

Learn games from foreign students, construct or gather the necessary game materials, and play the game. (2)

Look at and make some simple toys from other cultures (paper balls, lemon peels, simple toys made of branches and wire, etc.). (2, 3)

Compare similar handmade toys to modern "purchased" toys in regard to their teaching potential, their ability to stimulate imagination, their price, and the values which they express. (2, 3)

Make a weaving frame out of cardboard and, like the Indians in Peru, weave sample strips of wool in various colors. Use the pieces to make a wall hanging or woven bag, etc. Card, spin, and dye with simple materials. (2)

Make amulets, necklaces, bracelets, rings, etc., from materials found in nature. Sew moccasins of leather, felt, or other thick fabric and decorate. Make sandals of leather or straw. (2, 3)

Make paper and print on it with simple printing techniques. Use as envelopes, gift wrap, etc. (2, 3)

Many countries have some cultural aspect from festivals or everyday life which would be ideal as an art project (e.g., piñatas, Andinkra cloth designs, carp kites, batik cloth). (2)

Paint or draw a picture on a particular theme, with music accompaniment and

without speaking. Each time the music stops each student moves clockwise to the next picture (the pictures remain in the original places) and attempts to pick up on the theme and continues to paint. Once the student comes back to his original picture, he finishes it to his satisfaction. Discuss the pictures together. (2)

Draw a picture or diagram which illustrates how humans and the Earth depend on each other. (1, 2, 3)

Sew a wall decoration made of fabric appliques. Relate the assignment to a theme of nature, the students' culture, another culture, etc. (1, 2, 3)

Through various art work, depict the important holidays of other nations. (2)

Try origami. Learn the origins and practice of this Japanese paper-folding art. (2)

Using the traditional Indonesian dye technique of batik and/or the tie-dye technique of knotting and dipping, dye towels and other pieces of fabric and fashion them into articles of clothing. (2)

Visit a farm in Iowa; talk about life on the farm; draw an Iowa farm; draw the machines that plow, plant, spray, cultivate, harvest. Talk about the differences between raising food in the U.S. and in other cultures. Talk about a farm in Mexico, look at pictures of such farms, and draw a picture. (1, 2, 3)

Visit an exhibit about a foreign culture in a culture museum or an art museum. (2)

Make ornaments used by other peoples and find out their meaning (e.g., ornaments of Native Americans, the Indians of Bolivia, the Nepalese, the Balinese of Indonesia, Mexicans, etc.). Make the ornaments out of paper. (2)

In a collage arrange pictures of important or favorite objects with similar objects from another culture; compare the images in the collage. (2)

Foreign Language

Begin the study of a foreign language or culture by brainstorming everything students "know" about it on sheets of newsprint. At the end of the unit or course, review the list to eliminate stereotypes, clear up misconceptions, and add new information. (1, 2, 3, 4, 5)
(See Sample Lesson Plans, p. 106.)

Transform a room into a foreign language dictionary. Label everything in the room and make color, number and common phrases charts in the particular language being studied. Encourage that students "play with" the language rather than stress memorization. (2)

Learn several common words from each of several languages: Spanish, French, German, Russian, Japanese, etc. (2)

Compile lists of English words with origins in foreign languages. (2)

Discuss how and why different languages developed. (2)

Learn a few simple sign language words and communicate with each other in sign language. (2)

Learn a few words in the language of a foreign classmate (greetings, numbers, etc.) and apply them frequently. (2)

With a doll or stuffed animal "travel" to another country and meet a student. Learn something about this student's way of life. (1, 2, 3)

Health & Physical Education

Contact an international organization that deals with a worldwide health issue to receive information about the issue regarding causes, solutions, programming, etc. (1, 2) (See Sample Lesson Plans, p. 88.)

Have students take the Soviet Youth Fitness Test. Check and discuss the differences between this test and the Presidential Fitness Challenge. (1, 2) (See Sample Lesson Plans, p. 91.)

In pantomime portray different kinds of interpersonal contacts (e.g., friendly/hostile; between elderly/young people, superiors/subordinates, women/men, etc.). (2, 4)

In role-play depict conflict situations which occur at home, in school, or other places and the possible solutions to these problems. (2, 4, 5)

Investigate and discuss whether the students' city/town appropriately provides for the living needs of children, youth, women and men, sick people, the handicapped, the elderly, and foreigners in regard to playgrounds, parks, streets, shopping areas, health centers, meeting places, etc. (2)

Look for role models recognized in various cultures and find out what their contributions were to the world. Think about and discuss what is regarded as worthy of admiration and emulation among the students' friends and acquaintances. (2)

From U.S. Department of Agriculture statistics find out the average amount of different kinds of meat eaten by a person in the U.S. per year; translate to number of animals. Compare this to the amounts of meat eaten per person in other cultures. (2)

Investigate child labor in developing countries in regard to health problems from the type of work children do. Discuss other consequences of child labor. (2)

Compare the nutritional habits in the U.S. and in other countries. How does food preparation differ? (2)

Determine the origin of familiar foods and mark this on a large world map. Find out which foods are grown in other countries; eat some of these together. (1, 3)

Distinguish between locally grown foods and those brought in from further distances; think about the consequences of purchasing local and non-local foods. (1, 2, 3)

Find out at what times of year, for what reasons, and with what results fruits and vegetables are imported which also grow in the U.S., the state, or the region. (1, 2, 3)

Find out how the lives of people in other parts of the world are influenced by the students' choices of foods. (1, 2)

Prepare and/or sample foods from other cultures. (2)

Explore food globally through preparing reports on the origins and uses of various herbs and spices around the world. Bring samples to taste and smell. (1, 2)

Look at examples of inadequate diet and malnutrition in other parts of the world and seek the reasons for this. Compare this with the obesity in industrialized countries, the world's food supply in general, both now and in the future. (2, 5)

Discuss sources of nourishment and examples of malnourishment around the world. (1, 3)

Figure out how much a meal costs in the U.S. and how long one has to work to buy it. How long would a person in another country have to work to buy the same meal? Compare several countries: Japan, Zaire, the Soviet Union, Britain, Mexico, etc. (2)

Experience and think about rest and restlessness both in nature and in humans and explain why this cyclic change is purposeful. In regard to this, compare the students' way of living with that of other peoples (where, for example, no distinctly different seasons affect people's lives). (2, 3)

Find out what kinds of groups and family units exist (small and large families, single-parent, childless, communes, tribes, etc.). Analyze and compare the roles of the grandmothers/grandfathers, aunts/uncles, mothers/fathers, children, etc. (2)

Write (and produce) a play about a world pollution problem and a possible solution. Producing the play could involve mathematics (working with a budget, measurement in making set and props), art (set, advertising), etc. The play could also be audio-taped or video-taped for later discussion. (1, 3, 5)

Talk about a farm in another country, look at pictures of such farms, and draw a picture. Compare it to a farm in Iowa. (2)

Invent games using worthless materials and develop rules for the games. (2, 4)

Practice games which have no winners or losers (Play, Solidarity, other new games). Contrast the way winner-oriented games are played with the no-winner type. Try to determine which type is preferred and why. Lead into discussion of peaceful conflict resolution. (2, 4)

Learn about and play games without winners from other cultures. If possible, construct the materials needed for these games. Organize a "festival" of games without winners and games from other cultures. (2, 4)

Stage a mock Olympics. How did the ancient Greeks organize their Olympics? How are the modern Olympics organized? (1, 2)

Toss a beachball globe among students, asking them questions about the spot their right thumb touches. Young students can be asked whether the thumb is touching land or water; older students can be asked more probing questions about the country/body of water and its surrounding area. (1, 3)

Implement activities from other cultures such as soccer, folk dancing, Japanese and Chinese exercises, or a martial arts demonstration. (2)

Assume responsibility for a classmate who with blindfolded eyes is seeking the way through the school room or a labyrinth, led by

the sound of a musical instrument; each time the "blind" student is about to run into something another student hits a tambourine or claps as a warning. (2)

Construct a collage of various materials for a blind person; use it for tactile investigation to identify the materials. (2)

Invent games which the blind can also play. (2)

Invite a blind person to class for a sharing session. Have students say their names and describe themselves and their surroundings. (2)

Invite a handicapped individual in a wheelchair to the class, understanding that all questions are permitted; push the guest around in the wheelchair and let the students try out the wheelchair. (2)

Language Arts

Investigate a Chinese New Year celebration and animal zodiac signs and compare with those familiar to the students. (2) (See Sample Lesson Plans, p. 89.)

Compare how wedding, funeral, and coming-of-age ceremonies are celebrated in various cultures. (2)

Interview an older relative or family friend and then write a biography, researching the contributions of that particular ethnic group to U.S. culture. (1)

Display foreign publications in the classroom (foreign newspapers can often be obtained from college libraries by requesting discarded back issues). What do these publications tell about the cultures from which they come, even if the language cannot be understood? (1, 2)

Learn about the numbers which play a significant role in fairy stories from different cultures (e.g., the number 3, sevenfold, etc.). (1, 2)

Discuss human rights and depict them (e.g., in acted-out scenes or through symbols, etc.). Discuss the rights of children, specifically, and act them out in scenes. (Resource: U.N. Convention on the Rights of the Child) (1, 2, 4, 5)

Read and stage the famous speech of Chief Seattle from the year 1855. Compare the Native American way of looking at life and the world with modern ways of thinking. Learn and sing some Native American songs. (1, 2)

Research and write a report on the impact of various nationalities (Spanish, English, Portuguese, Dutch, French, Africans, and others) on the New World, i.e., North and South America. (1, 2)

Explore the global origins of words in the English language. *The Webster's Ninth New Collegiate Dictionary* provides a detailed etymology of words. (1, 2)

Research the origin of the English alphabet and compare it with other alphabets of the world. (1, 2)

Learn braille and write and read a few messages with the "tactile" language. (1, 2)

Practice a few letters from other languages and have students write their names with them (e.g., Greek, Russian, Arabic). (2)

Practice words from other languages which are written from right to left (e.g., Hebrew, Arabic). (2)

Use foreign students in the classroom as a language resource. (1, 2)

With foreign language dictionaries, phrase books, or language lessons, translate ten everyday words into a foreign language, or translate the words for ten favorite foods into another language and discuss whether or not they might be found in countries where the language is spoken. (1, 2)

Express dreams, needs, wishes, and fears in conversation, role-play, or pantomime and through the use of films and books compare them with those of boys and girls from other cultures. (1, 2, 3, 4, 5)

A good resource for Russian literature is *A Harvest of Russian Children's Literature* (Miriam Morton, Ed., Berkeley, University of California Press, 1967) for younger students or *The Penguin Book of Russian Short Stories* (David Richards, ed., New York, Penguin, 1981) for older students — both are paperbacks. (2)

Have a global Halloween with Ruth Manning-Sanders' (ed) collections of tales from around the world—*A Book of Charms and Changlings, A Book of Enchantments and Curses, A Book of Ghosts and Goblins, A Book of Spooks and Spectres, A Book of Monsters, A Book of Magic Animals, and A Book of Sorcerers and Spells*. (2)

Research and locate countries that celebrate common holidays. Interesting ones include Boxing Day, Epiphany, Eid-ul-Fitr, Mardi Gras, and All Saints' (Souls') Day. (2)

Choose one of the questions listed below and create a myth to offer a possible explanation. Remind students to remember the basic format and concepts of the Greek myths. (1, 2)

- a) Why do turtles have shells?
- b) Why do camels have humps?
- c) Why do elephants have trunks?
- d) Why is snow white?
- e) How did horses lose their wings?

Explore African, Asian, Middle Eastern literature for folktales, legends, poems, proverbs, and riddles. (2)

Keep a daily diary, noting the diverse international connections in everyday life. (1, 2, 3, 4, 5)

Write letters to embassies for information about different nations. The Washington, D.C., telephone book is available at most public libraries. *The World Almanac* is also a source for embassy addresses. (1, 2, 3, 4, 5)

Initiate a pen pal program with students in a sister city or sister state. (1, 2)

Draw from a (selective) grab bag of foreign stamps and write a brief report on the person, place, or thing on that country's stamp and its significance to that particular country. *The Scott Standard Postage Catalog*, available at most public libraries, can help identify who or what is on a stamp. (2)

Read and discuss travelogues of people of other cultures (China, Egypt, Israel, Russia, Korea, Argentina, etc.). (1, 2, 3)

Report about vacations or trips, giving special attention in descriptions to the landscape, situations, lifestyle, and people. (1, 2, 3)

With the help of a travel report, role-play the meeting between a traveler and the inhabitant of another country. (1, 2)

With the help of reading texts and pictures, determine how earlier travelers described their impressions of foreign women and men, unfamiliar regions, climate, and vegetation. What things seemed especially strange to them? What sorts of things made a bad impression, what things were they thrilled about? (1, 2)

In role-play experience what it is like to be an "outsider." Relate this to how students moving to a foreign country might feel. (1, 2, 4, 5)

Read the poem "The Blind Men and the Elephant" by John Saxe based on an Indian folktale. Use it as the basis of a discussion on misperceptions. (1, 2)

Bring an object related to a family custom; write about its importance; and share the stories. (1, 2, 4)

Explore the students' first names or surnames — their origins and meanings. Do global variations exist for any of the first names (e.g., John)? Good resources include *New Dictionary of American Family Names* (Eldon C. Smith, Harper & Row, 1973) and *American Given Names* (George R. Stewart, Oxford, 1979). (2)

On the basis of stories, comics, and advertisements from other cultures, investigate the difference between judgement and prejudice and uncover stereotypes. (2)

Math

Using recent exchange rates from the *Wall Street Journal* or the *Des Moines Register*, convert yen, marks and yuans, pounds, and pesos to dollars — and vice versa. (1, 2)

Learn numbers, name quantities according to these numbers, and carry out mathematical operations with the numbers of another language. (2)

Calculate flying distances and times from Iowa to Chicago, New York, Beijing, Moscow, Toyko, and Cairo. Which is closest to Iowa: Beijing, Toyko, or Cairo? Find out the cost difference of a ticket. Compare airline prices. (1)

Estimate how much gas and electricity the students' families use per day. Each evening for a week read the meters to determine energy usage and record. Calculate the average usage of energy per day. Monthly utility bills also have this information. Try a month of conserving. How much was saved? This process may also be done with water usage. (1, 2, 3)

Explore the Islamic, Jewish, Gregorian, Indian, and Chinese calendars. (2)

Explore the metric system. Where did it originate? How is it useful? Why did metric conversion fail in the U.S.? (1, 2, 5)

Find out the significance of the knotted strings of the Incas (Quipu) and do some mathematical operations with them. (2)

Find out the origin of Arabic and Roman numbers and how they came to be used. Find other calendar and time systems and perhaps convert them to the system used in the U.S. (1, 2)

Make graphs, charts, or diagrams showing changes in child labor. Compare between cultures. (1, 2)

Study the different time zones in the world. When it is noon in Iowa, what time is it in England, India, Japan? How far apart are the time zones? Discuss how the International Date Line works. (2)

With the help of stories, find out what kind of role and influence time has in various cultures and with different peoples. List all the places clocks are found in U.S. culture; write an essay entitled "A Life Without Clocks." Research the history and influence of clocks in other cultures. (2)

Count the number of countries in Africa, Europe, Asia, Latin America, etc. (2)

Examine some basic facts about population and population growth. Count the population in the school. Find out how many people are in the students' city or town, the state, the United States, the world. (1, 2)

Build a scale model of the students' town or city (with shops, churches, fire and police station(s), schools, etc.). Discuss the concept of scale on maps and how it is used. (1, 3)

Calculate distances: from the classroom to the front door of the school, from the school to students' homes, from homes to another city, etc. (1, 3)

Music

Select a musical (or opera) such as *Sound of Music* (Austria) or *The King and I* (Thailand) to study, discuss, and/or perform songs from. (1, 2) (See Sample Lesson Plans, p. 87.)

Analyze a few elements (e.g., rhythm) and compare with European music. Accompany the rhythm with Orff instruments or with instruments which have been constructed by the students. (1, 2)

Investigate the influence of U.S. music on the non-Western world and find evidence of imitation of U.S. music in other countries. Then, do the reverse. Find influences of other cultures in U.S. music. (1, 2)

Research the influences of music from other countries on American pop, jazz, and electronic music. Investigate the influences of Western music on the developing countries (content and message, style, marketing, etc.). (1, 2)

Analyze different popular music styles. Why are people willing to spend so much money to buy this music, go to concerts, etc? (2)

Bring music from around the world into the classroom. Study the origins and meaning of the music. Discuss the differences between folk music, religious music, music for various ceremonies, festivals, and rituals. (1, 2)

Compile a collection of musical arrangements with song, instrumental, and rhythmic accompaniment from other cultures. (1, 2)

Learn a folk song from Appalachia; after learning the melody and words, accompany with instruments. (2)

Collect pictures of instruments and find out their playing techniques, their countries of origin, their different uses. If possible, listen to examples of their sounds. (1, 2)

Compare the musical scale of other cultures with the scale familiar to the students; use musical examples for comparisons. (1, 2)

Construct simple versions of instruments (drums, strings, tambourines, wood block percussion instruments, etc.). Research different cultures where these instruments are commonly used and learn music from those cultures. (1, 2)

Coordinate with teachers of social studies and introduce music that corresponds with periods in history, the geography of other countries, etc., when these topics are being studied. Discuss the background and the goals of using these styles of music. (1, 2, 3, 4, 5)

Find songs which represent different periods in U.S. history; do the words reflect what was going on in the U.S. at that historical time? Find differences between songs from the New England area, the South, and the frontier during the nineteenth century. Do the same for other countries. (1, 2, 4)

Look in history for songs of patriotism and discuss periods of history that these songs have been most popular. Are there any songs about the environment? (2, 5)

Make up a song-text about an issue or problem or strong feeling and fit it to a familiar melody; or compose original melodies. (2)

Learn liberation songs (e.g., Irish songs protesting domination by the church, by England, etc.). (2)

Explain how music can be "made" with technical aids such as synthesizers. Compare these modern techniques with primitive musical aids from other cultures. (2)

Listen to a variety of music from different cultures (by instrument or cassette). Move freely to the music. Discuss what music the students especially like or dislike. (2)

Express feelings and impressions to music. Listen to music from other cultures; imagine how the people of those cultures express their feelings through music. (1, 2, 3, 4)

Discuss the times, the culture, beliefs, religions, etc., that helped mold the folk music studied, heard, or sung. (2)

When studying composed music, discuss the setting (country, time, etc.) in which the composer lived and created her music. Locate the composer's home on a world map. As the year progresses, the map should become covered with objects or words tacked to separate countries or areas of the world. (1, 2, 3, 4)

In groups write a radio play dealing with a global issue, accompany it with sound effects, and record the play on audio tape. (1, 2, 3, 4, 5)

Learn a song in the language of a foreign classmate. (2)

Learn several Native American songs, from different tribes if possible. Learn at least one in the original language. What are the songs about? Do the songs reflect anything about human's relationship to nature? (2)

Look at simple "nature" instruments (bamboo flute, bamboo leaves, sea shell strings, gourd rattles, etc.), make some of these instruments in class, and play them together. (2, 3)

Produce sounds and create a "concert" with objects from nature (leaves, wood, rocks, stems and stalks of plants, etc.). Research instruments from other cultures which are made from natural materials. (1, 2)

Look at the popularity of rock stars and how they are admired and worshipped by many young people; discuss and try to explain the reasons for this. Look at how other cultures view U.S. performers and how Americans view theirs. (1, 2)

Look at various uses of and different viewpoints about functional music (e.g., in advertising, in elevators, in supermarkets, in films, in chicken hatcheries, in work areas, etc.). How is this type of music used in other cultures? (2)

Introduce songs and customs from students' ancestors' homelands. (2)

Play instruments of other peoples (drums, flutes, stringed instruments) and dance to the music. (2)

Play recordings of a variety of ethnic music (e.g., Native American, African American, Polish, Armenian, Slavic, Korean, Vietnamese, Laotian) which reflect the minority groups in the local community and state. (2)

Practice the basic steps of a dance from a different culture. Invite someone from the local community to teach a folk dance. (2)

Put together songs and other musical forms of expression and arrange a "Musical Voyage around the World" for presentation. (1, 2)

Try to figure out the meanings of foreign words in songs based on their context. (2)

Visit a Native American settlement or community (e.g., Tama, Iowa) during one of its celebrations; learn about the meaning of their ceremonial costumes and songs. (2)

Visit an ethnic community settled by immigrants (e.g., Amana Colonies, Iowa) and learn about the songs and music which these settlers brought with them. (2)

Science

Research and write a report about an animal not found in the U.S. The report could include information on the animal's habitat and corresponding physical geography and climate in the country(ies) in which it is found. (1, 3)

Collect ideas on how to diminish trash; for a period of time keep a diary of efforts to diminish trash and record results. Compare with statistics from other countries. (1, 3)

For several weeks collect all plastic bottles and containers used at home and bring them to school for an "exhibition"; compare the use of wood, glass, and paper with that of plastic. (2, 3)

Collect pictures of endangered plants and animals and look for possibilities of how a person can contribute to their protection and preservation. (1, 3, 5)

Describe and record the path of bananas, pineapples, or cocoa from place of origin to the consumer. Look at the working and living conditions of the producer. (1, 2, 3)

Determine the place of origin of U.S. goods (foods, luxuries, clothing, etc.) and mark these locations with small labeled flags on a map. Follow the production and transport paths of these products. Do the same with raw materials the U.S. needs. (1, 3)

Find out about the conditions of raw material depletion. (1, 2, 3)

Find out how the Indians of South America live in their rainforest environment. How is deforestation affecting these Indians? What is deforestation doing to wildlife and plant species? (1, 2, 3)

Follow the path of a particular product from its place of origin to the trash heap and landfill. (1, 2, 3)

Locate the world's notable active volcanoes and earthquake zones. Talk about the idea of a "living" Earth using Lovelock's Gaia hypothesis. (See J. E. Lovelock's *Gaia: A New*

Look at Life on Earth, Oxford University Press, 1979.) (1, 3)

List all household and kitchen appliances and machines in the students' homes and with the help of photos compare with a nomadic household. (2)

Assign each student a foreign city/country that they are "traveling to" and ask them to report what they expect the weather to be on that given day. (*U.S.A. Today* can serve as an excellent resource.) (2, 3)

Conduct a brainstorming session on possible solutions to worldwide pollution problems. (1, 2, 3, 4, 5)

Research magazines and newspapers for articles regarding pollution. Make a scrapbook or bulletin board display. (1, 2, 3)

Review case studies of environmental destruction (e.g., mercury poisoning in Japan, oil spillage in the Santa Barbara channel, dumping of taconite wastes into Lake Superior, acid rain in Canada, etc.). (1, 2, 3, 4, 5)

Collect pictures of pollution problems around the world. Either individually or in small groups make a collage. Write a poem or essay to reflect what is happening in the collage. Display both for discussion purposes. (1, 3)

Interview members of the community on the topic of worldwide pollution to determine people's perspectives on pollution problems and possible solutions. (2, 3, 5)

Collect pictures of the way the world's environment should appear and be cared for in contrast to the way it is today. (3, 5)

Research the acid rain issue. How does it affect the U.S. and the rest of the world? Who is responsible? What solutions are possible? (1, 2, 3, 4, 5)

Research and discuss the effect of air pollution and the rapid depletion of the world's tropical rain forests on climate. Research the "greenhouse" effect. What solutions exist? (1, 2, 3, 4, 5)

Develop timelines to represent speculated futures based on choosing alternative solutions to world pollution problems. (3, 5)

Write (and produce) a play about a world pollution problem and a possible solution. Producing the play could involve mathematics (working with a budget, measurement in making set and props), art (set, advertising), etc. The play could also be audio-taped or video-taped for later discussion. (1, 3, 5)

Compare global energy consumption. How does energy consumption relate to "quality of life?" (1, 3, 5)

Find out the increase of water usage in the U.S. per person since 1900. Compare water usage and cost per 1000 liters in different places in the world. (1, 2, 3, 5)

Study the consequences of high levels of water usage in the U.S. and in other countries and come to conclusions about the impact on the future. Work out a list of tips on how water could be conserved. (1, 2, 3, 4, 5)

Estimate how many gallons or liters of water the students' families use per day. Each evening for a week read the water meter to determine water usage and record. Calculate the average usage of water per day. (3)

Through experiments investigate the importance of fertilizer, water, air, and light for the growth of plants. Start a compost heap and add organic refuse to the pile. (3)

Construct a compost heap for organic refuse somewhere in the schoolyard and observe the composting process. Research fertilization practices in the U.S. and in other countries. Discuss the problems of using chemicals to fertilize crops, kill weeds, and kill insects. (1, 2, 3, 5)

Organically grow vegetables and herbs in a school garden and record their growth. Consider the advantages and disadvantages of organic farming compared to methods using high technology and chemicals. Study growing methods used in other cultures. (1, 3, 5)

With the help of parents, construct a water wheel, and if possible, install it in a canal system and set it in motion by water power. Discuss water power as a source of energy. (1, 3, 5)

Observe beetles in nature and then look at the beetle collection at a natural history museum. Discuss the significance of beetles in different cultures. (1, 2, 3)

Compare different methods of animal breeding and rearing in different cultures. (2, 3)

Compare how animals are treated and maintained in the U.S. with the way this is done in other countries. (2)

Bring packing materials from purchases to school and write to the manufacturers about possible wastage in their packaging. (3)

Research the history of nuclear weapons. Let students debate the nuclear freeze and the Strategic Defense Initiative. (1, 3, 4, 5)

Find out at what times of year, for what reasons, and with what results fruits and vegetables are imported which also grow in the U.S. Discuss the pros and cons of doing this. (1, 2)

Social Studies

Study a culture by brainstorming everything students "know" about it on sheets of newsprint. At the end of the unit, review the list to eliminate stereotypes, clear up misconceptions, and add new information. (1, 2, 3, 4, 5) (See Sample Lesson Plans, p. 106.)

Investigate a Chinese New Year celebration and animal zodiac signs and compare with those familiar to the students. (2) (See Sample Lesson Plans, p. 89.)

Choose a country and research the flag, reporting the historical background of the design. (2) (See Sample Lesson Plans, p. 90.)

Collect ideas on how one can diminish trash; for a period of time keep a diary of efforts to diminish trash and record results. Compare with statistics from other countries. (2, 3)

Come to conclusions how the climate and landscape in various U.S. regions influence the lives of those inhabitants. Compare to other regions around the world, both similar and different. (1, 2, 3)

Compare how wedding, funeral, and coming-of-age ceremonies are celebrated in various cultures. (2)

Create bingo cards with capital cities of the world as the spaces on the cards. As the country is called, students put markers on the corresponding capital city. (2, 3)

Read life stories of famous people (e.g., Francis of Assisi, Madame Curie, Bismark, Napoleon, Martin Luther King, Churchill). Role-play scenes from their lives and/or investigate what their country looked like during that specific historical period. (1, 2, 3, 4, 5)

Compose a letter to a world leader asking:
a) What can be done about world hunger? b) When will it be done? c) How does s/he plan to do it? (1, 2, 3, 4, 5)

Interview an older relative or family friend and then write a biography, researching the contributions of that particular ethnic group to U.S. culture. (1, 2)

Select famous immigrants (recent or past), research the nation these immigrants left behind, when and why they did so, why they came to the U.S., and whether they became U.S. citizens. (1, 2)

Make a graph showing the immigration history of every ethnic group represented in the class. For each wave of immigrants, research and prepare a report on the events in the home country which led to emigration. (1, 2, 3, 4, 5)

Become the class expert on a given nation for a semester or the whole year. Keep a clipping file of news stories and a card file of significant persons. When that nation is in the news, brief the class. (1, 2, 3, 4, 5)

Based on the course of a typical day, determine the most important needs. Examine if all members of the family can satisfy their needs in the same way. Are these needs universal, or do they vary from culture to culture? (2, 3)

Bring a stack of news magazines to class. Cut out the faces of world leaders and tape them to a world map. (2, 3, 4, 5)

Calculate the amount of meat eaten by a person in the U.S. per year; translate to number of animals. How much energy and grain are used to produce this meat? How many trees in the tropical rainforest are destroyed to produce this meat? Find out how the lives of people in other parts of the world and the future are influenced by food choice. (1, 2, 3, 4, 5)

Randomly choose a trash bag full of garbage and investigate it to determine the country of origin of each piece of trash. (1, 2, 3)

Collect labels from cans and packages whose products come from other continents; list the foods which still could be eaten if these products were not available. (1, 2, 3)

Find out which foods are grown in other

countries; eat some of these together. Determine the origin of familiar foods and mark this on a large world map. (1, 2, 3)

Choose a particular country and, using various recipes, cook a typical meal eaten there by impoverished people and compare with a typical meal eaten there by well-to-do people. (2, 3, 4, 5)

Collect recipes for meatless dishes from around the world and show the connection between meat-eating and lack of grains. (1, 2, 3)

Research dishes from foreign countries as well as eating habits and customs (e.g., eating sequence of the foods, utensils, cookware, types of dishes to hold the food, seating positions, etc.). (2)

Look at the various rules for eating in different religions and try to understand the basis for these rules. (2)

Cook a grain porridge of ground grains without salt or sugar, flavored only with herbs, berries, or honey. Research the use of herbs and spices in other cultures. (1, 2, 3)

While blindfolded, smell various spices, describe the taste and impression, and then find out the name of the spice and its country of origin. (1, 2, 3)

Compare urban and rural modes of settlement around the world and look for the advantages and disadvantages of each. (2, 3)

Cut out headlines of major news stories. Mount them on a wall around a world map. Use colored string to link stories with the country(ies) involved. (1, 2, 3, 4, 5)

Determine the country of origin of various pieces of clothing. Do the same for important raw materials (e.g., wood, iron, petroleum, etc.). (1, 2, 3)

Discuss what is really needed to live, that is, what level of lifestyle is absolutely necessary for survival (food, clothing, shelter, etc.). Compare this with the generally affluent lifestyles in the U.S. and their possible effect on the Earth and on the future. (1, 3, 5)

In small groups, choose to represent one

country of neighboring countries (e.g., Iran, Iraq, Syria, and Egypt). With news articles and magazines as references, prepare the group's chosen country's position in a given conflict. Resolve that conflict. (1, 2, 3, 4, 5)

In small groups, choose a major holiday celebrated in the U.S. List the customs, rituals, and superstitions associated with the holiday and trace their origins. (1, 2, 3)

Divide a newspaper including sports, advertisements, and classified ads among pairs of students. Circle any references to people and events outside the U.S. (1, 2, 3, 4, 5)

Find and look at pictures of slums; try to find out why people live in such conditions. Find out the costs of house/apartment rentals and compare them to dwellings in a large city, small town, rural area, other parts of the country. (Refer to various government publications available in most public libraries.) (2, 3)

Follow the U. S. secretary of state on his trips, using a world map. (1, 2, 3, 4, 5)

Gather information on the animals and other means of transportation which were used in earlier times in various countries to travel long distances. Determine what replaced these animals and transport means and which are still used today, where, and for what purpose. (2, 3, 5)

Visit a Native American settlement and learn about the way they lived, hunted, cooked, etc., in earlier times. (1, 2, 3)

Visit the early-American section of a cultural museum or Living History Farms (Des Moines) and learn about how various tools and objects were used by ancestors. (1, 2, 3)

Have foreign visitors or students talk about family life in their homes. Find and look at pictures of families in other cultures. (2)

Research and locate countries that celebrate common holidays. Interesting ones include Boxing Day, Epiphany, Eid-ul-Fitr, Mardi Gras, and All Saints' (Souls') Day. (2)

Plan a world tour using travel brochures. Include a map showing the places to be visited, a detailed itinerary, and a rationale for why particular places were chosen. (1, 2, 3, 4)

Draw world maps which have as their central focus Africa, India, China, Australia, etc. (2)

Explore students' first names or surnames — their origin and meaning. Do global variations exist for any of the first names (e.g., John)? (2)

Inventory students' clothes, toys, or food items at home; list those that were produced in another country and list the country. (1, 2, 3)

Make relative comparisons about the lifestyle and quality of life in various countries. Refer to *The World Almanac* regarding population, literacy, life expectancy, income per capita, numbers of doctors per capita, etc. (1-5)

Report on current immigration policies of Communist societies (e.g., U.S.S.R., Cuba, China) and Western democracies (e.g., Canada, Sweden, Australia, U.K.) and compare them with the U.S. (1, 2, 5)

Research and write a report on the impact of various nationalities (Spanish, English, Portuguese, Dutch, French, Africans, and others) on the New World, i.e., North and South America. (1, 2, 3, 4, 5)

Trace the national origins of religions in the local community. (1, 2)

Examine the ethnic distribution of the population in the local community. (1, 2, 3)

Learn about the celebrations and traditions of various cultures which are closely connected to the local community. (1, 2, 3)

Explore the cultural influences on the local community's lifestyle. (1, 2)

In pantomime portray different kinds of interpersonal contacts (e.g., friendly/hostile, old/young people, superiors/subordinates, women/men, people of different cultures, etc.). (2, 4, 5)

In role-play depict conflict situations which occur at home or in school and the possible solutions to these problems. (1, 4, 5)

By example learn how existing conflicts in the class can be solved without oppression. Compare the methods used in the classroom to those used worldwide. (1, 2, 4)

Invite a missionary or Peace Corps volunteer to share experiences. Invite exchange students and foreign students or faculty from nearby colleges and universities as classroom speakers. (1, 2, 3, 4, 5)

Invite people to class from different ethnic backgrounds who had to work when they were children and discuss their experiences. Research child labor in developing countries. Find out the background and causes of child labor. Make up a schedule of how long these children work. (1, 2, 3, 4, 5)

Learn about the typical day of women in various cultures. (2)

Research the nuclear freeze. (4)

List local cities with foreign names and, if possible, determine their origins. (1, 2)

List important and useful inventions that occurred in different countries and in different times. Discuss how inventions and technology have improved lives and how they have also created many problems. (1, 3, 5)

Listen to students that have other religions tell about the festivals and holidays which they celebrate (e.g., Yom Kippur) and about the meanings these have; prepare and celebrate one of these religious holidays with the help of the student's parents. (2)

Look at pictures of men, women, and children from other cultures carrying heavy burdens in various ways. Try these modes of transport (e.g., using heads, poles, slings, backs). Do the same looking at differences in head covering, hair style, make-up, etc. (2, 3)

Look for role models recognized in various cultures and find out what these women and men contributed. Discuss what characteristics are regarded as worthy of admiration among the students' friends and acquaintances. (1, 2)

List the places in the town/state/country which draw a large number of tourists. Collect tourist brochures. Decide why these places attract tourists. Talk about the pros and cons of tourism (e.g., trade, cultural mixing, energy use). (1, 2, 3, 5)

Make drawings or models of various houses, huts, tents, and other forms of dwellings. (2, 3)

Visit farmers' markets and the vegetable section of supermarkets and list special offers and seasonal prices of fruits, vegetables, and flowers. Find out which are imported and trace their source. (2, 3)

Choose a country. Prepare a grid in this manner: each row is a letter in the country's name; columns are labeled "city," "famous person," "product," "place or event," and "your choice." Fill in as many items as possible. The first letter of an item entered under a given category must correspond to the letter of the country in that row. (2, 3)

Read and stage the speech of Chief Seattle from the year 1855 (re-created and now widely available). Compare the Native American way of looking at life and the world with the Western-industrial way of thinking. Discuss the Native American view of humans' relationship with the environment and what value this attitude might have presently. (2, 3, 4, 5)

Refugees are a frequent topic of current events. Use the listing of "world refugees"—including "numbers"—in *The World Almanac* as a basis for discussion of the problem. (1-5)

Report how guests are received and treated in the U.S. and compare to customs regarding guests in other countries. (2)

Show on a map the great migrations in the early Middle Ages. Look for illustrations to accompany the map and seek possible reasons for these migrations. (2, 3, 4)

Study a culture to learn holidays, game activities, group or individual participation. Organize a festival celebrating the culture studied. (2)

Study natural medicines and preparations (herbal teas, compresses, etc.) and compare them to modern remedies. (1, 2)

List what foreign cars are found in the teachers' parking lot. Discuss and graph the findings. (1, 2, 5)

Think about the effects that a high or low rent have on the manner in which people live together (i.e., how it affects lifestyle, privacy, etc.). (2, 3, 4, 5)

Try to determine the place of origin of all the clothes or objects that someone is wearing or carrying (wallet, pen, pencil, jewelry, handkerchief). (2, 3, 4, 5)

Using a world map and colored string, have students connect their families' countries of origin with the students' present town or city. (1, 2)

Visit ethnic festivals (e.g., the tulip festival in Pella, Iowa; the Native American celebrations in Tama, Iowa; the German festival celebrations in the Amana Colonies). Note the specific roles of women and men in these celebrations. (1, 2)

Make an exhibit with artifacts from different countries. (Contact Iowa State University's International Resource Center (515) 294-1120.) (1, 2, 3, 4, 5)

Describe in words or drawing personal concepts of "peace." Discuss human rights and depict them (e.g., in acted-out scenes or through symbols, etc.). Discuss the rights of children, specifically, and act them out in scenes. (1, 2, 4)

Decide together what the "rights of the child" specifically mean for the students in the class and in their families. Compare with the declaration from the U.N. Convention on the Rights of the Child. (1, 2, 4, 5)

Collect pictures in which raw materials and finished objects stand side by side. Correctly associate the objects with the raw materials from which they are made. (2, 3)

Design an ideal living community which provides people's needs (plans, descriptions, etc.). Consider ideas such as the sharing of resources, energy use, waste disposal, recycling, recreation. (1, 2, 3)

Investigate and discuss whether the students' city or town appropriately provides for the living needs of children, youth, women and men, sick people, the handicapped, the elderly, foreigners, the homeless, etc., in regard to playgrounds, parks, streets, shopping areas, health centers, meeting places, etc. (1, 2, 3, 5)

Many countries have some cultural aspect from festivals of everyday life which would be ideal as an art project (e.g., piñatas, Andinkra cloth designs, carp kites, batik cloth, etc.). Research such art forms of different cultures and make examples of some of them. (2, 3)

Use art and architectures from other cultures and times to provide cultural and historical understandings. (2, 5)

Compare various means of construction in the U.S. with those in other cultures and from these comparisons draw inferences about the way of life in those cultures. (2, 3)

Look at slides of buildings in other cultures such as Arabic-Islamic architecture or Mexican adobe villages and note similarities and differences. (2, 5)

Research the differences between the "First World," "Second World," "Third World," and "Fourth World." (1, 2, 3, 4, 5)

Compare different living environments with each other (e.g., living in a condominium, farm house, single-dwelling home, or large apartment house in a large city, small town, or the country). (1, 3, 5)

Make a weaving frame out of cardboard and like the Indians in Peru, weave sample strips of wool in various colors. Use the pieces to make a wall hanging or woven bag, etc. (2, 3)

Build a scale model of a town or city where people can get around by walking or using bicycles rather than using cars. (1, 3, 5)

Find out about different teas and tea traditions and ceremonies in various cultures (England, Europe, China, Japan, etc.). (2)

Find out what kinds of groups and family units exist (singles, nuclear family, commune, extended family, etc.). Analyze and compare the roles of the grandparents, parents, aunts and uncles, and children. (1, 2, 4, 5)

Express dreams, needs, wishes, and fears in conversation, role-play, or pantomime; compare them with those of boys and girls of other cultures. (2, 4, 5)

Have students list aspects of their lives (e.g., leisure-time activities, clothes, chores, celebrations, family) and compare with children around the world. Discuss differences and similarities. Compare roles of girls and boys in various countries. (2, 3)

Section **3**

**Activities for
Grades 7 - 8**



Art

After careful instruction, make a mask of each other's face with plaster bandages. Paint the masks with designs and colors from other cultures. (2)

Investigate the meaning of masks in religions and in other cultures. Make one of the masks. Write a play to explain the meaning. (2)

Arrange a visit to the African Art Exhibit at the University of Iowa Museum of Art. Have students take notes on what they see. Discuss. (2)

Become familiar with the various manners of representing the world through art in other cultures. (2)

Begin to paint or draw a picture on a particular theme, with music accompaniment and without speaking. Each time the music stops each child moves clockwise to the next picture (the pictures remain in the original places) and attempts to pick up on the theme and continues to paint. Once the child comes back to her original picture, she finishes it to her satisfaction. Finally everyone discusses the pictures together. Help students realize that each culture makes contributions to others. (1,2,3,4,5)

Card, spin, and dye with simple materials. Make spindles of wood and spin by hand. Discover how this is done in other cultures. (2)

Collect pictures in which raw materials and finished objects stand side by side. Correctly associate the objects with the raw materials from which they are made. Determine countries of origin of the raw materials. Locate them on a map. (1, 2)

Compare different living environments with each other (e.g., living in a condominium, farm house, single-dwelling home, or large apartment house in a large city, a small town, or the country and in different parts of the world). Discuss advantages and disadvantages. (2)

Compare the forms of living structures in the U.S. with those of peoples in other countries (use photos, films, museum exhibits, etc.). Discuss advantages and disadvantages. (1, 2, 5)

Construct a collage of human faces from around the world. (2)

Describe in words or drawing personal conceptions of "peace." (4)

Design an ideal living community which provides people's needs (plans, descriptions, etc.). This can be a sketch or rendering or could be done with mechanical drawing equipment. Investigate how people's needs could be met in a sustainable community where all essential services (food, jobs, shopping, medical, etc.) are located within walking or biking distance of all the homes. (1, 3, 5)

Discuss global human rights and depict them (e.g., in acted-out scenes or through symbols, etc.). (2, 4, 5)

Discuss the rights of children worldwide and act them out in scenes. (2, 4, 5)

During the Japanese Cherry Blossom Festival time (early April), try origami (Japanese paper-folding). (2)

Find out what materials are used in other cultures for handmade crafts and how these crafted items are made. Make a sample of one of the crafts. (2)

Have a foreign student tell about a custom in his homeland and re-create this custom; create the costumes and other trappings necessary. (2)

Learn games from foreign students, construct the necessary game materials, and play the game. (2)

Draw political cartoons based on world events as seen through the eyes of foreigners. Discuss issues and perceptions. (1, 2, 3, 4, 5)

Dress in costumes of other cultures and discuss design, color, and fabric and how each aspect represents that culture. (2)

Enact through a puppet show world issues and problems. (1, 2, 3, 4, 5)

In a collage arrange pictures of important or favorite objects. Add similar objects from another culture; compare the images in the collage. (2, 3)

In a collage transplant the students' neighborhood into a different setting. Use back-drop pictures of beaches and seashores, deserts, and metropolitan skylines from magazine ads, travel brochures, etc. Discuss the changes this makes in the neighborhood. (2, 3)

In pantomime portray different kinds of interpersonal contacts: in friendly/hostile situations; between old and young people, superiors and subordinates, women and men; and in different cultural settings. (4, 5)

Depict conflict situations which occur at home or in school and the possible solutions to these problems. (4, 5)

Look at photos (slides work best) together and talk about the effect of made-up faces: Why is make-up needed? When is it used? When and how do people in other cultures use make-up? (2)

Look for role models recognized in various cultures and discuss what these women and men did and what these people mean for Americans. (2, 4, 5)

Make a weaving frame out of cardboard and, like the Indians in Peru, weave sample strips of wool in various colors. Use the pieces to make a wall hanging or woven bag, etc. (2, 3)

Produce simple objects with materials and techniques which are used in various cultures (e.g., amulets with materials from nature, masks from straw, paper from grass, sandals of leather or straw). (2)

Many countries have some cultural aspect from festivals or everyday life which would be ideal for an art project (e.g., piñatas, Andinkra cloth designs, carp kites, batik cloth). (2)

Through various art work, depict the important holidays of other nations. (2)

Using the traditional Indonesian dye technique of batik and/or the tie-dye technique

of knotting and dipping, dye towels and other pieces of fabric and fashion them into articles of clothing. (2)

Using pictures and slides determine how raw materials are used and what tools are used to craft an item in other cultures and countries. (2)

Within the framework of a story compile ornaments of other peoples and find out their meanings (e.g., ornaments of Native Americans, the Indians of Bolivia, the Nepalese, the Balinese of Indonesia, Mexicans, etc.). Make the ornaments out of paper. (2)

Foreign Language

Begin the study of a new culture or language by brainstorming everything the class "knows" about it on sheets of newsprint. At the end of the unit or course, review the list, eliminate stereotypes, clear up misconceptions, and add new information. (1, 2) (See Sample Lesson Plans, p. 106.)

Translate the names of ten favorite foods into another language. Discuss whether or not these foods might be found in countries where the language is spoken. (2) (See Sample Lesson Plans, p. 93.)

Discuss the influences of Mexican food on the U.S. diet; list Spanish words for various foods and dishes. (2)

Display foreign publications in the classroom. (2)

Give a short introduction to the Russian language and the Cyrillic alphabet. (2)

Have an all-school international festival with each class assigned to represent a different country. The activity can also involve worlds of imagination. (2)

Explore students' first names or surnames — their origin and meaning. Do global variations exist for any of the first names (e.g., John)? (Good resources include *New Dictionary of American Family Names* by Eldon C. Smith, Harper & Row, 1973 and *American Given Names* by George R. Stewart, Oxford, 1979.) (2)

Research and write a report on the impact of various nationalities (Spanish, English, Portuguese, Dutch, French, Africans, and others) on the New World, i.e., North and South America. (2)

Prepare dishes from various nations and eat together (i.e. with hands if dish is from the Middle East, or with chopsticks if it is from the Orient). (2)

Investigate the influence of Spanish on the English language. Find examples of words which exist in everyday language (e.g., pinto, siesta, gringo, corral, adios amigo, etc.) Make a list to be continued. (2)

Mark a calendar with dates of celebrations throughout the world. (2)

List near-by cities/towns with foreign names and, if possible, determine their origins. (2)

Translate ten everyday words or phrases into other languages (e.g., hello, good-bye, thank you, I am hungry, I am thirsty, I am lost, etc.). (2)

Transform a room into a foreign language dictionary. Label everything in the room and make color, number, and common phrases charts in the language being studied. Encourage that students "play with" the language rather than stress memorization. (2)

Home Economics/ Industrial Arts

Describe and record the path of bananas, pineapples, or cocoa from place of origin to the consumer. Research the work and living conditions of the producer. (2, 3)

Prepare dishes from various nations and eat together. (2)

Determine the place of origin of U.S. goods (foods, luxuries, clothing, etc.) and mark these locations with small labeled flags on a map; follow the production and transport paths of these products. (2, 3)

During a three-day period weigh the foods eaten and, with the help of tables, calculate the calorie content; compare this with the calorie intake of children and adults in developing countries. Discuss the impact of the difference. (2)

Distinguish between imported and domestic products; represent the worldwide interdependence on a world map. (2)

On a world map record the origin of basic foods (grain, rice, corn, fish, soy beans, oranges, potatoes, cheese, etc.) and when possible place these foods on the correct place on the map. Discuss interdependence of the world's food supply. (3)

Collect labels from cans and packages whose products come from other continents; list the foods which still could be eaten if these products were not available. (1, 3)

List basic food needs and work out hints and advice on smart shopping for these foods. Make practical use of these suggestions. (3)

Adopt color combinations and pattern-styles from other cultures to make an article of clothing. (2)

Analyze the differences and similarities in the histories of the textile industry and textile handcrafts during the nineteenth century in the U.S. and today in developing countries, especially in regard to effects on women and children. (2, 3)

Compare the living situations and working conditions of women and men on coffee plantations with those in the U.S. and in South and Central America. (2, 3)

Compare the nutritional value and the cost of a typical meal in the U. S. with that in a developing country. (2)

Demonstrate how handcrafts play a dominant role in the lives of a large number of persons in developing countries. (2, 3)

Investigate the economic and cultural connections of handcrafts in the U.S. and in other countries. (1, 2)

Research living habits of people in other countries and compare them with those of the students. (2)

Inventory clothes, toys, or food items at home; list items that were produced in a foreign country; list the countries on a chart; locate countries on a map. (1)

Prepare and/or sample foods from other cultures. Discuss flavor, seasonings, and similarities and differences. (2, 3)

Find the latest information on facts, causes, and solutions concerning world hunger; discuss this information in class, listing concrete ways that could be employed to alleviate this urgent problem. (3, 4, 5)

As a class project find a means to make the public aware of the vastness of world hunger and the need for individuals, groups, and governments to alleviate the problem. Make lists of specific suggestions. (2, 4, 5)

Investigate food consumption in various countries and on different social levels in the world: calculate the calorie content (plant and animal joules or calories) and compare with calorie-requirement. List overnourished countries and undernourished countries. (3, 4, 5)

Study statistics on the worldwide production of food and on undernourishment; study the present and future of this problem and suggest solutions. (3)

Investigate what status housework has today in the U.S. and what it had in the past; compare findings with other cultures. (2)

Look for relationships between housework/quality-of-life/occupational possibilities in the "post-industrial age." Compare with those found in developing countries. (1, 2)

Investigate the division of labor between the sexes in the U.S. and in other cultures. (2)

Invite a married couple to the classroom in which one of the partners is from another country; inquire about the personal enrichment of their situation and about the potential problems of such a marriage. (2)

Evaluate and suggest alternatives to a conventional menu on the basis of ecological, nutritional, political, and economic considerations. (1, 3)

Sketch the home furnishings of a house from another culture. (1, 2)

List all household and kitchen appliances and machines found in students' homes; using photos compare with a nomadic household. (2, 3)

Become familiar with materials and tools used in crafting that are common in other cultures. (2, 3)

Study the offerings of foods (fruits, vegetables, grains, meat) from developing countries which are available in local supermarkets and compare this with the actual food supply in the countries of origin. (3)

Visit a weaver and learn how she calculates the prices. Compare the prices of comparable goods from a developing country. (2, 3)

Visit department stores, boutiques, and "Third World" import shops to examine handicrafts from developing countries; learn their origin and how the products are made; judge the quality of workmanship; determine if there are intermediaries between producer and retail seller and how the price is calculated (i.e., how much does the craftsperson receive of the total price?). (2, 3, 5)

Research the clothes of Eskimos in museums or in pictures and design similar attire for the winter. Research the clothes worn by children in India and design similar clothes to wear during very warm weather. (2, 3)

Plan a banquet meal for the "world family." (2, 3)

Language Arts

Read books to learn about the daily life, pastimes, and songs of young people in other countries. Write and share a book report or dramatize a segment of the book. (1, 2, 3, 4, 5) (See Sample Lesson Plan, p. 92.)

Interview an older relative or family friend and write an expository paper analyzing customs and contributions of that particular ethnic group and comparing aspects of teenage life then and today. (2) (See Sample Lesson Plans, p. 97.)

Write a narrative account of an international news event from a personalized but fictitious point of view. (1, 2, 3, 4, 5) (See Sample Lesson Plans, p. 99.)

Describe in words or drawing personal conceptions of "peace." (4)

Write about what it means to be a global or planetary citizen. (1)

Discuss the rights of children worldwide and then write a short essay. (2, 3, 4, 5)

Compose a letter to a world leader asking:
a) What can be done about world hunger? b) When can this plan be accomplished? c) What is the plan? An option would have the students write the letter to themselves and also compose the answer. (1, 3)

Become the class expert on a given nation for a semester or the whole year. Keep a clipping file of news stories and a card file of significant persons. When a student's nation is in the news, she briefs the class. Or become an expert on a single environmental issue. (1, 2, 5)

Bring a stack of news magazines to class. Cut out the faces of world leaders and tape them to a world map. (1, 2, 3, 4, 5)

Bring English language newspapers from foreign countries to class. Discuss or write about interpretations of the culture based on what can be perceived from the newspapers. Analyze the different opinions and viewpoints expressed. (1, 2)

Compare newspaper articles with different political orientations in their reporting of the same subject with global implications, such as global warming, resource shortages, the Middle East, etc. What facts may be distorted, left out, or overemphasized? (1, 2, 3, 4, 5)

Discuss how particular views of life can determine the interpretation of events and use of language (i.e., how values affect perceptions, or how world-view affects overall attitudes). (2)

From a class discussion record various word associations with the terms "developed" and "underdeveloped" countries; compare the responses and discuss the varied views of the world which lie behind these word associations. (1, 2, 3, 4, 5)

In small groups choose a major holiday celebrated in the U.S. List customs, rituals, and superstitions associated with the holiday and trace their origins. (2)

Divide a newspaper including sports, advertisements, and classified ads among pairs of students. Circle any references to people and events outside the U.S. List the countries discussed and locate on a map. (1, 2)

Examine the ethnic distribution of the population in the local community. Write an essay about the findings. (2)

Express dreams, needs, wishes, and fears in conversation, role-play, or in writing; compare them with students from other countries. Include such topics as the future, the environment, peace, the interdependence of people, etc. (1, 2, 3, 4, 5)

Experiment with writing original Japanese haiku. Explore the origins of haiku and study examples. (2)

Read and act out fables, fairytales, and stories from other countries. As a class project produce the scenery and make appropriate costumes.

Read African, Indian, and other literature from different cultures. Read short biographies of people from other cultures. Discuss style, themes, and contributions. (2)

Explore African literature in *A Treasure of African Folklore* (Harold Courlander, New York, Crown, 1975) — a good source for all genre of traditional literature, including proverbs and riddles. List facts and impressions gained from the reading. (2)

Explore the students' first names or surnames — their origins and meanings. Do global variations exist for any of the first names (e.g., John)? Good resources include *New Dictionary of American Family Names* (Eldon C. Smith, Harper & Row, 1973) and *American Given Names* (George R. Stewart, Oxford, 1979). (2)

Keep a daily diary, noting the diverse international connections in everyday life. (1, 2, 3, 4, 5)

Write letters to embassies for information about different nations. The Washington, D.C., telephone book has address information and is available at most public libraries. *The World Almanac* is also a good source. (2)

Initiate a pen pal program with students in a sister city or sister state. (1, 2)

Read a short biography about or a letter from a student of similar age from a different part of the world. The letter or biography should include information on both home and school life. Write a return letter to this student, including descriptions of life at school and at home and questions about the foreign student's lifestyle. (2)

Imagine what kinds of jobs will be available for people to choose or what life might be like in the year 2010. Write an essay. (5)

Read stories of men and women from different countries who have especially worked for and contributed to the welfare of humankind. Build a scrapbook. Look for and display pictures of these outstanding persons. (1, 2, 3, 4, 5)

Choose a country. Prepare a grid in this manner: each row is a letter in the country's name; columns are labeled "city," "famous person," "product," "place or event," and "your choice." Fill in as many items as possible. The first letter of an item entered under a

given category must correspond to the letter of the country in that row. (2)

Develop a topic for debate: hunger, racism, apartheid, the individual's role in the nuclear arms race, the individual's role in preserving the environment. (3, 4, 5)

Read the poem "The Blind Men and the Elephant" by John Saxe based on an Indian folktale. Have it serve as the basis of a discussion on misperceptions about other peoples and culture. (2)

Bring in an object related to a family custom, write about its importance, and share the stories. (2)

Assign sentences which will broaden the scope of students' understanding of society and the world. This type of infusion can be used for sentence diagramming, adverb/adjective use, or any other grammar work involving the use of sentences. Examples are:

a. In Africa as much as 70 percent of the food (are, is) grown by women.

b. About one in six U.S. jobs (are, is) directly dependent upon trade with foreign nations. (1, 2, 3, 4, 5)

Find out what kind of role and influence time has in various cultures and with different peoples; list the places. (2)

Write a fantasy essay about the "discovery" of Earth from the viewpoint of an explorer from an extraterrestrial culture. (1, 2, 3, 4, 5)

Ask foreign students to tell about their family life. Write essays on some aspect of these reports. (2)

Math

Chart family living expenses and compare costs of families in other parts of the world. (2, 3) (See Sample Lesson Plans, p. 94.)

Calculate energy consumption when all of the electrical appliances in the house or apartment are turned on. Calculate the energy consumption for a household in a day, a week, a month, a year. Calculate how much energy would have to be produced if every person in China used the same amount of energy as does the typical American. (3)

When it is noon in Des Moines, what time is it in Tokyo or Kiev or Bombay or...? Calculate the distances between time zones. How did the time zone system get established? (1, 3)

Convert U.S. dollars to foreign currencies using current exchange rates from the *Wall Street Journal* or *Des Moines Register*. (2)

Learn numbers, name quantities according to these numbers, and carry out mathematical operations with the numbers of another language. (2)

Calculate and compare water usage in different cultures. (2, 3)

Decide how much water is used when brushing teeth with the water running as compared to only using a glass of water. Calculate how much water is used for washing dishes, bathing or showering, flushing the toilet, watering the garden, and washing clothes. Investigate how much water can be saved through using different techniques for each of these tasks. (3)

Study the consequences of high levels of water usage in the U.S. and in other countries and come to conclusions about the impact on the future. (3)

Compare water usage and cost per 1000 liters in different places in the world. (3)

Compare the yearly expenditures for a moped or automobile with those for a bicycle (purchase price, gasoline consumption, maintenance, insurance, repairs). Calculate the energy efficiency of each type of vehicle. Locate countries where the bicycle is the main form of transportation. (3)

Find out the origin of Arabic and Roman numbers and how they came to be used. (2)

Do mathematical operations with the calculating systems of other peoples and compare these systems with the U.S. system. (2)

Find other calendar and time systems and convert them to the systems used in the U.S. (2)

During a three-day period weigh foods which are eaten and, with the help of tables, calculate the calorie content; compare this with the calorie intake of children and adults in developing countries. (3)

Research the significance of the knotted strings of the Incas (Quipu) and do some mathematical operations with them. (2)

Practice addition and subtraction on an abacus or soroban. (2)

Music

Select a musical (or opera) set in another country, e.g., *The King and I* (Thailand), *The Sound of Music* (Austria), *Madame Butterfly* (Japan), *Evita* (Argentina). Perform some of the songs and discuss themes and issues these musicals deal with (politics, intercultural marriage, etc.). (2) (See Sample Lesson Plans, p. 87.)

List foreign rock groups, pop music performers, opera stars, folk musicians, etc. Listen to examples of their music. Discuss why they might be popular in their countries. (1, 2)

Learn popular protest songs of the 1960s. Discuss the themes. Find examples of songs with themes related to war and peace, justice, energy concerns, environmental problems, and sex roles. (1, 2, 3, 4, 5)

Investigate the music of apartheid in South Africa; what themes and issues are portrayed? Learn about the history of apartheid and U.S. policy toward the South African government as a background to understanding the music. (1, 2, 4)

Look at the psychological messages in various kinds of popular music ("easy-listening," rock, country-western) and the effects of this music on people's behavior, buying habits, attitudes about life, relationships, etc. (1, 2)

Listen to, sing, and play music from around the world. (2)

Build a simple version of an instrument from another culture and learn to play it. (2, 3)

Compare musical scales of other cultures with the familiar scale. (2)

When studying composed music, discuss the setting (country, time, etc.) in which the composer lived and created this music. Locate the composer's home on a world map. As the year progresses, the map should become covered with objects or words tacked to separate countries or areas of the world. (1, 2, 3, 4)

In the case of folk music, discuss the times, the culture, the beliefs, religions, etc., that helped mold the folk music studied, heard, or sung. (2)

Investigate the influences of Western music on developing countries (content and message, style, marketing, etc.). Evaluate these influences as positive or negative. (2)

Learn American folk dances as well as dances from other countries (e.g., dance movements and steps of Indians in Peru). Learn songs and dances from the native countries of foreign students in the class. (2)

Play instruments of other cultures (drums, flutes, stringed instruments) and dance to the music. (2)

Play recordings of a variety of ethnic music which reflect the ethnic groups in the local community and state. Put together songs and other musical forms of expression which have been studied and arrange a "Musical Voyage around the World" for presentation. (2)

Visit an ethnic community settled by immigrants (e.g., Amana Colonies, Iowa) and learn about the songs and music which these settlers brought with them from their native country. (2)

Listen to environmental or "New Age" music. Discuss how this music sounds and "feels" different from other music. (Some New Age music is electronic, while some is played on traditional and folk instruments. Examples of New Age music can be found in many countries besides the U.S.) Incorporate this type of music to demonstrate the different uses of music: healing, meditation, stress reduction, etc. (1, 3, 4, 5)

Physical Education

Ask top athletes, professional musicians, circus performers, senior citizens, or foreign students about their involvement in and attitude toward sports. (2)

Compare sharpshooting contests in the U.S. with Zen bow-and-arrow shooting. (2)

Compare the status and professional careers of athletes in the U.S. with that of athletes in other countries, especially developing countries. (2)

Compare the cultural and historical background of judo with that of wrestling. Compare Olympic-style wrestling, U.S. high school and college wrestling, Japanese sumo wrestling, and theatrical "professional" wrestling in the U.S. (2)

Compare the Olympic games of ancient times with the Olympics today. (2)

Organize and carry out a school Olympic games without stopwatches, a school gymnastics event without judges, and games without winners. Discuss what changes might be made in the Olympic games. (1, 4)

Experience both the role of learner and the role of teacher whereby skills are shared and exchanged when teaching the martial arts. (1, 4)

Research different forms of physical exercise in various cultures (e.g., Tai Chi in China). (2)

Look at pictures which show how people of other cultures carry burdens (using the head, poles, slings, or a hip) and try out these various modes of carrying a load. (2)

Look at the sports culture in the U.S. in regard to the emphasis on competition and the encouragement of aggressive tendencies, etc. (4)

Study folk dances from various countries and learn something about the cultural background behind these dances. Or organize a martial arts demonstration. (2)

Science

Make a banner entitled "Good Planets Are Hard to Find" and display on a wall above a world map. Find newspaper or magazine articles on current events relating to issues having a direct effect on the planet (i.e., ozone layer depletion, drought, population, etc.). Discuss whether this event is a detriment or an aid to "planet wellness" and post on one side or the other of the map. Attach strings from the news article to the area where it occurred. Use as a vehicle for further research, discussion, problem-solving, etc. (3) (See Sample Lesson Plans, p. 104.)

Record family refuse daily according to type and amount. Brainstorm ways to conserve resources. (3, 5) (See Sample Lesson Plans, p. 96.)

Research and write a report about an animal not found in the U.S. The report could include information on the animal's habitat and corresponding physical geography and climate in the country(ies) in which it is found. (3)

Research the problem of the conscious and massive use of energy today and look for the consequences of this for the future. Develop position papers on the possible effects of energy conservation on the students' lives. Research potential for energy conservation measures. (1, 3, 5)

Calculate energy consumption when all of the electrical appliances in the student's house or apartment are turned on. (3)

Calculate the heat of combustion of gasoline and compare the energy consumption of a motorcycle and a car with other types of vehicles, such as the bicycle. (3)

Classify vehicles according to energy consumption (miles per gallon). (3)

Analyze current global energy consumption and discuss the nature of a global "sustainable" society and prospects for its development. (3)

Compare the land demand for feeding a family in various regions of the world. Consider the differing economic-technological stages of development of those regions and the differing harvest yields and use of fertilizers. (3)

Compare the characteristics and uses of barks from domestic woods from other countries. (3)

During a unit on volcanoes, locate the world's notable active volcanoes on a world map. (3)

Locate major fault lines on a world map. (3)

During a unit on weather, choose a foreign city/country to "travel to" and report the expected weather on a given day. (U.S.A. *Today* can serve as an excellent resource.) (3)

Explore how many things which are a part of the students' daily lives originally came from foreign cultures. (1, 2)

Use the metric system to calculate population density in different countries and to measure arable land. (3)

Find examples (in news reports, from the information office of the Sierra Club) of wilderness use for land development; take a position on this issue; and consider what kind of action to take. (1, 2, 3, 5)

Find the sources of goods and raw materials used in the U.S. and investigate their production, conditions under which they are produced, and their use and possible depletion. (1, 3, 5)

Investigate the effects of burning fossil fuels on the balance of radiation on the Earth. Draw conclusions from the study of these problems. (1, 3)

Find out the general problems involved in use of heat engines; should such machines be built any more? (1, 3)

Research the issues resulting from the discovery of damage to the ozone layer. What are the world's countries doing to solve the problems? (1, 3)

Investigate the possibilities for using solar energy for heating homes and water and producing electricity, considering climate conditions in various parts of the world. Build a solar cooker/oven and/or a solar desiccator to preserve foods by drying. (1, 2, 3, 5)

Find out how much water a child and a family in the desert uses daily. Fill containers with these amounts and compare with typical water usage in the U.S. (1, 2, 3)

Discuss how East Africa is supplied with drinking water. Why do certain areas of the world suffer from water shortages? Where are water shortages in the U.S. now and where will there be shortages in the near future? ("Safe Water: A Basic Human Right" is a filmstrip available from UNICEF, 331 E. 38th St., New York, NY 10017.) (3)

Invite a representative from the state agricultural extension division to speak on the food chain, ecological influences, etc. (3)

On a world map mark the countries of origin of flowers and plants which are sold in the U.S. (1, 3)

On a world map mark the countries of origin of animals whose pelts are used to make fur coats, trims, etc. Discuss the implications of using real furs for clothing. Think of other uses for animals, besides for food, (e.g., for work, as pets, for circus entertainment, as parts for certain cosmetics and drugs) and discuss the impact of these uses on the survival of an animal species. (1, 3)

Collect pictures of endangered plants and animals and look for possibilities of how a person can contribute to their protection and preservation worldwide. (3)

Research and write a short report to be presented orally on a species of animal or plant which is near extinction; give attention to the causes of this endangerment and any possible ways to reverse the situation worldwide. (1, 2, 3)

Using a *Field Guide to Dinosaurs* (Diagram Group, Avon Books, 1983, paperback) as a reference, locate on a world map where the remains of various dinosaurs have been found. What are some of the theories surrounding

their extinction? What conditions exist that are causing or could cause widespread extinction of animal and plant species, including the human species? (1, 3, 5)

Start a compost heap and add organic refuse to the pile. Research the history and uses of composting. Discuss what implications this has for the waste problem. (1, 2, 3)

Conduct a brainstorming session on possible solutions to worldwide pollution problems. (1, 2, 3)

Collect pictures of pollution problems around the world. Either individually or in small groups, make a collage. Write a poem or essay to reflect what is happening in the collage. Display both for discussion purposes. Collect pictures of the way the world's environment should appear and be cared for in contrast to what appears in the collage. (1, 2, 3, 5)

Develop timelines to represent speculated futures based on choosing alternative solutions to world pollution problems. (1, 2, 3, 5)

Write and produce a play about a world pollution problem and a possible solution. Producing the play could involve mathematics (working with a budget, measurement in making set and props), art (set, advertising), etc. The play could also be audio-taped or video-taped for later discussion. (1, 2, 3, 5)

Investigate the concept of "entropy" and discuss what it means for resource depletion and global warming. (*Entropy: Into the Greenhouse World* by Jeremy Rifkin.) (1, 2, 3)

Research the acid rain issue. How does it affect the U.S. and the rest of the world? Who is responsible? What are some possible solutions? (1, 3)

Research and discuss the effects of air pollution and of the rapid depletion of the world's tropical rain forests on climate. Research the "greenhouse" effect. What solutions exist? (1, 3, 5)

Investigate the nature of today's throw-away society. On what beliefs was it originally based, and how have those beliefs changed? Is recycling the answer? Can people learn how to consume less? What are the future implications of the growing garbage problem? Work out suggestions on how mountains of garbage could be diminished. (1, 3, 5)

During a three-day period weigh foods eaten and, with the help of tables, calculate the calorie content; compare this with the calorie intake of children and adults in developing countries. (1, 3)

Social Studies

When studying a new culture brainstorm everything students "know" about it on sheets of newsprint. At the end of the unit, review the list, eliminate stereotypes, clear up misconceptions, and add new information. (1, 2) (See Sample Lesson Plans, p. 106.)

Determine how much money the class spends, not including the amount spent by parents for basic needs. Decide what type of lifestyle that amount of money would afford in the U. S. and in other countries. Compare to per capita incomes of other countries. (1, 2) (See Sample Lesson Plans, p. 95.)

Make a banner entitled "Good Planets Are Hard to Find" and display on a wall above a world map. Find newspaper or magazine articles on current events relating to issues having a direct effect on the planet (i.e., ozone layer depletion, drought, population, etc.). Discuss whether this event is a detriment or an aid to "planet wellness" and post on one side or the other of the map. Attach strings from the news article to the area where it occurred. Use as a vehicle for further research, discussion, problem-solving, etc. (3) (See Sample Lesson Plans, p. 104.)

Compare different living environments with each other (e.g., living in a condominium, farm house, single-dwelling home, or large apartment house in a large city, a small town, or the country, and in different parts of the world.) Discuss advantages and disadvantages. (2)

Describe in words or drawings personal conceptions of "peace." (4)

Write about what it means to be a global or planetary citizen. (1)

Investigate the division of labor between the sexes in the U.S. and in other cultures. (2)

Discuss the rights of children worldwide and then write a short essay or act them out in scenes. (2, 3, 4, 5)

Become the class expert on a given nation for a semester or the whole year. Keep a clipping file of news stories and a card file of significant persons. When a student's nation is in the news, he briefs the class. As an alternative, become an expert on a single environmental issue. (1, 2, 5)

Bring a stack of news magazines to class. Cut out faces of world leaders and tape them to a world map. (1, 2)

Bring English language newspapers from foreign countries to class. Discuss or write about interpretations of the culture based on what can be perceived in the newspapers. Analyze the different viewpoints expressed. (1, 2)

Compare newspaper articles with different political orientations in their reporting of the same subject with global implications, such as global warming, resource shortages, the Middle East, etc. What facts may be distorted, left out, or overemphasized? (1, 2, 3, 4, 5)

Divide the class into small groups, assigning each a major holiday celebrated in the U.S. List the customs, rituals, and superstitions associated with the holiday and trace their origins. (2)

Mark a calendar with dates of celebrations throughout the world. (2)

Research and locate countries that celebrate common holidays. Interesting ones include Boxing Day, Epiphany, Eid-ul-Fitr, Mardi Gras, or All Saints' (Souls') Day, to mention a few. (2)

Divide the a newspaper including sports, advertisements, and classified ads among pairs of students. Circle any references to people and events outside the U.S. List the countries discussed and locate on a map. (1, 2)

Examine the ethnic distribution of the population in the local community. Compare it to the distribution in the United States. Write an essay about the findings. (2)

Express dreams, needs, wishes, and fears in conversation, role-play, or writing; compare them with students from other countries. Include such topics as the future, the environment, peace, justice, the interdependence of people, etc. (1, 2, 3, 4, 5)

Read a short biography about or a letter from a student of similar age from a different part of the world. The letter or biography should include information on both home and school life. Write a return letter to this student, including descriptions of life at school and at home and questions about the foreign student's lifestyle. (2)

Develop a topic for debate such as hunger, racism, apartheid, the individual's role in the nuclear arms race, or the individual's role in preserving the environment. (1, 2, 3, 4, 5)

Read the poem "The Blind Men and the Elephant" by John Saxe based on an Indian folktale. Discuss misperceptions about other peoples and cultures. (2)

Find the latest information on the facts, causes, and solutions to world hunger; discuss this information in class and together devise concrete ways that could be employed to alleviate this urgent problem. (3, 4, 5)

Look through picture books about family life in various countries. List similarities and differences. (2)

Inventory clothes, toys, or food items at home; list items that were produced in a foreign country; list the countries on a chart; and locate countries on a map. (1)

Research and write a report on the impact of various nationalities (Spanish, English, Portuguese, Dutch, French, Africans, and others) on the New World, i.e., North and South America. (1, 2)

Compare the form of living structures in the U.S. with those of peoples in other countries (use photos, films, visits to museums, etc.). Discuss advantages and disadvantages. (2)

Have a foreign classmate tell about a custom in his native country and re-create this custom; make the costumes and other trappings necessary. (2)

Dress in the costumes of other cultures and discuss design, color, fabric, and how it represents that culture. (2)

Through a puppet show enact world issues and problems. (1, 2, 3, 4, 5)

In role-play depict conflict situations which occur at home or in school and the possible solutions to these problems. (4, 5)

Research and write a report about an animal not found in the U.S. The report could include information on the animal's habitat and corresponding physical geography and climate in the country(ies) in which it is found. (3)

Interview an older relative or family friend and write a biography, researching the contributions of that person's particular ethnic group to the history of U.S. culture. (2)

Research and write a report on the meaning of a chosen country's flag. (2)

Calculate the percent of the family budget which is spent for basic needs (food, sleeping, shelter, clothing, etc.) and compare this figure with that spent by families in developing countries. (2, 3)

Collect news reports from the daily press on questions of development in the U.S. and in foreign countries. (2, 3, 5)

Compare the causes and solutions of child labor in the U.S. during the nineteenth century to child labor in a developing country today. (2, 3)

Compare how wedding, funeral, and coming-of-age ceremonies are celebrated in various cultures. (2)

Compare the living conditions of Midwest U.S. farmers with those of tribes in the Amazon. (2, 3)

Compare the local school with one in Africa, Japan, Mexico, etc. (2)

Consider the linguistic enrichment of English through the influence of Mexican-Spanish: find examples of everyday words and phrases (e.g., pronto, pinto, siesta, etc.). (2)

Create bingo cards with capital cities of the world as the spaces on the cards. As the country is called, students put markers on the corresponding capital city. (2)

Cut out headlines of major news stories. Mount them on a wall around a world map. Use colored string to link stories with the country(ies) involved. (1, 2, 3, 4, 5)

Describe and role-play situations which a student or others have experienced while traveling to a foreign country; if the behavior was inappropriate, decide what behavior would have been better (e.g., more respectful), and discuss. (2)

Describe the preparations which a person should make before taking a trip into another cultural area in order to avoid culture shock and to make the trip a constructive cultural contact. (2)

In small groups, choose to represent one country of neighboring countries (e.g., Iran, Iraq, Syria, and Egypt). With news articles and magazines as a reference, prepare the group's chosen country's position in a given conflict. Resolve that conflict. (4, 5)

Study the Mayan and Aztec cultures and their cultural development before the arrival of the Spanish conquerors; try to find evidence of the Mexicans' attempts to preserve this unique heritage. (1, 2, 3, 4, 5)

Draw characteristic objects of an African tribe (e.g., buildings, cookware, clothing); if possible, construct some of these items. (2)

During a three-day period, spend one dollar each day to buy food for the day's main meal; prepare this food, eat it, and compare this experience to the eating standards in developing countries. (2, 3)

Fix a point on the Earth (use pictures and a world map) and "fly" there. Visit the inhabitants of one of the countries on the continent selected. Write a report of experiences. (2, 3)

Using a world map, follow the president (or secretary of state) day-by-day on one of his world tours, discussing reasons for the tour, issues, etc. (1, 2, 3, 4, 5)

Give examples of customs and behaviors which for one person are strange and for another are normal; explain the reasons for the differing reactions. (2)

Plan a world tour using travel brochures. Include a map showing the places to be visited, a detailed itinerary, and a rationale for why particular places were chosen. (2, 3)

Make relative comparisons about lifestyles and quality of life in various countries. Refer to *The World Almanac* regarding population percentages by age, percentage of urban population, literacy, life expectancy, income per capita, numbers of doctors per capita, and others. (2, 3)

Trace the national origins of religions in the local community. (2)

Identify ways of living and accomplishments of various cultural groups and peoples which seem to be exemplary and should be incorporated into a future global community. (1, 2, 3, 4, 5)

Interview a woman politician about her experiences, questioning her handling of career and family, how she is perceived by male colleagues and the public, etc. Explore the roles of women politicians in other countries, notably Great Britain, Norway, Pakistan, India, Israel, Japan, and the Philippines. (2)

Invite a guest from another culture and learn something about everyday life in their native country. (2)

Use foreign students from nearby colleges and universities as classroom speakers. (2)

Invite emigrants from South America to the class and discuss their sense of identity, e.g., how they view themselves as more than "Spanish-speaking persons" and how they have a sense of a cultural heritage which is intermixed with their Spanish heritage but also exclusive of that influence. (2)

Compare distances between international cities "as the crow flies." (2, 3)

Draw from a (selective) grab bag of foreign stamps and write a brief report on the person, place, or thing on that country's stamp, showing the significance to that particular country. (*The Scott Standard Postage Catalog*, available at most public libraries, can help identify who or what is on a stamp). (2)

List local cities with foreign names and, if possible, determine their origin. (2)

Look for proverbs and sayings from other cultures, explain the meaning, and compare them to proverbs and sayings from U.S. culture. (2)

Look in the newspaper and TV news for differing viewpoints in U.S. foreign policy regarding foreign aid, supporting rebel forces militarily, covert attempts by the U.S. government to intervene, etc. Discuss students' reactions. (2, 4, 5)

Make a graph showing the immigration history of every ethnic group represented in the class. For each wave of immigrants, research and prepare a report on the events in the native country which led to emigration. (2, 3, 4, 5)

Report on current immigration policies of Communist societies and Western democracies and compare them with the U.S. Draw conclusions. (2)

Investigate reasons for so many illegal entries of emigrants from Mexico into the U.S. Gather statistics on how many estimated attempts of illegal entry are made each month. Think about possible solutions to the socio-economic problems behind this continual influx of emigrants from Mexico. Discuss the derogatory nature of the term "wetback." (2, 3, 5)

During a unit on weather, choose a foreign city/country to "travel to" and report the expected weather on a given day. (*U.S.A. Today* can serve as an excellent resource.) (3)

Study statistics on worldwide production of food and on undernourishment. Study the present and future of this problem and make suggestions for solutions. (3)

Note the offerings of foods from developing countries which are available in the local supermarket; compare this with the actual food supply situation in these countries of origin. (3)

Prepare and celebrate a festival with youth and adults from other cultures. (2)

Read a tale or short story from a particular foreign country and describe what attitudes, customs, and beliefs are important to the people of that country. (2)

Read about the history, folktales, and legends behind folk traditions of various countries. (2)

Re-create the typical course of a day spent by various peoples in the U.S. and in other countries and live like this for a full day. (2)

Research and make a list of countries which are highly dependent on tourism in their economic structure. What kinds of jobs are related to tourism? What would be the economic impact on these countries if tourists no longer came to visit? What are the negative aspects of tourism? (1, 2)

Research the role of a woman in Mexican society. How does this differ for the Mexican woman who lives in Mexico City as opposed to the Mexican woman who lives in a rural area; for a woman in the upper economic class as opposed to the woman who lives in poverty? How do the roles of women in Mexico differ from the roles of women in the U.S.? (2)

As a class, plan questions to be used for a global college bowl quiz show. Invite other groups or classes to participate in the actual competition. (1, 2, 3, 4, 5)

Look for foreign cars in the teachers' parking lot. Speculate as to why people buy foreign cars. How does this affect U.S. automobile manufacturers? (1, 2, 5)

Using a world map and colored string, have students connect their families' countries of origin with their present town or city. (2)

Visit a local firm which has foreign branches or foreign partners; gather information on the social and political conditions in those particular countries. (2, 3)

Section 4

Activities for
Grades 9 - 12

Art

Practice drawing techniques using pictures depicting global problems. (1, 2, 3, 4, 5) (See Sample Lesson Plans, p. 105.)

Acquire the basic skills of a pottery technique from another culture. Using this technique, produce a container. (2, 3)

Research African pottery. Acquire the basic skills of an African pottery technique such as coil and produce a pot. Add typical African motifs or designs to decorate the pot. (2)

After careful instruction, make masks of each other's faces with plaster bandages. Paint the masks with designs from another culture and use in role-play. (2)

Investigate the meaning of masks in religion and culture in the U.S. (e.g., Mardi gras in New Orleans, Native American culture, etc.) and in other cultures. Make a mask and attach a description explaining the magic or meaning of the mask. (2)

Visit department stores, boutiques, and "Third World" import shops to examine handcrafts from developing countries; learn their origin and how the products are made; judge the quality of workmanship; determine if there are intermediaries between producer and retail seller and how the price is calculated (i.e., how much does the craftsman receive of the total price?). (1, 2, 3)

After observing Indonesian shadow figures (Wayang) draw the figures, cut them out, and stage a shadow play. Find information on the historical, social, and cultural background of the shadow play. (2)

As a group project paint a wall mural depicting life in another climatic zone. (2, 3)

Become familiar with the various ethnocentric ways of representing the world in other cultures (e.g., in Asia). (2)

Begin to paint or draw a picture on a particular global theme, with music accompaniment and without speaking. Each time the music stops each student moves clockwise to the next picture (the pictures remain in their

original positions) and attempts to pick up on the theme and continues to paint. Once the student comes back to his original picture, he finishes it to his satisfaction. Finally everyone discusses the pictures together. Help students realize that each culture contributes ideas to another. (2, 5)

Draw ornamental designs from Oriental carpets. (2)

Build a simple version of a selected instrument from another culture and learn to play it. (2)

Create designs for and make buttons which share messages of global interconnectedness or to promote hunger awareness. Wear, distribute, and trade them. Trade and collect messages with students in other schools. Possible methods: Cut 1 1/2" x 1 1/2" square of cardboard and, using colored pencil, create a design on the surface. Cut a circle; attach a pin to the back. Use a tool called "Badge-O-Minet" to complete buttons. Or created button designs can be taken to a local buttonmaker (e.g., a work activity center). Buttons cost about \$.40 each. (1, 2, 3, 4, 5)

Collect pictures in which raw materials and finished objects stand side by side. Correctly associate the objects with the raw materials from which they are made. Determine the countries of origin of the raw materials. Locate on a map. (3)

Compare and contrast different living environments (e.g., living in a condominium, farm house, single-dwelling home, or large apartment house in a large city, a small town, or the country.) Do the same with earth-sheltered homes, solar homes, Third World shanties, street-living, desert tents, clay houses, etc. (2, 3)

Compare and contrast the form of U.S. living structures with those of peoples in other countries. Use photos, films, visits to a museum, etc. Discuss how each reflects the climate and raw materials of that country. (3)

Compare various means of construction in the U.S. and foreign cultures. From these comparisons draw inferences about the way of life in those cultures. (2, 3)

As a group project, using materials from nature or discarded materials, construct a collage of human faces representing many cultures. (2, 3)

Describe in words or drawing personal conceptions of "peace." (4)

Investigate folk art from other cultures. Describe and show examples through pictures or objects. Make a small example of each folk art item studied. (2, 3)

During the Japanese Cherry Blossom Festival time in early April, try origami (Japanese paper-folding). (2)

Research what materials are used in other cultural regions for handcrafts and how these materials are used to produce the craft. Use pictures and slides as examples. (2, 3)

Draw political cartoons based on world events as seen through the eyes of foreigners. (1, 2, 3, 4, 5)

In a collage arrange pictures of important or favorite objects. Add similar objects from another culture; compare the images in the collage and draw conclusions about similar/different values. (2)

Arrange an exhibit of paintings, real-life photos, newspapers and magazines (humor and social criticism), and pictures from another country. (2)

In a collage transplant the students' neighborhood into a different setting. Use back-drop pictures of beaches and seashores, deserts, metropolitan skylines, etc., found in magazine ads, travel brochures, etc. (3)

In pantomime portray different kinds of interpersonal contacts: in friendly/hostile situations; between old and young people, superiors and subordinates, women and men; and in different cultural settings. (4, 5)

Look at slides of art and/or architecture of a country and then discuss the nature of the styles and artistic content which are characteristic for that country or region. Compare with the art or architecture from the U.S. or from another country. (2, 3)

Look at photos (slides work best) and talk about the effect of made-up faces: Why do people need make-up? When do they use it? When and how do people in other cultures use make-up? (2)

Make a weaving frame out of cardboard and, like the Indians in Peru, weave sample strips of wool in various colors. Use the pieces to make a wall hanging or woven bag. (2, 3)

Make an amulet with materials from nature. Discuss the purpose of amulets and find which countries use them. (2, 3)

Examine examples of African jewelry. Create original jewelry using clay, feathers, wood beads, etc., to make a unique necklace. (2, 3)

Many countries have some cultural aspect from festivals or everyday life which would be ideal as an art project (e.g., piñatas, Andinkra cloth designs, carp kites, batik cloth). (2)

On brown paper grocery bags draw a personal vision of the concept of a peaceful and just world. Think/discuss circumstances that would contribute to a world without hunger, war, AIDS, homelessness, etc. Discuss the drawings. (One hundred drawings of this type have been included in a slide/tape presentation. Free traveling exhibits of the artwork are available for loan : United Religious Comm., 2015 Western Ave., South Bend, IN 46629, (219) 282-2397.) (2, 4)

Read about Egyptian hieroglyphs. Decide what the ancient Egyptians would write about if they were alive today. Create a modern-day hieroglyph. (2)

Represent, through a painting, collage, or sculpture, women's and men's relationship and interdependence with nature. (1, 2)

Research Chinese calligraphy. Draw students' names using Chinese calligraphy. (2)

Collect junk (bottles, plastics, etc.) from people's garbage. Build and paint a "junk sculpture." Discuss the throw-away culture of the U.S. Do other cultures do the same? Research how some cultures might use items that other societies throw away. (1, 2, 3)

Study a particular culture and make a wood block print representing that culture (symbols, designs, etc.). (2)

Look at examples of Mexico City's buildings of tile art design. Draw an original design and create a tile mosaic. (2)

Research the architectural influences which Mexican dwellings have had on the border states. Research the Aztec influence in art, design, and architecture outside the borders of Mexico. (2)

Research the Chinese symbol of the dragon and its importance in the Chinese society. Build a Chinese dragon kite and fly it. (2)

Research weavings of other cultures, the reasons for weaving, and the materials used. Choose one culture and create a "mini" (6" x 6") weaving. (2)

Letter Japanese haiku poetry on poster board and illustrate with black-ink drawings. Frame. (2)

Using clay, make a hand-built free-form cookie stamp. Research Swedish designs. Engrave a Swedish design on the clay stamp. Glaze/fire. Using a Swedish cookie recipe, use the stamp on the cookies. (2)

Using the traditional Indonesian dye technique of batik and/or the tie-dye technique of knotting and dipping, dye towels and other pieces of fabric and fashion them into articles of clothing. (2, 3)

Visit a foreign art exhibit in a museum (e.g., the African Art Exhibit at the University of Iowa Art Museum). (2)

Within the framework of a story construct ornaments of other peoples and find out their meanings (e.g., ornaments of North American Indians, the Indians of Bolivia, the Nepalese, the Balinese of Indonesia, Mexicans, etc.). Make the ornaments out of paper. (2, 3)

Construct collages which express the multiplicity/diversity of the world (e.g., a collage of human faces, homes, market places, sporting events, etc.). (2)

Business Education

Calculate the time of day globally when placing international business telephone calls. (1) (See Sample Lesson Plans, p. 100.)

Survey local consumer organizations about their positions regarding fairness in business. Report steps they have taken to create more equitable and environmentally appropriate international business practices. (4, 5)

Display on a poster examples of commercial advertising and classified job offers which reflect competition for shares in the global marketplace. (4, 5)

Identify hurdles and hindrances to viewing the world as interdependent. Think of ways to overcome these hurdles. (4, 5)

Look at the circumstances of working women throughout the world in regard to pay and to management of job and family. Discuss how income and power are related to each other. (2, 5)

Investigate how women specifically are affected by unemployment in other countries; do the same with men. (4, 5)

Look for the economic and cultural connections of handcrafts in the U.S. and in other countries. (2)

Visit department stores, boutiques, and "Third World" import shops to examine handcrafts from developing countries; learn their origin and how the products are made; judge the quality of workmanship; determine if there are intermediaries between producer and retail seller and how the price is calculated (i.e., how much does the craftsman receive of the total price?). (2, 3, 5)

Look for foreign cars in the teachers' parking lot. Tally the makes of cars from each foreign country and compare them. Find out which are actually made in the U.S. Make results available to a larger audience for the purpose of discussion and consciousness-raising. (1, 4, 5)

Visit a local firm which has foreign branches or foreign partners; gather information on the social, political, and economic conditions in those particular countries. (2)

Volunteer time in an "alternative" business or effort (e.g., food cooperative, communal farm, etc.) to investigate risks and difficulties of such a venture. (4, 5)

Discuss the expression "the American way" in regard to attitudes about progress, family, work ethic, politics, and development of the individual. Discuss the influence of "the American way" on other cultures and peoples and to what extent it is felt. Judge influences as good or bad. (4, 5)

During a three-day period, spend one dollar each day to buy food for the day's main meal; prepare this food, eat it, and compare to the meal standards in developing countries. (5)

Calculate the percentage of the family budget which is spent for basic needs (food, sleep, shelter, clothing, etc.) and compare this figure with that spent in developing countries. (5)

Compare salaries and work hours for similar jobs in the developing countries and in the U.S. (4, 5)

Look at problems of unemployment and poverty in Mexico and what the Mexican government is doing to combat these two problems. (4, 5)

Foreign Language

Begin the study of a new culture or language by brainstorming everything the class "knows" about it on sheets of newsprint. At the end of the unit or course, review the list, eliminate stereotypes, clear up misconceptions, and add new information. (1, 2) (See Sample Lesson Plans, p. 106.)

Translate the names of ten favorite foods into another language. Discuss whether or not these foods might be found in countries where the language is spoken. (2) (See Sample Lesson Plans, p. 93.)

As vocabulary is introduced to the class, appropriate gestures are modeled by the teacher and practiced by the student (e.g., handshaking or kissing during greetings and leave-takings; using thumbs to indicate "one" or fingers closed to indicate "zero" in France; using the typical Gallic shrug and pursed lips for "I don't know"). (2)

Consider the linguistic enrichment of English through the influence of Mexican-Spanish; find examples of everyday words and phrases (e.g., pronto, pinto, siesta, etc.). (2)

Contact local people from another culture and invite them to visit the students' school and/or homes. (2)

Contact local persons from foreign cultures to talk about "folk wisdom" as reflected in fairy tales, sayings, humor, and proverbs from their culture. Compare with that found in the U.S. (2)

Describe preparations which a person should make before taking a trip into another cultural area in order to avoid culture shock and to make the trip a constructive cultural contact. (2)

Discuss the importance of preserving ethnic traditions, myths, and the cultural history and heritage of a people in the midst of colonialism. (2)

Study Mayan and Aztec cultures and their cultural development before the arrival of the Spanish conquerors and find evidence of

Mexicans' attempts to preserve this unique heritage. (2)

Compare the students' lives as adolescents with that of young people in various cultures in regard to responsibilities, availability of free time, etc. (2)

For a set period of time, examine the print media to collect any examples of a specific language/country/culture in the U.S. press. Prepare a bulletin board or "show and tell" with the collected materials. (2)

Briefly introduce the Russian language and the Cyrillic alphabet, or the Japanese language and katakana characters. (2)

Plan a world tour using travel brochures, including a map showing the places to be visited, a detailed itinerary, and a rationale for why particular places were chosen. (2)

In pantomime portray different kinds of interpersonal contacts: in friendly/hostile situations; between old and young people, superiors and subordinates, women and men; and in different cultural settings. (4, 5)

Research and write a report on the impact of various nationalities (Spanish, English, Portuguese, Dutch, French, Africans, and others) on the New World, i.e., North and South America. (2)

Initiate a pen pal program with students in a sister city or sister state. (2, 5)

Focus attention on fairy tales and folk legends in order to understand the roots of another culture and way of looking at life. (2)

Arrange an exhibit of paintings, real-life photos, newspapers and magazines (humor and social criticism), and pictures of another country. (2)

Investigate the social development in the Soviet Union in the twentieth century through the eyes of a writer who lives or has lived there (e.g., Mikhail Bulgakov's *The Master and Margarita*) and through the eyes of one who has been expatriated (Solzhenitzen, Kopelev, etc.). (2, 4, 5)

Invite someone who has recently visited another country to report experiences. (2)

Invite emigrants from South America to the class and discuss their sense of identity, e.g., how they view themselves as more than "Spanish-speaking persons" and how they have a sense of a cultural heritage which is intermixed with their Spanish heritage but also exclusive of that influence. (2)

List personal characteristics and behaviors of foreigners from a particular country which could be annoying, hurtful, or insulting. Look for and make a list of personal characteristics of Americans which could be annoying, hurtful, or insulting to people from other cultures. (2)

Locate on a map of Iowa the cities and towns which have foreign names. Write the city council or Chamber of Commerce of each location to ask for information as to how/why the city was given its name (and by whom, if applicable). (2)

Look at problems of unemployment and poverty in Mexico and what the Mexican government is doing to combat these two problems. (4, 5)

Look for examples where scientists have worked together with colleagues from other countries to make important contributions to the welfare of the world community. (3)

Plan an evening with music, poems, readings, and folk dances from Africa, Spain, France, Japan, etc. (2)

Research the architectural influences which Mexican dwellings have had on the border states. Research the Aztec influence in art, design, and architecture outside the borders of Mexico. (2)

Research the contributions of German culture to the U.S., beginning with the Hessian mercenaries of the eighteenth century and continuing with the waves of immigrants in the nineteenth and twentieth centuries; focus on the specific contributions in the arts, natural sciences, music, psychology, and business. (2)

Research the role of a woman in Mexican society. How does this differ for the Mexican woman who lives in Mexico City as opposed to

the Mexican woman who lives in a rural area; for a woman in the upper economic class as opposed to the woman who lives in poverty? How do the roles of the women in Mexico differ from the roles of women in the U.S.? (2)

Seek out and report opportunities for development of increased understanding between the people of other countries and of the U.S. (2)

Find several collections of jokes and humor from various foreign cultures. What aspects of humor are unique to a particular culture? What common themes are found in various cultures' humor? Do all cultures have a need for humor? (2)

Examine personal impressions of a culture and its people. Are they based on a visit or first-hand experiences, or how have these impressions been made? Discuss these impressions with the class. (2)

Through newspaper accounts, magazine articles, and TV reports, gather information on reactions and opinions of Americans in the states bordering Mexico regarding Mexican emigrants. (2, 4, 5)

Investigate reasons for so many illegal entries of emigrants from Mexico into the U.S. Gather statistics on how many estimated attempts at illegal entry are made per month. Think about possible solutions to the socio-economic problems behind this continual flow of emigrants from Mexico. Discuss the derogatory nature of the term "wetback." (2, 3, 5)

What influences have Mexican music had on U.S. music in the past decade? (2)

Transform a room into a foreign language dictionary. Label everything in the room and make color, number, and common phrases charts in the language being studied. Encourage that students "play with" the language rather than stress memorization. (2)

Learn folk songs from around the world. (2)

Compare the lifestyle of Americans with that of the people of another country. Find out which differences can be attributed to social influences and which to natural conditions. (2)

Home Economics

Investigate the family living practices and lifestyles in another culture. Compare to an Iowa family. (2) (See Sample Lesson Plans, p. 103.)

Consider the influence of Mexican cuisine on the U.S. diet throughout the entire country and in particular in the border states; give an example of a "Tex-Mex" dish. List Spanish words for various familiar foods and dishes. (2)

Adopt color combinations and pattern styles from other cultures for clothes-making. (2)

Using clay, make a hand-built free-form cookie stamp. Research Swedish designs. Engrave a Swedish design on the clay stamp. Glaze/fire. Using a Swedish cookie recipe, use the stamp on the cookies. (2)

As a class project find a means to make the public (school, parents, community) aware of the vastness of world hunger and the need for individuals, groups, and governments to alleviate the problem. (5)

During a three-day period, spend one dollar each day to buy food for the day's main meal; prepare this food, eat it, and compare to the eating standards in developing countries. (5)

Calculate the percentage of the family budget which is spent for basic needs (food, sleep, shelter, clothing, etc.) and compare this figure with that spent in families in developing countries. (3, 5)

Compare the average weekly allowance (pocket money) in the class with the average income in developing countries. Compare the costs of the student's living expenses with those of a person in a developing country. Compare the number of work hours required to earn enough for basic food needs and other essential goods in the U.S. with that required in a developing country. (2, 5)

Compare the students' lives as adolescents with those of young people in various cultures in regard to responsibilities, availability of free time, etc. (2)

Compare salaries and work hours for similar jobs in the developing countries and in the U.S. (4, 5)

Act out segments and discuss events from stories which illustrate different paths of development in the lives of young people growing to adulthood in different cultures. (2)

Build a rudimentary solar stove and try cooking something in it as a class project. (3)

Calculate energy consumption of the electrical appliances which a U.S. family would normally use on a winter evening. Calculate energy consumption when only the most essential electrical appliances are turned on and when all are turned on. Discuss what is essential and what is not. Calculate how much energy would have to be produced if every person in China used the same amount of energy as does the typical American. (3)

Calculate the energy consumption for the students' homes (gas, electricity, water) and the amounts of trash produced for a week. Report to class. Obtain comparable figures from other countries. (3)

Research violence in everyday life, in the U.S. and between countries. Brainstorm solutions. (4, 5)

Think of personal examples of violence suffered and/or perpetrated; think of nonviolent alternatives. (4, 5)

Categorize types of violence against U.S. women and compare with violence against women in other countries. Contact organizations such as shelter houses, Young Women's Violence Center, State Human Services, etc., for information and guest speakers. (4)

Analyze the differences and similarities in the histories of the textile industry and textile handcrafts during the nineteenth century in the U.S. and today in developing countries, especially in regard to effects on women and children. (2, 3)

Compare work by women in agriculture, industry, and education in the U.S. today and with women in these areas in developing countries. (2)

Compare the lives of women in agrarian, industrial, and post-industrial societies. (2)

Investigate what status housework has today and what it had in the past; compare findings with other cultures. (2)

Look at the circumstances of working women throughout the world in regard to pay and to management of job and family. Discuss how income and power are related to each other. (2, 5)

List five domestic and five imported foods; research production in terms of environmental impact and labor and energy used, etc. (3, 5)

Compare the accepted roles of men and women in various cultures. (2)

Compare the accepted roles of men and women in various religions. (2)

Discuss the importance of preserving ethnic traditions, myths, and the cultural history and heritage of a people in the midst of colonialism. (2)

Compare the ceremonies in different cultures which take place at birth, marriage, and death. (2)

Compare various types of housing construction in the U.S. (e.g., small and inexpensive single-family dwellings, tract housing, large and expensive single-family dwellings, condominiums, low-income housing complexes, etc.) with various types of dwellings in other countries (e.g., in Mexico, Southeast Asia, etc.) with regard to construction materials, construction techniques, integration into the environment, living quality, consideration of the "human factor," etc. (3)

Compile a list of the kinds of vocations a student's relatives and ancestors have had and compare to vocations in other countries. (2, 3, 5)

Conduct a brainstorming session on possible solutions to worldwide pollution problems. (3)

Discuss the rights of children and act them out in scenes. (2, 5)

During a three-day period weigh foods the students eat and, with the help of tables, calculate the calorie content; compare this with the calorie intake of children and adults in developing countries. (5)

Illustrate on murals or posters various areas of interdependencies (e.g., consumer goods, the environment, fashion, etc.). (1, 3, 5)

Inventory clothes, other possessions, and food items at home; list those that were produced in a foreign country and list the country. (1)

Keep a daily diary, noting the diverse international connections in everyday life. (1, 2, 3, 4, 5)

On the basis of products and services personally used during a week's time, show in descriptive or pictorial form how entwined and dependent a person is on the world economy. (1)

Investigate how practical changes in lifestyle and consumption habits contribute to the solidarity of the world as well as personal well-being (e.g., by growing food or by directly contacting producers; by using products that are "healthy, just, and environmentally beneficial"; by recycling trash; by diminishing the consumption of energy; by fostering Third World shops; by learning about alternative financial investments; etc.). (3, 4, 5)

In segregated groups of girls and boys, discuss and record associations the group makes with concepts of "feminine" and "masculine." In common-group discussions compare and evaluate these associations in relation to those found in other cultures. (2)

Find the most current information regarding facts, causes, and solutions to world hunger; discuss in class and together come up with concrete ways that could be employed to alleviate this problem. (1, 3, 5)

Report on the origins and uses of various herbs and spices around the world. Bring examples to taste and smell. (2, 3)

On a world map mark the countries of origin of flowers and plants which are sold in the U.S. (1, 3)

On a world map mark the countries of origin of animals whose pelts are used to make fur coats, trims, etc. Discuss the implications of using real furs for clothing. Think of other uses for animals, besides for food, (e.g., for work, as pets, for circus entertainment, as parts for certain cosmetics and drugs) and discuss the impact of these uses on the survival of an animal species. (1, 3)

Imagine people's reactions in other countries to various behaviors of tourists from the U.S. (e.g., being looked at and photographed, asked questions, pointed at, etc.); relate personal travel experiences of these situations. (2)

On the basis of personal vacation experiences or what is found in travel brochures, list ways of life in foreign countries which seem strange or are described as "strange" or "foreign" in the brochures. Speculate what might seem strange to a visitor to the U.S. from the particular country discussed. (2)

Write a travel brochure entitled "Fascinating and Surprising Iowa" for tourists from developing countries. (1, 2)

Read two viewpoints on the Nestle infant formula/Third World debate from the Nov/Dec. 1982 issue of *Social Education* and write a position paper supporting one particular viewpoint. (4, 5)

Collect pictures of pollution problems around the world. Either individually or in small groups make a collage of the pictures. In addition write a poem or essay to reflect what is happening in the collage. Display for discussion and problem-solving purposes. (3)

Seek connections between U.S. consumer and eating habits and the presence of malnutrition worldwide. (3, 5)

Study statistics on the worldwide production of food and on undernourishment; look at this development over the last forty years. Study the offerings of foods from developing countries which are available in a local supermarket and compare this with the actual food supply situation in these countries of origin. (3, 5)

Bring an object related to a family custom, write about its importance including where it came from, and share the stories. (2)

Investigate how handicrafts play a dominant role in and shape the lives of a large number of persons in developing countries. (2, 3)

Visit department stores, boutiques, and "Third World" import shops to examine handicrafts from developing countries; learn their origin and how the products are made; judge the quality of workmanship; determine if there are intermediaries between producer and retail seller and how the price is calculated (i.e., how much does the crafts person receive of the total price?). (2, 3, 5)

Visit various craftworkers and have them explain about their training, their view of craftwork as a vocation, their relationship to factory production of crafts, and their socio-economic status; put together a small exhibit of "portraits" of craftspeople and examples of their work from around the world. (2)

Look carefully at how foreigners are depicted in comics, children's books, jokes, films, advertisements, etc. Consider how a person would like to be depicted by foreigners in their films, comics, books, etc. (2, 5)

Imagine and describe feelings and behavior of a refugee in a foreign country; list possible problems of refugees. (2, 4, 5)

Make contact with local women and men from other countries and ask them about their lives in their homeland as compared to their lives in the U.S. (2)

Learn from selected plays, films, or stories how misunderstandings, intolerance, and hate between groups and/or cultures can arise due to mutual ignorance about each other. (2, 5)

Dress and apply make-up in an unusual and conspicuous way and mix with people on the street; note people's reactions and personal reactions. (5)

Based on personal beliefs, explain the nature of a person's responsibility to fellow human beings, to nature, and to the world. (5)

Draw ornamental designs from Oriental carpets. (2)

Investigate the influences of Western music on the developing countries (e.g., content and message, style, marketing, etc.). (2)

Look at the numbers and types of war toys and put together a display for exhibit and discussion. (2, 4, 5)

For a time, dispense with reading the newspaper, watching TV, and listening to the radio and try to gain consciousness of the "global family" in new ways (e.g., look at the photos in Edward Steichen's *The Family of Man*; read a collection of international poetry and notice the common themes which appear among the poems of different peoples and cultures, etc.). (2)

Visit a newspaper office and learn how news is received from agency reports and then edited; compare what information is contained in the agency reports with what eventually appears in the newspaper as "news"; think about the degree of control the newspaper has over what information readers receive. (5)

Incorporating population density, compare statistics of rates of population growth in industrialized nations with that of developing nations. Discuss implications and consequences. (3, 5)

Compare causes of rural depopulation of the Midwest U.S. with the causes behind increasing overpopulation of the developing countries. Discuss consequences. (3, 5)

Compare statistics on childhood mortality in the U.S. with those in other countries. Discuss possible reasons for differing rates among societies. (3, 5)

Interview an older relative or family friend and write a biography, researching the contributions of that particular ethnic group to other groups in U.S. culture. (2)

Industrial Arts

Discuss the quality of life in labor-intensive countries versus more industrialized countries. (2, 5)

Classify the regional building materials of developing countries (e.g., bamboo, straw, clay, etc.) according to their advantages and disadvantages. (3)

Compare traditional methods of construction in other countries with those used in the U.S. (3)

Demonstrate the cultural influences on local architecture. (2)

Evaluate the residential construction policies of the organization called "Habitats for Humanity," based on its publications. (2, 3)

Compare textbooks which are written for construction specialists in developing countries with similar textbooks in the U.S. (2, 3)

Compare tools used in Third World countries with those available in hardware stores in industrialized countries. (2, 5)

Research different machines and technology used in various countries and compare quality and efficiency. (2, 3, 5)

Research the design of residential dwellings in different climatic zones around the world. Discuss the similarities and differences in design and how each is designed to complement or compensate for different climatic conditions. (2, 3)

Compare the relative size of residential and commercial buildings to available land in various countries. (2, 3)

Research the use of glass in various countries to compensate for lack of space and to provide the illusion of space and airiness. (2, 3)

Compare the standard of living with the standard of housing in various cultures. (2)

Research traditional types of housing in various cultures. (2)

Discuss "handmade" versus "machine-made" in terms of value and quality. (2)

Language Arts

After reading a variety of science fiction stories, brainstorm a list of topics of concern to future peoples (e.g., alternate power sources, alternatives to prevent crime or rehabilitate criminals, prevention of animal extinctions, etc.). Research one of the topics and prepare a talk or paper speculating on future trends in this area from a global perspective. (5)

Research and write a report about an animal not found in the U.S. Include information on the animal's habitat and corresponding physical geography and climate in the country(ies) in which it is found. (3)

Write a letter to a world leader asking: what can be done about hunger in the world; when will this be done; and how she hopes to do it. (3, 5)

Interview an older relative or family friend and write a biography, researching the contributions of that particular ethnic group to U.S. culture. (2)

Read the short story, "The Green Morning," in *The Martian Chronicles* by Ray Bradbury. Afterwards discuss the role trees play in reducing air pollution. (3)

Conduct an opinion poll asking people if through the mass media they feel encouraged to become involved as responsible citizens in global questions and issues; publish the findings of the poll. (5)

Divide a newspaper including sports, advertisements, and classified ads among pairs of students. Circle any references to people and events outside the U.S. Discuss the findings in terms of global awareness and concern. (5)

Construct collages which express the multiplicity/diversity of the world (e.g., in human faces, homes, market places, sporting events, etc.). (2)

For a time, dispense with reading the newspaper, watching TV, and listening to the radio and try to gain consciousness of the "global family" in new ways (e.g., look at the

photos in Edward Steichen's *The Family of Man*; read a collection of international poetry and notice the common themes which appear among the poems of different peoples and cultures, etc.). (2)

Keep a daily diary, noting the diverse international connections in everyday life. (2)

Assign sentences which will broaden the scope of students' understanding of society and the world. This type of infusion can be used for sentence diagramming, adverb/adjective use, or any other grammar work involving the use of sentences. Examples are:

a. In Africa as much as 70 percent of the food (are, is) grown by women.

b. About one in six U.S. jobs (are, is) directly dependent upon trade with foreign nations. (1, 2, 3, 4, 5)

In role-play depict conflict situations which occur at home or in school and the possible solutions to these problems.

In pantomime portray different kinds of interpersonal contacts: in friendly/hostile situations; between old and young people, superiors and subordinates, women and men; and in different cultural settings. (4, 5)

Think about which words are commonly used in personal conflicts. (4)

Look at photos (slides work best) and talk about the effect of made-up faces. Why do people need make-up? When do they use it? When and how do people in other cultures use make-up? (2)

Read about Egyptian hieroglyphs. Decide what the ancient Egyptians would write about if they were alive today. Create a modern-day hieroglyph. (2)

Explore the global origins of the English language. (2)

Visit a newspaper office and learn how news is received from agency reports and then edited; compare what information is contained in the agency reports with what eventually appears in the newspaper as "news"; think about the degree of control the newspaper has over what information readers receive. (5)

Bring news articles about world events. Brainstorm a list of categories of people who might be affected by these happenings (e.g., children, mothers, fathers, store clerks, etc.). Write this news event from the point of view of a person living in the particular country the event occurred. Consider the concerns this event evokes. (2)

Collect examples of translated Japanese haiku poetry from the library, the classroom, and personal books. Write original haiku. (2)

Read "The Wrath of the Raped" (a short story from *Story Teller*) by MacKinlay Kantor; brainstorm ways humans have intended to advance technologically but instead have corrupted natural ways of the world, causing even more problems for humans worldwide. (3)

Write letters to embassies for information about different nations. The Washington, D.C., telephone book is available at most public libraries. (2, 3)

Think of personal examples of violence suffered and/or perpetrated; think of nonviolent alternatives. (4, 5)

Dress and apply make-up in an unusual and conspicuous way and mix with people on the street; note people's reactions and personal reactions. (5)

Read a short biography about or a letter from a student of similar age from a different part of the world. The letter or biography should include information on both home and school life. Write a return letter to this student, including descriptions of life at school and at home and questions about the foreign student's lifestyle. (2)

Initiate a pen pal program with students in another country. The sister city or sister state programs could help in making contacts. (2, 5)

Draw from a (selective) grab bag of foreign stamps and write a brief report on the person, place, or thing on the stamp and its significance to that particular country. (2)

Invite local women and men from other countries to talk about their homeland and their lives there and in the U.S. (2)

Look carefully at how foreigners are depicted in comics, children's books, jokes, films, advertisements, etc. Consider how a person would like to be depicted by foreigners in their films, comics, books, etc. (2, 5)

Learn from selected plays, films, or stories how misunderstandings, intolerance, and hate between groups and/or cultures can arise due to mutual ignorance about each other. (2, 5)

Develop topics for debates or writing assignments: hunger, racism, nuclear arms race, environmental issues, Third World aid. (2, 3, 4, 5)

Read the poem "The Blind Men and the Elephant" by John Saxe, based on an Indian folktale. Have it serve as the starting point of a discussion or writing assignment on perception. (2, 5)

Bring an object related to a family custom, write about its importance, and share the stories. (1, 2)

Assign literature from various cultures. Compare writing styles, themes, values, and lifestyles. Focus on similarities as well as differences. (2)

Explore students' first names or surnames - their origins and meanings. Do global variations exist for any of the first names (e.g., John)? Good resources include *New Dictionary of American Family Names* (Eldon C. Smith, Harper & Row, 1973) and *American Given Names* (George R. Stewart, Oxford, 1979). (2)

Math

Learn numbers, name quantities according to these numbers, and carry out mathematical operations with the numbers of another language. (2)

Calculate energy consumption of the electrical appliances which a U.S. family would normally use on a winter evening. Calculate amount of fossil fuel used to produce this electricity. Calculate how much energy would have to be produced if every person in China used the same amount of energy as does the typical American. (3)

Estimate the number of years remaining of oil, coal, fresh water, natural gas, lumber, and other reserves of natural resources at present rates of consumption. Prepare tables showing the results. (3)

Compare the number of work hours in the U.S. with those in a developing country which are required in order to earn enough to provide for basic food needs and other essential goods. (2, 3, 5)

Compare the yearly expenditures for a moped or automobile with those for a bicycle (purchase price, gasoline consumption, maintenance, insurance, repairs). Calculate the energy efficiency of each type of vehicle. Locate countries where the bicycle is the main form of transportation. (3)

Study the consequences of high levels of water usage in the U.S. and in other countries and come to conclusions about the impact on the future. (3)

Compare water usage and cost per 1000 liters in different places in the world. (3)

Find out the origin of Arabic and Roman numbers and how they came to be used. (2)

Do mathematical operations with the calculating systems of other peoples and compare these systems with the U.S. system. (2)

Find other calendar and time systems and convert them to the systems used in the U.S. (2)

During a three-day period weigh foods which are eaten and, with the help of tables, calculate the calorie content; compare this with the calorie intake of children and adults in developing countries. (3)

Research the significance of the knotted strings of the Incas (Quipu) and do some mathematical operations with them. (2)

Illustrate in graphs how the demand and use of land varies between the Midwest U.S. and other countries. (3)

Graphically represent national and global statistics of food productions, population growth, industrial production, movement of capital, etc. Extrapolate these figures for the coming years and discuss functions of growth. (3)

Consult with parents and make a chart of the monthly family expenses for food, shelter, heating/cooling, etc. Compare this with family expenses in another country. (2, 3)

Convert U.S. dollars to foreign currencies using current exchange rates from the *Wall Street Journal* or *Des Moines Register*. (2)

When it is noon in Des Moines, what time is it in Tokyo or Kiev or Bombay or...? Calculate the distances between time zones. How did the time zone system get established? (1, 3)

Find information on the budget of the federal government; chart allotments according to expense categories, i.e., defense, education, social welfare programs, foreign aid, etc. (2, 3, 5)

Compare distances between international cities "as the crow flies." (2, 3)

Music

Select a musical (or opera) set in another country, e.g., *The King and I* (Thailand); *The Sound of Music* (Austria), *Madame Butterfly* (Japan), *Evita* (Argentina). Perform some of the songs and discuss themes and issues these musicals deal with (politics, intercultural marriage, etc.). (2) (See Sample Lesson Plans, page 87.)

Discuss "Oklahoma," "Music Man" (Iowa), or "Madame Butterfly" (Japan) as seen by an Italian. (2)

Listen for the messages about global issues contained in popular music, e.g., "We Didn't Start the Fire," by Billy Joel. Study the names and events mentioned in the words. Discuss the state of the world represented by them. (2) (See Sample Lesson Plans, p. 24.)

Learn popular protest songs of the 1960s. Discuss the themes. Find examples of songs with themes related to war and peace, justice, energy concerns, environmental problems, and sex roles. (1, 2, 3, 4, 5)

Investigate the music of apartheid in South Africa; what themes and issues are portrayed? Learn about the history of apartheid and U.S. policy toward the South African government as a background to understanding the music. (1, 2, 4)

Find examples of liberation songs (e.g., Irish songs protesting domination by the Church, by England, etc.). (2)

Look at the popularity of rock stars and how they are admired and worshipped by young people all over the world; discuss and try to explain the reasons for this. (2)

Analyze the influences Mexican music has had on U.S. music in the past decade. (2)

Research the influences of non-American music on pop, jazz, and electronic music found in the U.S. (2)

Listen to, sing, and play music from around the world. (2)

Investigate the influences of Western music on developing countries (content and message, style, marketing, etc.). Evaluate these influences as positive or negative. (2)

Collect pictures of different instruments and find out where and when they originated and how they are played. (2)

Build a simple version of an instrument from another culture and learn to play it. As a class project, present a concert with them. (2, 3)

Look at simple "nature" instruments from other cultures (bamboo flutes, sea shell strings, gourds, etc.) and group them in categories. Make some of these instruments in class and play them together. (2)

Accompany a rhythm with Orff instruments or with instruments which have been constructed by the class members. (2)

Compare musical scales of other cultures with the familiar scale. (2)

When studying composed music, discuss the setting (country, time, etc.) in which the composer lived and created this music. Locate the composer's home on a world map. As the year progresses, the map should become covered with objects or words tacked to separate countries or areas of the world. (1, 2, 3, 4)

Learn a song in the language of a foreign classmate. (2)

Learn American folk dances as well as dances from other countries (e.g., dance movements and steps of Indians in Peru). Learn songs and dances from the native countries of foreign students in the class. (2)

Learn several Native American songs, from different tribes if possible; learn at least one in the original language. Discuss how some of the songs reflect human's relationship to nature. (2, 3)

Put together songs and other musical forms of expression which have been studied and arrange a "Musical Voyage around the World" for presentation. (2)

Learn folk songs from around the world.
(2)

Visit an ethnic community settled by immigrants (e.g., Amana Colonies, Iowa) and learn about the songs and music which these settlers brought with them from their native country. (2)

Play recordings of a variety of ethnic music which reflect the ethnic groups in the local community and state. (2)

List popular foreign rock groups. Listen to examples of their music and analyze the themes as representative of that particular culture. (1, 2)

Physical Education

Learn a sport that is played virtually worldwide, e.g., soccer. (1, 2) (See Sample Lesson Plans, p. 98.)

Collect articles and reports from newspapers and magazines about men and women athletes from other countries. (2)

Compare sharpshooting contests in the U.S. with zen bow-and-arrow shooting. (2)

Compare the cultural and historical background of judo with that of wrestling. (2)

Compare the motives of athletes from various countries concerning their involvement in sports. (2)

Compare the Olympic games of ancient times with the Olympics today. (2)

Investigate and compare sports and their influence in developed and in developing countries. (2)

Compare foreign folk dances with U.S. folk dances. (2)

Learn about the origin, the cultural context, the dance forms, and the involvement of the dancers in folk dances of various foreign cultures. (2)

Learn and play a variety of games which emphasize cooperation instead of competition and in which there are no winners or losers. (4)

Science

Make a banner entitled "Good Planets Are Hard to Find" and display on a wall above a world map. Find newspaper or magazine articles on current events relating to issues having a direct effect on the planet (i.e., ozone layer depletion, drought, population, etc.). Discuss whether this event is a detriment or an aid to "planet wellness" and post on one side or the other of the map. Attach strings from the news article to the area where it occurred. Use as a vehicle for further research, discussion, problem-solving, etc. (3) (See Sample Lesson Plans, p. 104.)

Investigate the nature of today's throw-away society. On what beliefs was it originally based, and how have those beliefs changed? Is recycling the answer? Can people learn how to consume less? What are the future implications of the growing garbage problem? Work out suggestions on how mountains of garbage could be diminished. (1, 3, 5)

Find out where people have made radical changes in traditional methods in regard to waste disposal and landfills in various countries and cultures. (3)

During a unit on volcanoes, locate the world's notable active volcanoes on a world map. (3)

Locate major fault lines on a world map. (3)

Look for examples where scientists from all over the world have worked together with colleagues from other countries to make important contributions to the welfare of the world community. (3)

Research and write a report about an animal not found in the U.S. The report could include information on the animal's habitat and corresponding physical geography and climate in the country(ies) in which it is found. (3)

Discuss the idea, the execution, and the findings of the UNESCO program "Man and Biosphere" or other similar programs. (3)

Compare quality of several brands of bottled water (imported, domestic from several different states); compare these with the water from the faucet at home. (3)

Choose a foreign city/country to "travel to" and report what the weather is expected to be on a given day. (3)

Review case studies of environmental destruction, e.g., mercury poisoning in Japan, oil spillage in the Santa Barbara channel, dumping of taconite wastes into Lake Superior, acid rain in Canada, etc. (3)

Seek information on the causes and effects of human intervention into natural processes, i.e., the normal workings of nature, when these interventions have disrupted the global ecological balance (e.g., overdevelopment, dispersment of or elimination of particular animal species, use of chemical agents against weeds and other plants, etc.). (3)

After identifying pollution problems in the local community, make posters, write letters, etc., in carrying out some solutions students have brainstormed. (3)

Collect pictures of pollution problems around the world. Either individually or in small groups, make a collage. Write a poem or essay to reflect what is happening in the collage. Display both for discussion purposes. Collect pictures of the way the world's environment should appear and be cared for in contrast to what appears in the collage. (1, 2, 3, 5)

Conduct a brainstorming session on possible solutions to worldwide pollution problems. (3)

Develop timelines to represent speculated futures based on choosing alternative solutions to world pollution problems. (1, 2, 3, 5)

Write and produce a play about a world pollution problem and a possible solution. Producing the play could involve mathematics (working with a budget, measurement in making set and props), art (set, advertising), etc. The play could also be audio-taped or video-taped for later discussion. (1, 2, 3, 5)

Discuss the effects of air pollution and the rapid depletion of the world's tropical rain forests on climate. Research the "greenhouse" effect and discuss solutions. (3)

Research the most recent findings on global warming in regard to alternative scenarios, time frames, causes, and possible solutions. (3)

Investigate how uncontrolled cutting of forests and exhaustion of the soil affects the global environment. (3)

Discuss living more ecologically (i.e., with regard for energy conservation, recycling, the bio-system, nature's balance, etc.). Develop a personal action plan for living more ecologically. (3)

Read the short story, "The Green Morning," in *The Martian Chronicles* by Ray Bradbury. Then discuss the role trees play in reducing air pollution. (3)

Determine the current worldwide status of modern solar energy technology using specialized journals and magazines as sources. (3)

Build a rudimentary solar stove and try cooking something in it as a class project. (3)

Calculate energy consumption of the electrical appliances which a U.S. family would normally use on a winter evening. Calculate energy consumption when only the most essential electrical appliances are turned on and when all are turned on. Discuss what is essential and what is not. Calculate how much energy would have to be produced if every person in China used the same amount of energy as does the typical American. (3)

Calculate energy consumption and amount of trash produced in the students' homes. Bring lists to class. Find comparable figures from other countries. (3)

Social Studies

Begin the study of a new culture or language by brainstorming everything the class "knows" about it on sheets of newsprint. At the end of the unit or course, review the list, eliminate stereotypes, clear up misconceptions, and add new information. (1, 2) (See Sample Lesson Plans, p.106.)

Translate the names of ten favorite foods into another language. Discuss whether or not these foods might be found in countries where the language is spoken. (2) (See Sample Lesson Plans, p. 93.)

Make a banner entitled "Good Planets Are Hard to Find" and display on a wall above a world map. Find newspaper or magazine articles on current events relating to issues having a direct effect on the planet (i.e., ozone layer depletion, drought, population, etc.). Discuss whether this event is a detriment or an aid to "planet wellness" and post on one side or the other of the map. Attach strings from the news article to the area where it occurred. Use as a vehicle for further research, discussion, problem-solving, etc. (3) (See Sample Lesson Plans, p.104.)

View television commercials and decide if they are harmful or beneficial to global well-being. (2, 3, 5) (See Sample Lesson Plans, p. 26.)

Compile a list of products and countries of origin after visiting local retailers. (1, 2) (See Sample Lesson Plans, p. 102.)

Compare and contrast different living environments (e.g., living in a condominium, farm house, single-dwelling home, or large apartment house in a large city, a small town, or the country.) Do the same with earth-sheltered homes, solar homes, Third World shanties, street-living, desert tents, clay houses, etc. (2, 3)

Compare and contrast the form of living structures in the U.S. with those of peoples in other countries with the help of photos, films, visits to a museum, etc. Discuss how structures reflect the climate and raw materials of that country. (3)

Look at slides of art and/or architecture of a country and then discuss the nature of the styles and artistic content which are characteristic for that country or region. Compare with the art or architecture from the U.S. or from another country. (2, 3)

Define and illustrate through examples the concept of "culture shock." (2)

Describe the preparations which a person should make before taking a trip into another cultural area in order to avoid culture shock and to make the trip a constructive cultural contact. (2)

Imagine people's reactions in other countries to various behaviors of tourists from the U.S. (e.g., being looked at and photographed, asked questions, pointed at, etc.); relate personal travel experiences of these situations. (2)

Examine personal impressions of a culture and its people. Are they based on a visit or first-hand experiences, or how have these impressions been made? Discuss these impressions with the class. (2)

Discuss the importance of preserving ethnic traditions, myths, and the cultural history and heritage of a people in the midst of colonialism. (2)

Divide a newspaper including sports, advertisements, and classified ads among pairs of students. Circle any references to people and events outside the U.S. Discuss the results in terms of global awareness and concern of global issues. (5)

Construct collages which express the multiplicity/diversity of the world (e.g., a collage of human faces, homes, market places, sporting events, etc.). (2)

As a group project, using materials from nature or discarded materials, construct a collage of human faces representing many cultures. (2, 3)

Assign sentences which will broaden the scope of students' understanding of society and the world. This type of infusion can be used for sentence diagramming, adverb/adjective use, or any other grammar work involving the use of sentences. Examples are:

- a. In Africa as much as 70 percent of the food (are, is) grown by women.
- b. About one in six U.S. jobs (are, is) directly dependent upon trade with foreign nations. (1, 2, 3, 4, 5)

Conduct an opinion poll asking people if through the mass media they feel encouraged to become involved as responsible citizens in global questions and issues; publish the findings of the poll. (5)

Discuss the expression "the American way" in regard to attitudes about progress, family, work ethic, politics, and development of the individual. Discuss the influence of "the American way" on other cultures and peoples and to what extent it is felt. Judge influences as good or bad. (4, 5)

During a three-day period, spend one dollar each day to buy food for the day's main meal; prepare this food, eat it, and compare to the meal standards in developing countries. (5)

Bring news articles about world events. Brainstorm a list of categories of people who might be affected by these happenings (e.g., children, mothers, fathers, store clerks, etc.). Write this news event from the point of view of a person living in the particular country the event occurred. Consider the concerns this event evokes. (2)

Look at photos (slides work best) and talk about the effect of made-up faces: Why do people need make-up? When do they use it? When and how do people in other cultures use make-up? (2)

Investigate and discuss whether the students' city/town appropriately provides for the needs of children, youth, women and men, sick people, the handicapped, the elderly, and foreigners in regard to playgrounds, parks, streets, shopping areas, health centers, meeting places, etc. (2, 4, 5)

Volunteer time in an "alternative" business or effort (e.g., food cooperative, communal farm, etc.) to investigate risks and difficulties of such a venture. (4, 5)

Select five people from different cultures. Ask each to describe the ideal woman or man as that culture considers it. Chart each description; find cultural values which could be misunderstood by another culture; and select an outstanding quality from each description to illustrate an "ideal global person." (2)

As a class project, write reports about local and regional issues and events in light of their global and worldwide connections. (1, 2, 3, 4, 5)

Ask parents, neighbors, and friends about how dependent their jobs are on connections to the world economy; bring the findings to class for discussion. (1)

Ask several people of differing ages and from different backgrounds about their awareness and understanding of the most recent world economic developments, and invite these people to participate in a group discussion of these questions. (1)

Interview an older relative or family friend and then write a biography, researching the contributions of that particular ethnic group to other groups in U.S. culture. (2)

Select a country and research and write a report on the meaning of that country's flag. (2)

Become the class expert on a given nation for a semester or the whole year. Keep a clipping file of news stories and a card file of significant persons. When a student's nation is in the news, he briefs the class. Or become an expert on a single environmental issue. (1, 2, 5)

Explain the nature of a person's responsibility to fellow human beings, to nature, and to the world. (2, 3, 5)

Look at the circumstances of working women throughout the world in regard to pay and to management of job and family. Discuss how income and power are related to each other. (2, 5)

Look into how women are affected by unemployment in other countries; do the same with men. (4, 5)

Research how the Age of Reason denied that women typically exhibit the capacity for reason and instead are characterized by emotionality; discuss how the possibilities for self-development for women have been restricted by this attitude. (2)

Compare work by women in agriculture, industry, and education in the U.S. today and with women in developing countries. (2)

Visit a local firm which has foreign branches or foreign partners; gather information on the social, political, and economic conditions in those countries. (2)

Calculate the percentage of the family budget which is spent for basic needs and compare this figure with that spent in developing countries. (5)

Research past and current immigration regulations, quotas, artificially imposed barriers, etc., and discuss the pros and cons of these restrictions. Read reports and newspaper articles on the current policy regarding political refugees who are seeking asylum in the U.S. Discuss whether or not the U.S. has an obligation to refugees. (1, 4, 5)

Research sizeable groups of immigrants to the U.S. in the past (e.g., Scandinavians and Germans); find reasons that motivated them to leave their homeland and to seek a new life in the U.S. Compare with today's situation of emigrating Mexicans to the U.S. (5)

Investigate reasons for so many illegal entries of immigrants from Mexico into the U.S. Gather statistics on how many estimated attempts at illegal entry are made each month. Think about possible solutions to the socio-economic problems behind this continual flow of emigrants from Mexico. Discuss the derogatory nature of the term "wetback." (2, 3, 5)

Interview migrant workers, illegal aliens, and refugees; from their stories and experiences attempt to find the causes and consequences of the current worldwide flight and migrations. Have a class discussion on this topic. (2)

Through newspaper accounts, magazine articles, and TV reports, gather information on reactions and opinions of Americans in the states bordering Mexico regarding Mexican emigrants. (2, 4, 5)

Look at problems of unemployment and poverty in Mexico and what the Mexican government is doing to combat these two problems. (4, 5)

Compile a listing of all possible foreign cultural influences which make up the multifaceted "American culture." Suggest ways in which separate cultural groups can maintain their unique identity and still integrate themselves into American society. (2, 4, 5)

Make a graph to show immigration history of every ethnic group represented in the class. For each wave of immigrants, research and prepare a report on the events in the home country which led to emigration. (2, 5)

Collect junk (bottles, plastics, etc.) from people's garbage. Build and paint a "junk sculpture." Discuss the throw-away culture of the U.S. Do other cultures do the same? Research how some cultures might use items that other societies throw away. (1, 2, 3)

List five domestic and five imported foods. Look at methods of production and transport and discuss the implications of viewing the value of products in this light. (2, 3)

Collect facts and figures on the question of human rights in the world. Create an exhibit on this theme; also write an article on this topic for the school newspaper. (2, 4, 5)

Research the reasons for child labor and its problems in a developing country today. Think of possible solutions. (2)

Discuss the significance of child labor for economic development of various developing countries and the consequences for those children involved in terms of rights of the child. (2)

Find several collections of jokes and humor from various foreign cultures. What aspects of humor are unique to a particular culture? What common themes are found in various cultures' humor? Do all cultures have a need for humor? (2)

Compare historical processes in developing countries with U.S. history and look for parallels, similarities, and differences. (2)

Compare struggles for independence and justice in Mozambique, Zimbabwe, Sri Lanka, Nicaragua, etc., with the struggle for independence in the U.S. over 200 years ago; how are the motives of the people similar in both historical periods? Write a radio play or create a display depicting the desire of people for freedom, self-determination, and human dignity. (2)

Visit a newspaper office and learn how news is received from agency reports and then edited; compare what information is contained in the agency reports with what eventually appears in the newspaper as "news"; think about the degree of control the newspaper has over what information readers receive. (5)

Incorporating population density, compare statistics of rates of population growth in industrialized nations with that of developing nations. Discuss implications and consequences. (3, 5)

Compare causes of rural depopulation of the Midwest U.S. with causes behind increasing overpopulation of developing countries. Discuss consequences. (3, 5)

Find the latest information on facts, causes, and solutions regarding world hunger; discuss this information in class and together come up with concrete ways that could be employed to alleviate this problem. (1, 3, 5)

Compare statistics on childhood mortality in the U.S. with those in other countries. Discuss possible reasons for differing rates among societies. (3, 5)

Compare the living conditions of Midwest U.S. farmers with those of Indian tribes in the Amazon. (2)

Research the role of a woman in Mexican society. How does this differ for the Mexican woman who lives in Mexico City as opposed to the Mexican woman who lives in a rural area; for a woman in the upper economic class as opposed to the woman who lives in poverty? How do the roles of women in Mexico differ from the roles of women in the U.S.? (2)

Compare the systems of social security in an African country, in Denmark, and in Japan with the U.S. system. (2)

Contact appropriate federal agencies to gather information on what specifically is being done by the U.S. government to help developing countries become economically stronger and what kinds of "pay-back" are expected. (1)

Contact the state's agency for economic development and inquire about any efforts being made by the state government to promote trade with and investment in developing countries. (1)

Plan an evening with music, poems, readings, and folk dances from Africa, Spain, France, Japan, etc. (2)

Create bingo cards with capital cities of the world as the spaces on the cards. As the country is called, put markers on the corresponding capital city. (2)

Bring a stack of news magazines to class. Cut out the faces of world leaders and tape them to a world map. (2, 4)

Cut out headlines of major news stories. Mount them on a wall around a world map. Use colored string to link stories with the country(ies) involved. (1, 2, 3, 4, 5)

Initiate a pen pal program with students in a sister city or sister state. (2, 5)

Investigate the social development in the Soviet Union in the twentieth century through the eyes of a writer who lives or has lived there (Mikhail Bulgakov's *The Master and Margarita*) and through the eyes of one who has been expatriated (Solzhenitzen, Kopelev, etc.). (2, 4, 5)

Invite emigrants from South America to the class and discuss their sense of identity, e.g., how they view themselves as more than "Spanish-speaking persons" and how they have a sense of a cultural heritage which is intermixed with their Spanish heritage but also exclusive of that influence. (2)

Invite someone who has recently visited another country to report on experiences. (2)

List local cities with foreign names and, if possible, determine their origin. (2)

Locate on a map of Iowa the cities and towns which have French (German, Spanish, Russian, etc.) names. Write the city hall or the Chamber of Commerce of each location to ask for information as to how/why the city was given its name and by whom, if applicable. (2)

Contemplate the negative effects of distrust: in what ways does distrust set up barriers to understanding and tolerance? Consider the negative effect of distrust on all levels of relationships (between friends, between husband and wife, between family members, between groups, between nations); what negative effects does distrust have on the individual's own personality and on one's view of the world and of herself in such a world? Discuss these issues in class. (4, 5)

In pantomime portray different kinds of interpersonal contacts: in friendly/hostile situations; between old and young people, superiors and subordinates, women and men; and in different cultural settings. (4, 5)

Learn from plays, films, or stories how misunderstandings, intolerance, and hate between groups and/or cultures can arise due to mutual ignorance about each other. (2)

List personal characteristics and behaviors of foreigners from a particular country which could be annoying, hurtful, or insulting. Look for and list personal characteristics of Americans which could be annoying, hurtful, or insulting to people from other countries. (2)

Give examples of customs and behaviors which for one person are strange and for another are normal; explain the reasons for the differing reactions. (2)

Analyze the central statements of the report "Global 2000"; highlight connections between the world economic system and the increasing destruction of the Earth and the necessary measures for preservation of the worldwide environment. (3)

Analyze the U.S. government's current policies to find indications of a movement toward or awareness of a "worldwide" dimension or view of the future. Give examples and

supplement with suggestions on what the government should be doing in this area. Send these findings and suggestions to representatives in Washington. (1, 2, 3, 4, 5)

Research political intervention of the U.S. in the southern hemisphere during the last forty years; give several examples of interventions which were public policy and several which were carried out covertly. (4)

"National security" has commonly been the rationale for U.S. involvement in the political affairs of other countries. Which issues of national security are these? Does the concept of national security for the U.S. clash with the idea of global security? (4, 5)

Draw comparisons between the expenditures in the U.S. for security/defense and for the elimination of the causes of conflict; compare security/defense expenditures with those made to preserve the environment. Work out corresponding alternatives in the area of total defense (e.g., focusing on the interdependence of nations for food and energy as a mutual-protection device). (1, 2, 3, 4, 5)

Research the relationship of the U.S. and the Soviet Union as allies during World War II. What does the concept "Cold War" mean? What have been the consequences of the Cold War for the U.S., the Soviet Union, and the rest of the world? (4, 5)

Using a community project as an example, document the ability of human beings to work together and accomplish a communal task; determine the conditions which promote this kind of cooperative effort. Explore how this could be done on a global level. (4, 5)

Compare conflicts in society and in international relations with small-group conflicts. (4)

In small groups, choose to represent one country of neighboring countries (e.g., Iran, Iraq, Syria, and Egypt). With news articles and magazines as a reference, prepare the group's chosen country's position in a given conflict. Resolve that conflict. (4, 5)

Research the investment and expansion policies of a large international business, giving attention to the following points: What attention is given to satisfying the basic living needs of the employees in the host country where the firm is doing business; to improving the position of women in that society; to preserving the people's cultural identity; and to preserving the environment? Should the firm have responsibility toward these issues or not? (1, 2)

Investigate how practical changes in lifestyle and consumption habits contribute to the solidarity of the world as well as personal well-being (e.g., by growing food or by directly contacting producers; by using products that are "healthy, just, and environmentally beneficial"; by recycling trash; by diminishing the consumption of energy; by fostering Third World shops; by learning about alternative financial investments; etc.). (3, 4, 5)

Find out basic values and objectives of world economic development by studying product advertising in internationally distributed journals and magazines, classified advertisements, and self-depictions of international business firms. (1, 2)

Using a world map, follow the president (or secretary of state) day-by-day on a world tour. Talk about the issues discussed at each stop. (1, 2, 3, 4, 5)

From the local neighborhood/region/city invite members of various religions to come together and address the question of what each person can do to promote peace in the world. (4, 5)

Gather and discuss information on developments in international law. (4, 5)

Categorize types of violence against U.S. women and compare with violence against women in other countries. Contact organizations such as shelter houses, Young Women's Violence Center, State Human Services, etc., for information and guest speakers. (4)

Analyze the differences and similarities in the histories of the textile industry and textile handcrafts during the nineteenth century in the U.S. and today in developing countries, es-

pecially in regard to effects on women and children. (2, 3)

Organize an all-school international festival with each class assigned to represent a different country. The activity can involve imaginary worlds as well as the real world. (2)

Research and locate countries that celebrate common holidays. Interesting ones include Boxing Day, Epiphany, Eid-ul-Fitr, Mardi gras, or All Saints' (Souls') Day, etc. (2)

Contrast U.S. lifestyles to those found in another country. Find out which differences can be attributed to social influences and which to natural conditions. (2)

Relate in role-play the description of a typical day of a young person in a large South American city or another international city. (2)

Compare the students' lives as adolescents with that of young people in various cultures in regard to responsibilities, availability of free time, etc. (2)

Investigate ways in which the students are interconnected with people in other parts of the world in a worldwide social system. (1, 2, 3, 4, 5)

Keep a daily diary, noting the diverse international connections in everyday life. (1, 2, 3, 4, 5)

Trace the national origins of religions in the local community. (2)

For a set period of time, examine the print media to collect any examples of a specific language/country/culture in the U.S. press. Prepare a bulletin board or "show and tell" with the collected materials. (2)

Study examples of decision-making in various levels in different cultures and using these models try to simulate in classroom decision-making. (1, 2, 3, 4, 5)

Read texts about the so-called "palaver" (argumentative discussion) among African, Indian, and other peoples; compare this method of decision-making with the methods found in descriptions of democracy from textbooks on government. (4, 5)

Identify and evaluate the forces which primarily determine current economic development in the world, e.g., the significance of economic summits, the structure and influence of international economic organizations like UNCTAD, the role of transnational concerns, the control over the global information and communications system, etc. (1)

Discuss forces which either strengthen or weaken dependency on the world economy and relate these forces to quality of life and to the development of the world as a whole. (1)

Play the game "Ecolopoly" and learn how decisions in the economy and politics can affect the environment. (2, 3)

Imagine the feelings and behavior of a refugee in a foreign country; list the kinds of problems which confront refugees. (2, 4)

Plan a world tour using travel brochures; include a map showing the places to be visited, a detailed itinerary, and a rationale for why particular places were chosen. (2)

Find out about programs established through a sister-state relationship; are any of these relationships with developing countries? (1, 2, 3)

Investigate the role of the woman in worldwide economic development by using examples from various regions of the world. (2)

Investigate the official economic policies of the U.S. government as they pertain to foreign policy toward developing countries and whether these policies are carried out in accordance with the officially stated principles. (2)

Investigate present world economic systems in terms of the values and objectives which form their foundations, driving forces, and ways of functioning and their consequences. (2)

Investigate why the current world economic system does not assure the basic life maintenance of all peoples. (1, 2, 3, 4, 5)

Define "trade barriers" and find out the purposes and where they are being imposed by the U.S. (1)

Invite a representative of an international organization which works for the furthering and observance of human rights to the class. Discuss with that person the possibilities of active participation in furthering human rights. (2)

Juxtapose the constant competitive struggles for economic and political areas of influence with the attempts at worldwide cooperation in such issues as the international law of the oceans and use of the Antarctic and space. (1, 2, 3, 4, 5)

Research information on England's colonial presence in India; learn about Mahatma Gandhi and his goals, methods, and accomplishments. (4, 5)

Use the following quote of Mahatma Gandhi as an impetus for a class discussion: "Powerlessness is the greatest power which has been given to mankind. It is more powerful than the most powerful weapon of destruction ever imagined by the human mind." (4, 5)

Research social questions in one of the "threshold" countries (such as Mexico or Brazil) and, on the basis of reports and interviews with people who have lived there, determine what is being done politically to address such issues as poverty, living conditions of the poor, unemployment, education, access to medical treatment and care, fundamental human rights, and the basic dignity of humans. Organize a class discussion of these issues. (2)

Personally evaluate education thus far to determine whether it has fostered a consciousness of the world as an entity and the world's peoples as fellow humans. Suggest how the educational experience can be improved in this area. Discuss this issue in class. (1, 2, 3, 4, 5)

List examples in the school curriculum and extracurricular areas where the viewpoints of non-American people and groups could be given increased attention and consideration. Make appropriate suggestions and take positive steps in that direction. (2)

Interview immigrants to discuss issues of mutual importance and interest between their native country and the U.S. (2)

Interview women and men from other countries who live in the local neighborhood and ask them about their homeland and their lives there and in the U.S. (2)

On a bulletin board show the power play involved in the decision-making of a controversial international political question. (2, 4)

Look at the numbers and types of war toys and put together a display for exhibit and discussion. (2, 4, 5)

Research violence in everyday life - in society and between countries. Brainstorm solutions. (4, 5)

Think of personal examples of violence suffered and/or perpetrated; think of nonviolent alternatives. (4, 5)

On the basis of products and services which might be used during a week's time, show in descriptive or pictorial form how entwined and dependent a person is on the world economy. (1, 2, 3, 4, 5)

Organize a discussion to help form opinions on the following questions: Are developing countries simply being forced to integrate themselves into a world system which is dominated by the industrialized countries, and what sort of consequences will result from this? (2, 3, 4, 5)

Through readings and lectures by experts on malnutrition in the world, learn about the main causes of world hunger and make suggestions to alleviate this problem. Send these suggestions to representatives in the national government. (3, 5)

Choose a country. Prepare a grid in this manner: each row is a letter in the country's name; columns are labeled "city," "famous person," "product," "place or event," and "your choice." Fill in as many items as possible. The first letter of an item entered under a given category must correspond to the letter of the country in that row. (1, 2, 3, 4, 5)

Prepare and celebrate a festival with youth and adults from other cultures. (2)

Discuss possibilities and opportunities to increase and strengthen mutual understanding between the people of other countries and the people in the U.S. (2)

Invite to the classroom men and women who have worked in development projects (e.g., Returned Peace Corps Volunteers, etc.) and/or as missionaries and ask them about their experiences. (2, 4)

Contact local people from another country and invite them to talk about their homeland and their lives there and in the U.S. (2)

Develop questions for a Global College Bowl quiz show. Invite other groups or classes to participate in the actual competition. (1, 2, 3, 4, 5)

Discuss examples of what is involved in "human dignity" and how this can be respected and promoted. (2, 4, 5)

Bring an object related to a family custom, write about its importance, and share the stories. (2)

Trace the development and emergence of national farmer organizations, specifically noting political lobbying by farmers' groups and the appeal to farmers by the Democratic Farmer Labor Party; compare this to the peasant and landworker movements today in developing countries. (2, 3, 5)

Compare the average weekly allowance (pocket money) in the class with the average income in developing countries. Compare the costs of living expenses with those of a person in a developing country. Compare the number of work hours in the U.S. with those in a developing country which are required to provide for basic food needs and other essential goods. (2, 5)

Compare the ceremonies in different cultures which take place at birth, marriage, and death. (2)

Using as an example the struggle for a set of laws governing international waters or for a new international economic order, list and describe the difficulties involved in working toward a just and humane global system. (4, 5)

Write a fictional travel diary of a foreigner who is visiting Iowa. Report on and explain customs, family life, work, leisure, etc. (2)

Write "from the future" a critique of the current trends in development (e.g., use of natural resources, action on political/social issues, attitudes toward protecting the environment, etc.). (2, 3, 4, 5)

Study the observance of human rights in Europe and in the U.S. during the eighteenth and nineteenth centuries and in developing countries today; compare the findings and interpret. (2, 4, 5)

Look carefully at how foreigners are depicted in comics, children's books, jokes, films, advertisements, etc. Consider how a person would like to be depicted by foreigners in their films, comics, books, etc. (2, 5)

Compare the accepted roles of men and women in various religions. (2)

Based on personal beliefs, explain the nature of a person's responsibility to fellow human beings, to nature, and to the world. (5)

Vocational Agriculture

Discuss groundwater pollution through fertilizer, herbicide, and pesticide use. Do the short-term gains justify the long-term hazards? Discuss global ramifications. (3)

Discuss why it takes the Food and Drug Administration several years of study to approve a drug for safe human use, while farm chemicals do not have to go through such an approval process. Discuss ways to solve this problem. (3)

Explore advantages and disadvantages of three different methods of gardening: organic method, conventional/mixed method with moderate use of chemical fertilizers, and intense use of artificial fertilizers and pesticides/insecticides. Read reports and interview people with experience in these methods. Discuss information in relation to the global environment. (3)

Find out which economic forces exist in the area of gardening (e.g., seed companies and distributors, agri-chemical companies and distributors, farmers' markets, etc.). Compare findings to the economic forces felt by farms in Third World countries. (3)

In role-play express the pros and cons of the "Green Revolution" (e.g., in India). (3)

Investigate connections between cotton plantations in Africa and India and the (English) textile industry; look at the history of cotton farming in the U.S. in terms of where cotton primarily is grown, the changes in the cotton industry brought about by the Industrial Revolution, and the cotton and textile industries today. (2, 3)

Invite several farmers to school to discuss current problems in agriculture worldwide. (3)

Study an example where farmers in a developing country were successful in regaining agricultural resources and have achieved the point where they can live on their own produce. (3)

Study the history of the potato (e.g., origin, introduction in Europe, significance during the age of industrialization, potato blight, etc.). (1, 3)

Visit an "organic" farmer and a conventional farmer and talk with them about labor required, the selection of products grown, expenditure and returns, environmental influences, etc. Discuss advantages and disadvantages in terms of the global environment. (3)

With the help of fast-growing plants (e.g., water cress, lentils, etc.) which are exposed to various environmental influences, compare developmental processes. (3)

Work out the basic points for an exhibit on the connections between agriculture and nourishment worldwide. (3)

Compare the living conditions of Midwest U.S. farmers with those of Indian tribes in the Amazon. (3, 4)

Section 5

Sample
Lesson Plans

Grade Level: 3
Subject: Language Arts, Art
Title: Ethnic Life Stories

1. **Desired Lesson Outcome:**
After reading a biography about a person from another country, the students research the ethnic background and make a collage, mobile, bulletin board, or display .
2. **Approximate Time Needed:**
30 minutes every day for a week.
3. **Teacher Preparation Needed:**
Select international biographies from the public and school libraries. Display the books in the room to introduce the subject.
4. **Materials Needed:**
Books, poster board, magazines, newspapers, scissors, glue, old hangers, construction paper.
5. **Teacher Background:**
Define the terms "biography" and "autobiography."
6. **Procedures:**
To introduce biographies, read one to the class - discussing the ethnic background of this person. Explain the assignment of each student choosing and reading a biography. Then each student must make a collage, mobile, or display about her chosen person. The student must research the ethnic background of this person and have a picture depicting this on the art project.
7. **Evaluation Options:**
Observe how the student works, reads, plans. Talk about the lives of these people one-on-one while the student works. Have him write a paragraph telling why he chose this person. Videotape him telling his favorite part of the biography or something memorable about this person.

8. **Additional Ideas:**
Have a class discussion on ethnic backgrounds.
This activity could be included in an art project.

9. **Additional Resources:**
NA

Contributed by: Cindy Kirk

Grade Level: K-3**Subject: Art****Title: Squiggles**

1. **Desired Lesson Outcome:**
The student will learn to cooperate with other group members in sharing ideas to create a single group product.
2. **Approximate Time Needed:**
20 minutes (K-1); 30 minutes (2-3).
Repeat this activity a week later forming different working groups.
3. **Teacher Preparation Needed:**
Preselect equal groups according to class size (Three or four per group is recommended.) Place the same number of crayons as there are members in a group at tables. There should be a different color for each member.
For each group, prepare 19" x 24" paper with one large "squiggle" drawn on it with felt pen. Also make a set of lines in which the students will later write their names. At this point each group's paper is the same as all others.
4. **Materials Needed:**
18" x 24" paper (one sheet for each group), a set of crayons for each group - one color for each member.
5. **Teacher Background:**
Using the cooperation learning approach of grouping, students sharing a task with other students is stressed. The idea is to create a product together using the contribution of each student.
6. **Procedures:**
Divide students into groups of three to four members, challenging the students to work with people who are not their chosen friends. Give each group an identical sheet of paper with a "squiggle" already drawn on it (same for all groups). Place each group in a separate area of the room for privacy. Brainstorm ideas for what the

"squiggle" might become. Have students turn the paper in all directions.

Hand out groups of crayons to students. Each student keeps the color of crayon she chooses for the entire project. Instruct the students to write their names with their color of crayon. Each group member adds to the group's squiggle to complete the picture. Each group will create an entirely different picture. Have students share the work with the class, reminding the students that the purpose of the activity is to work as a cooperative group.

Model and praise cooperative behavior as much as possible.

7. **Evaluation Options:**
The group products may be displayed. Follow a week later with the same activity, only different groups and different squiggles.
8. **Additional Ideas:**
Students may write stories about their squiggles - either as a group effort or individually.
9. **Additional Resources:**
NA

Contributed by: Pat Sievers

Grade Level: 3
Subject: Math
Title: Numbering Systems

1. **Desired Lesson Outcome:**
Students will be able to distinguish between the Arabic and Roman numerical systems and will know how to calculate with and write in these systems.
2. **Approximate Time Needed:**
One hour.
3. **Teacher Preparation Needed:**
Make a chart that shows a comparison of both numeral systems. Look in the library or media catalogue for media that will clarify.
4. **Materials Needed:**
Charts (see above).
5. **Teacher Background:**
Find and gather any sources where Roman numerals are used.
6. **Procedures:**
Introduce brief histories of both systems and show students the charts. Have students search for documents with Roman numerals, e.g., in television credits, in encyclopedias, in *National Geographics*. See if students can do some simple addition and subtraction using the systems, explaining that it is okay if they cannot do it.
Write some big numbers using both systems, e.g., basketball scores, population of large cities of the world, population of Rome, etc.
7. **Evaluation Options:**
Students are able to solve math problems using both systems; write a number using Roman numerals when given Arabic number.
8. **Additional Ideas:**
Have groups of students renumber buses or lockers in Roman numerals.

9. **Additional Resources:**
Students may ask grandparents and older citizens where they have seen Roman numerals used.

Contributed by: Arlene Hahn

Grade Level: 3**Subject: Language Arts****Title: Writing Original Haiku**

1. **Desired Lesson Outcome:**
The students will be able to identify haiku as well as write original haiku verse.
2. **Approximate Time Needed:**
Four (30-minute) class periods.
3. **Teacher Preparation Needed:**
Make a poster of a haiku poem; gather poetry books containing haiku from a library or bookstore; order a film from AEA. Possibly prepare paint table as haiku displays nicely with watercolor pictures or just a wash over the poem.
4. **Materials Needed:**
Poster board, special paper for students' polished copies, watercolor paints, old magazines for students who want to cut out pictures.
5. **Teacher Background:**
Become familiar with the format of haiku poetry, common themes, purpose for writing in this way, etc.
6. **Procedures:**
Make students aware of the background of haiku poetry. Explain how the Japanese use nature in their art by showing them pictures from books on haiku while poems are being read to them.
On the blackboard write the format of haiku and practice it together. Write at least two different poems so students can relate to and write about Japanese nature (i.e., not elephants or oak trees).
Have students use watercolor paints or cut pictures to illustrate their final copies. Demonstrate painting.
7. **Evaluation Options:**
Students will produce original poems illustrated with either watercolor wash or picture.

8. **Additional Ideas:**
Choose another subject and have students produce as many poems as they wish; research and write letters to an author in Japan; secure tapes of poetry and set up a learning center; keep paper and paint in a center so students can continue writing; keep a copy of student poetry for idea files so that in following years students can view a bulletin board of previous student projects; publish student poetry in the local paper and school newsletter.
9. **Additional Resources:**
City library.

Contributed by: Arlene Hahn

Grade Level: 3**Subject: Science****Title: Match Animals with Continents**

1. **Desired Lesson Outcome:**
The student will develop an awareness of the various animals of the world and will be able to locate the world continent of their origins.
2. **Approximate Time Needed:**
One week. Infuse into science, reading, and language arts.
3. **Teacher Preparation Needed:**
Duplicate maps of various continents.
4. **Materials Needed:**
List of animals and continents of origin; maps of various continents; *National Geographic*, literature books, and encyclopedias; classroom world map; scissors; paste or tape.
5. **Teacher Background:**
Review the importance of why animals are located in certain areas of the world in regard to climate, water and natural food supplies, etc.
6. **Procedures:**
Review the seven continents of the world. Either give the students a map with the names of the continents printed on it or have the students print the names on the continents. Have students choose one animal to research and supply a map of the specific continent the student's animal originates from. Have students research basic characteristics about their animals such as speed, size, color, etc., and write a report to share with the class.
As a class locate on a world map the places where each animal originates. Display on a bulletin board, placing flags on the locations.
7. **Evaluation Options:**
Observe students in cooperative sharing groups as they record places of

origin of the animals they researched; give the students an outline map of the world to print in the name of some of the animals next to the appropriate continents of origin; evaluate reports, orally and in written format; conduct a follow-up review a week later, giving the outline map to recall what animals are found on what continents.

8. **Additional Ideas:**
The students could make dioramas of the surroundings of their chosen animals; students could use clay or paper maché to construct their chosen animal.
9. **Additional Resources:**
Invite a resource person to share information about animals and their habitats.

Contributed by: Jan Kappes

Grade Level: 2-3

Subject: Social Studies

Title: Foreign Products Search

1. **Desired Lesson Outcome:**
Students will become aware of the range of foreign products Iowans use in their everyday living.
Students will use map skills to locate countries where foreign products are produced.
Students will know that Iowa is connected to the rest of the world by the foreign products they and their families purchase.
2. **Approximate Time Needed:**
15-20 minutes per activity package.
3. **Teacher Preparation Needed:**
Design activity sheets for "Parking Lot Search," "Closet Search," "Toy Search," "Cupboard Search," and "Refrigerator Search." Duplicate a classroom set of each activity sheet used.
4. **Materials Needed:**
Activity sheets.
5. **Teacher Background:**
NA
6. **Procedures:**
Have students take home the activity sheets and try to fill in the names of products and the foreign nation where the product was made. (In "Parking Lot Search" take the students to the teachers' parking lot to see what foreign cars are there).
7. **Evaluation Options:**
Completed worksheets; class discussion of results.
8. **Additional Ideas:**
See procedures section.
9. **Additional Resources:**
NA

Contributed by: Jerry Van Pelt

Grade Level: 2-3
Subject: Social Studies, Art
Title: Farm Facts

1. **Desired Lesson Outcome:**
 Students will know and be able to identify important elements of an Iowa farm and a Mexican farm. Students will understand reasons for differences and similarities between farmers.
2. **Approximate Time Needed:**
 Three - five (40-minute) class periods. Optional field trip to a farm (allow 1/2 day).
3. **Teacher Preparation Needed:**
 Obtain pictures and written descriptions of a Mexican farm and some of an Iowa farm; order film(s) on Mexico from the AEA; if arranging the field trip try to visit a farm that raises crops and livestock.
4. **Materials Needed:**
 Various resources on Mexico.
5. **Teacher Background:**
 Examine some materials on Mexico or on another country to become more familiar with the agricultural practices. The intent is to compare and contrast a basic economic function such as farming and understand some of the reasons for differences and similarities.
6. **Procedures:**
 Have students examine a farm in Iowa by actually visiting one or by viewing pictures/descriptions. Put students in learning pairs to draw a picture with five or six important elements of an Iowa farm (i.e., buildings, crops, animals, size, machinery, people, etc.). Each partner contributes and is responsible for explaining the picture. Discuss the pictures and list elements. Examine/discuss Mexican farm and use the same procedure for drawing pictures. Again discuss the pictures

and list elements.
 Discuss differences/similarities Summarize and close.

7. **Evaluation Options:**
 Student pictures; class participation.
8. **Additional Ideas:**
 Choose a country where women do the farming and bring in that perspective; relate the products produced on the farm to foreign trade; think about farmers' dependence on foreign products; study other countries to examine diversity of farming methods; have a farmer bring some animals and crops to share with the class if a field trip cannot be taken; have a person familiar with Mexican farming talk to the class, e.g., a county extension person or recent Mexican immigrant.

Contributed by: Len Dose

Grade Level: 6+

Subject: Music

Title: Musicals: *The King and I*

1. Desired Lesson Outcome:

Students become familiar with the story and the music of the play, *The King and I*.

Students become more aware of some cultural aspects of old Siam and present-day Thailand, a non-Western culture.

This is an opportunity for any Thai students in the class to share information.

Students become more tolerant of differences in religion, cultures, etc.

2. Approximate Time Needed:

Nine class periods.

3. Teacher Preparation Needed:

Scan histories and current articles, books, etc., on Thailand; watch video of *The King and I*; read article in *Smithsonian* magazine on Thailand and its Westernization.

4. Materials Needed:

Anna and the King of Siam by Margaret Landon; *Smithsonian* magazine with article on Thailand and its Westernization; video of *The King and I*; Thai articles brought by students; videotape recorder and television.

5. Teacher Background:

Same as #3

6. Procedures:

Ask students to read article excerpts from *Smithsonian* magazine and discuss briefly the two to three kings who preceded the king in this story. Then discuss the king and his actions of the *King and I* and the impact of his decisions on modern-day Thailand. Include in the discussion the influence of Anna Leonowens. Include as much as possible the offerings of any Thai students in the class or any Thai persons in the community.

Briefly relate the story of *The King and I* stopping only to include the songs (explanations, theory) and their significance.

Show the video of the musical or a live presentation of it if possible.

7. Evaluation Options:

Follow viewing of the actual play or video with a class discussion. Discuss why *The King and I* was banned in Thailand for many years. Since the music enrichment is the primary goal, listen several times to the songs. Written tests should incorporate listening/song recognition and actual written questions about characters, plot sequence, etc.

8. Additional Ideas:

Thai families could share foods, religious ideas, clothing, family relationships; students read *Anna and the King of Siam* by Margaret Landon.

9. Additional Resources:

The computer program, "Time Line," can be used to compare the activities in Thailand and the U.S. during this timeframe.

Note: This lesson plan can also be used with:

- 1) *Fiddler On The Roof*
- 2) *The Mikado*
- 3) *Evita*
- 4) *Flower Drum Song*

Contributed by: Tina A. Sieberns

Grade Level: 4-6

Subject: Health and Physical Education

Title: International Organizations

1. **Desired Lesson Outcome:**
The students will gain knowledge of the realm and diversity of international organizations dealing with global issues.
Students will develop a sense of empathy with other peoples around the world.
2. **Approximate Time Needed:**
45 minutes for introductory lesson.
3. **Teacher Preparation Needed:**
Order related materials from local AEA; prepare necessary AV equipment; research issue and write for information.
4. **Materials Needed:**
World map; printed materials; AV equipment.
5. **Teacher Background:**
Become familiar with a global issue of interest and an organization which deals with that issue. (See resources list). UNICEF is a good organization to use with this age group.
6. **Procedures:**
Introduce the issue with an appropriate hook, i.e., slides, poster, catchword on the board, object, etc.
Have students brainstorm the issue in regard to severity/range of the problem, causes, possible solutions, etc.
Use appropriate transparencies or other materials.
Introduce the international organization with the AV materials or handouts. Discuss the functions of this type of organization and what individual global citizens might do to deal with this issue.

7. **Evaluation Options:**

Observation of student participation or an appropriate writing assignment may be used.

8. **Additional Ideas:**

Divide students into small groups and have each group choose an international organization to write to for information; have students research a global issue of interest and write an essay on their perceptions of the problem and possible solutions; have students prepare a report, make a presentation, or develop a project on either their chosen global issue or the organization that deals with it; have students connect pictures or drawings to points on a map where their chosen organizations are actively involved.

9. **Additional Resources:**

United Nations Association of the U.S.A.
300 E. 42nd St.
New York, NY 10017

UNICEF
U.S. Committee for UNICEF
331 E. 38th St.
New York, NY 10016

World Health Organization
525 23rd St.
Washington, D.C. 20037

American Red Cross
7th and D Streets, NW
Washington, D.C. 20006
(202) 737-8300

World Hunger Education Services
2115 S. St. NW
Washington, D.C. 20008

The Hunger Project
2015 Steiner St.
San Francisco, CA 94115

Contributed by: Sue Happel

Grade Level: 4-6**Subject: Language Arts, Social Studies****Title: Chinese New Year/Zodiac Animals**

1. **Desired Lesson Outcome:**
Students will strengthen research skills and extend knowledge of cultural sameness and differences by comparing and contrasting the Chinese New Year celebrations and animal zodiac symbols with the New Year celebration and zodiac symbols familiar to the students.
2. **Approximate Time Needed:**
Two - three class periods.
3. **Teacher Preparation Needed:**
Collect resource materials from AEA (or resource list) on zodiac and Chinese New Year customs; duplicate Chinese animal zodiac charts and explanations for each student.
4. **Materials Needed:**
Handouts of zodiac charts; resource materials available for student research.
5. **Teacher Background:**
Read background information on Chinese New Year celebration, zodiac symbols, and lunar calendar (see resource list).
6. **Procedures:**
Divide class into small groups and have them discuss why they think various cultures celebrate a new year. After discussion, each student will record his own ideas for later comparison.
Relate discussion to Chinese New Year and zodiac symbols; hand out Chinese zodiac charts and discuss. Each student will find her birth-year animal and use additional research materials to find more information on the Chinese New Year celebration and

zodiac superstitions and symbolism. Finally, compare this information with the New Year celebration familiar to the students and to the Western zodiac.

From their research, students will present reports or create other projects/materials that will allow them to share their new knowledge with other students.

Compare earlier student ideas recorded during brainstorming and revise if needed.

7. **Evaluation Options:**
Observation; written or oral presentations; student projects.
8. **Additional Ideas:**
Students could use clay to create their own zodiac animals and write stories about them and their symbolism; students could chart zodiac birth-years of famous people, world leaders, etc. and compare (Chinese) zodiac characteristics attributed to that sign with Western zodiac signs; students enlarge or draw freehand zodiac animals with stories to display for others; students depict foods associated with Chinese New Year celebration and symbolism.
9. **Additional Resources:**
Frank Schaffer's School Days, Feb.-March, 1985.
Chinese New Year, Shiah Man, Arts Inc., 32 Market St., NY, 10002.
AEA materials.

Contributed by: Louise Thurn

Grade Level: 4-6
Subject: Social Studies
Title: Flags of the World

1. **Desired Lesson Outcome:**
 Students will recognize the relationship between cultural or historical events and national flag designs of contemporary nation states.
 Students will develop library research skills.
 Students will create research reports and flag designs.
2. **Approximate Time Needed:**
 Four class periods.
3. **Teacher Preparation Needed:**
 Request books from AEA lending library; search school library and school reference library for resources.
4. **Materials Needed:**
 Reference materials; 8 1/2" x 11" unlined paper; marking pens of varied colors or crayons; typed or written names of countries, one per slip of paper.
5. **Teacher Background:**
 National data sheets may be obtained from the U.S. Printing Office, Supt. of Documents, in Washington D.C.; research reference books on national flags.
6. **Procedures:**
 Explain that each student is to research a different country to determine what that country's flag is and how it came into existence and to determine the relationship between the flag's design and that nation's historical, cultural, political, or economic background.
 Students will select a country by drawing slips of paper with countries' names. These countries would be related to the unit being studied, e.g., Latin America, Eastern Europe, etc.
 Students conduct research on their country and reproduce the nation's flag. They will write a report detailing

the relationship between the country's historical background and the flag. The study may reveal political, economic, cultural relationships as well.

7. **Evaluation Options:**
 Evaluate the quality of the reproduced flag and the research involved in the research report in regard to accuracy, completeness, detail, etc.
8. **Additional Ideas:**
 Based on the research, students may wish to design a new flag which may demonstrate some other historical data pertaining to their country. A brief explanation should accompany their new flag, justifying the design.
9. **Additional Resources:**
 UN Flags housed at the State Capital, obtained from:
 Tours and Information
 State Capital
 Des Moines, Iowa 50319
 Rental fee: \$30.00

Contributed by: Tom Prout

Grade Level: 4-6

Subject: Health and Physical Education

Title: Fitness and Global Lifestyles

Challenge and have students compare test results and discuss the differences; arrange an interdisciplinary unit with the social studies teacher.

9. Additional Resources:

NA

Contributed by: Mike Pesky

- 1. Desired Lesson Outcome:**
By participation in the Soviet Youth Fitness Test, students will learn more about the lifestyles of youngsters in the Soviet Union, which should promote a better understanding of that culture.
The test should motivate students to become physically fit.
 - 2. Approximate Time Needed:**
This will depend on the number of students being tested and the length of the class period.
 - 3. Teacher Preparation Needed:**
Review instructions for administration of the test.
 - 4. Materials Needed:**
Manual for administration of test :
U.S.-Soviet Union Fitness Exchange
The President's Council on Physical Fitness and Sports
450 Fifth Street, N.W., Suite 7103
Washington , D.C. 20001
Refer to instruction manual for equipment needed for each test.
 - 5. Teacher Background:**
Basic background in administering the Presidential Fitness Challenge is sufficient.
 - 6. Procedures:**
Refer to the instruction manual for administration and rules for each test.
 - 7. Evaluation Options:**
Test results plus class discussion of the feelings and results of the test is highly recommended.
 - 8. Additional Ideas:**
Administer the Presidential Fitness
-

Grade Level: 7-8
Subject: Language Arts
Title: Using Novels and Short Stories to Teach About Other Cultures

1. **Desired Lesson Outcome:**
Based on books selected by the teacher, students will act out segments and discuss events from stories which illustrate different paths of development in the lives of young people growing to adulthood in various cultures.
2. **Approximate Time Needed:**
After having read the book the class will take three class periods to complete the lesson.
3. **Teacher Preparation Needed:**
Plan with media specialist/librarian in securing appropriate novels or list of novels students can read and use in dramatization.
4. **Materials Needed:**
Books, props.
5. **Teacher Background:**
Have an awareness of novels that will lend themselves to this activity.
6. **Procedures:**
After having discussed with students their task, take students to the library. Explain to students that this activity can be done individually or cooperatively, where classmates can portray needed characters in segments they are dramatizing. The librarian will briefly discuss a variety of books that will lend themselves to this task. Librarian will provide a model dramatizing a segment from a selected novel. Students prepare and perform their own dramatizations.
7. **Evaluation Options:**
Each student will be allowed time to dramatize and discuss events in his book, showing different paths of

development in the lives of young characters growing to adulthood in various cultures.

8. **Additional Ideas:**
Art activity - three or more students having read the same book - illustrate showing different perspectives.
Drama - Students perform a puppet show illustrating a specific segment of the development of young characters.
9. **Additional Resources:**
Ask a parent to give an artistic interpretation of one of the selected books; or a community person to give a dramatization of a book the students read.

Contributed by: Sandra Eppright

Grade Level: 8-12

**Subject: Foreign Language
/Spanish**

Title: Eating in Any Language

1. **Desired Lesson Outcome**
Students will translate ten favorite food items into Spanish.
Students will determine if those foods can be found in the country(ies) where the language is spoken.
2. **Approximate Time Needed:**
Three class periods.
3. **Teacher Preparation Needed:**
Plan with media specialist; secure Spanish dictionaries, phrase books, and cookbooks.
4. **Materials Needed:**
Spanish dictionaries (e.g., *Cassell's Spanish Dictionary*) or cookbooks (e.g., *Cooking the Spanish Way*).
5. **Teacher Background Data:**
Complete the exercise from the perspective of the students.
6. **Procedures:**
Students will go to the media center; books selected in advance will be made available for student usage. After completing the exercise, students will share with the class and discuss whether or not these food items can be found in the country(ies) where the language is spoken.
7. **Evaluation Options:**
Mini Food Fair - Students bring samples of their favorite foods, labeled in Spanish; allowing each other the opportunity to taste.
Students may come dressed in costume and bring Spanish artifacts.
8. **Additional Ideas:**
Students can prepare their own recipe for a very simple food item and create a name for their favorite food.

9. Additional Resources:

Spanish reference dictionaries, Spanish music, Spanish cookbooks, Spanish Culture Box (contact Des Moines Public School or Iowa State University), community resource person.

Contributed by: Sandra Eppright

Grade Level: 7-8

Subject: Math

Title: Family Budget

1. **Desired Lesson Outcome:**
Students learn about family budgeting and expenses.
Students apply such information to the use of making graphs and charts to compare how costs might be different in other parts of the world.
 2. **Approximate Time Needed:**
Four class periods.
 3. **Teacher Preparation Needed:**
Possibly write a letter of explanation to parents about the project and how their help will be needed. Make contacts with anyone who might be able to visit the class, e.g., a utility representative or foreign student from a university. Collect information about other countries regarding basic living expenses and prepare charts and graphs. Have a handout on the use of a pie chart and explanations on the conversion of percents to degrees. Any pamphlet or needed information from utilities should be collected ahead of time.
 4. **Materials Needed:**
Graph paper, circle graphs, protractors, compasses, rulers, any handouts contributing to the topic, and worksheets.
 5. **Teacher Background:**
Have a copy of your own budget ready for the students to see and use. Have graphs and charts from other countries prepared ahead of time. Also have utility costs from 20 to 30, or 40 to 50 years ago prepared for students.
 6. **Procedures:**
Day 1
Distribute materials regarding costs of basic living expenses. Chart for an average U.S. household and a foreign
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Grade Level: 7-8
Subject: Social Studies
Title: Global Economic Imbalance

1. **Desired Lesson Outcome:**
The students will know the diverse per capita incomes in the world and understand the factors that influence different per capita incomes .
2. **Approximate Time Needed:**
One to two class periods.
3. **Teacher Preparation Needed:**
NA
4. **Materials Needed:**
Obtain or make a chart for each student showing per capita incomes of different countries.
5. **Teacher Background:**
Be familiar with the factors that influence economic development.
6. **Procedures:**
Ask each student to determine how much money she spends each week and for the entire year. (They should not include money their parents spend to support them). Then ask them to assume they are required to purchase all their basic needs with their spendable money — needs such as food, housing, clothing, etc. Each should determine the items he must give up. This could be in small-group sharing as well. Ask how their lifestyles would change by living on that allowance.

Ask the class to determine what changes would occur in the economy if their allowance had to support them. Or if every family or person in the U.S. had to live on the amount of allowance determined above, ask students to think of the types and amounts of housing, food, and clothing that would be affordable?
Distribute the chart of per capita incomes of different countries. Students should compare their annual

allowance with world per capita incomes.

Ask the class to list the factors that influence per capita incomes. Discuss why per capita incomes vary and why some countries are agricultural and other industrial.

Optional topics for class discussion or projects:

What changes would be necessary to increase per capita income in particular countries?

What role should the U.S. play in improving the economic imbalance in the world?

7. **Evaluation Options:**
Students will be able to give examples of the diversity of per capita income in the world; list and discuss the factors that influence per capita income; and write a paragraph discussing what a particular country should do to improve per capita income.
8. **Additional Ideas:**
NA
9. **Additional Resources:**
NA

Contributed by: Charles Smith

Grade Level: 7-8
Subject: Science
Title: The Trouble with Trash

Compare types of waste collected in the U.S. with foreign countries.
Speculate on the students' future if waste is not brought under control.

1. **Desired Lesson Outcome:**
Students will understand and be able to conserve resources.
2. **Approximate Time Needed:**
Two class periods.
3. **Teacher Preparation Needed:**
Contact sanitation engineer and landfill operator; obtain literature covering a garbage compactor's usage; order or gather magazines, films, books, and other resource materials.
4. **Materials Needed:**
Collect, order, sort, and label different types of refuse, e.g., leftover food, plastics, glass, paper, metal, etc.; obtain a compost for demonstration; draw a worksheet for students to collect and classify trash. The format could be columns that allow students to daily record types of refuse found in their homes and amounts.
5. **Teacher Background:**
NA
6. **Procedures:**
Distribute worksheet to students.
Explain the objective by reviewing the topic. Explain worksheet table to students: each night students will fill out the table with the type and amount of garbage, trash, and/or waste that their family has collected that day.
Discuss:
Differences in types of refuse.
Global waste problems.
Films, articles, etc., that have been used by the class.
7. **Evaluation Options:**
Application - follow-up questions:
List five ways students could conserve waste materials.

8. **Additional Ideas:**
Find local areas where a recycling project could be started to collect and recycle paper and magazines, cloth, bottles and glass, car tires, plastics, etc.
Organize a field trip to landfill and solid waste disposal plant.
9. **Additional Resources:**
NA

Contributed by: Ernie Backerman

Grade Level: 7-8**Subject: Language Arts****Title: Ethnic Background****1. Desired Lesson Outcome**

After interviewing an older relative or family friend, students will write an expository paper analyzing customs and contributions of the particular ethnic group of the person interviewed and comparing teenage life today with that of the person interviewed.

2. Approximate Time Needed:

Six - seven class periods.

3. Teacher Preparation Needed:

After brainstorming session with students, compile questions students may want to use in interviewing; develop map to chart ethnic groups represented in the class interview; prepare charts for listing historical events of 40 years ago; collect music representing this time.

4. Materials Needed:

Map; music from 40 years ago and representative of various cultures, e.g.:
 "Mary McKea African Click Song"
 German polkas
 "Frere Jacques" (French)
 "Dass ist Mein Ganzes Herz" (German love song)
 "Back to Sorrento" (Italian street song)
 "O Sole Mio" (Italian)
 "Oh Danny Boy/ Londonderry Aire"
 "When Irish Eyes are Smiling"
 "Sakura" (Japanese)

5. Teacher Background:

Become familiar with historical events and music of 40 years ago and develop a timeline to illustrate this for students.

6. Procedures:**Day 1.**

Model an interview, acting as the older person to be interviewed.

Day 2.

Have students brainstorm questions for interviewing to cover these topics: Cultural background of person interviewed; contributions of that culture to society or family now; what society/family and person interviewed valued when she was a teenager; comparisons of aspirations, costs of goods, music, etc.

Day 3.

Historical look at events and music of 40 years ago, using timeline.

Day 4.

Chart locations of ethnic groups represented in interviews on a map; list customs derived from interviews and compare.

Day 5.

Chart comparisons of costs of goods forty years ago and today (this may take two days).

Day 6.

Playing of music from 40 years ago.

Possible discussion questions:

What are similar themes?

What do lyrics show about ethnic background and culture?

How do music and lyrics compare with today's music?

Are any of these similar to songs today?

Day 7.

Sharing of students' expository papers.

7. Evaluation Options:

Participation; final paper.

8. Additional Ideas:

Students may want to hold a tea for the persons they interviewed.

9. Additional Resources:

Biography of person with background similar to someone interviewed.

Contributed by: Claudia Richards

Grade Level: 9-12
Subject: Physical Education
Title: Soccer Introduction

1. **Desired Lesson Outcome:**
 The student will know that soccer is one of the world's most popular sports. The student will experience the sport of soccer by participating in a regulation game in physical education. After participating in soccer, the student will realize the skillful techniques required to play soccer.
2. **Approximate Time Needed:**
 At least four to six weeks of classes, meeting three times per week.
3. **Teacher Preparation Needed:**
 If possible, set up a regulation soccer field; invite foreign exchange students or someone from the community with soccer experience to talk to the students about soccer.
4. **Materials Needed:**
 Soccer balls.
5. **Teacher Background:**
 Research the history of soccer and know countries that participate in soccer.
6. **Procedures:**
1st Session
 Students will learn to dribble a soccer ball using inside dribble and outside (flip) dribble. Students will dribble around stationary cones. Students will pass the ball to one another while dribbling a distance of 80-100 yards.
2nd Session
 Students will warm up by attempting to bounce the soccer ball on the insteps of their feet, then their knees and eventually their foreheads. The student will learn to trap or block the soccer ball. A student will pass the ball to a teammate who will trap the ball at a distance of 10-15 yards. A modified game of six on six will be played using a smaller field.

3rd Session

Students will learn goal-kicking using the sides of their feet. Students will practice goal-kicking to a goalie. Students will learn heading the ball to a teammate using their foreheads. Students will practice the corner kick into the goal while some students practice heading the ball into the goal.

4th Session

Students will practice throw-ins and dribbling off the sideline throw-ins skill.

Fullbacks and halfbacks will practice kicking the ball the length of the field. The goalie will return these kicks to front-line players who will practice heading and passing the ball to the sidelines.

5th Session

Try to schedule a field trip to see a regulation soccer game — either high school or college.

6-12 Sessions

Students play a regular game of soccer using official soccer rules.

7. **Evaluation Options:**

NA

8. **Additional Ideas:**

Classes could decide what country they would represent and make names of the country for their shirts. Also classes could make a country flag out of a poster and color it in. Students could research how their chosen country did in Olympic soccer events.

9. **Additional Resources:**

NCAA has produced a videotape on soccer skills — see NCAA catalog.

Contributed by: Nick Mattiace

Grade Level: 7-12
Subject: Language Arts
Title: Living the News

1. **Desired Lesson Outcome:**
 Students will become aware of recent news events.
 Students will write a narrative account of a news event from a personalized but fictitious point of view.
 Students will become more sensitive to the real people involved in these news events.
2. **Approximate Time Needed:**
 Two to three class periods.
3. **Teacher Preparation Needed:**
 Prepare to teach point-of-view and types of narration.
4. **Materials Needed:**
 Recent newspapers and news magazines.
5. **Teacher Background:**
 Knowledge of point-of-view and types of narration.
6. **Procedures:**
 Have students collect news stories about world events. Post on a bulletin board.
 In a whole-class setting brainstorm a list of many varied and unusual types of people affected by one of the news events selected from the bulletin board. For example, the earthquake in Iran affected school-age children, doctors, parents, teacher, and the elderly.
 Have students role-play one of these people retelling what happened when the earthquake hit and the many varied and unusual problems it caused this person or ways it changed his life.
 Have students choose a news event (option: research more about it), list a variety of people affected by the event, choose a person from whose eyes to retell the event, and write a narrative

from that point of view.
 Share stories with the class.

7. **Evaluation Options:**
 The number, variety, and uniqueness of types of people affected by the event (found on the list).
 The number, variety, and uniqueness of the effects on this person's life (found in the narrative).
8. **Additional Ideas:**
 Have students collect news articles from the same area and do a follow-up narrative by the same "character" on a different news story and its effects on that "character."
 Have students research some aspect related to the event (e.g., the birth of a hurricane, the naming of a hurricane, the cause of a disease, or programs set up to help the homeless, etc.). Then students could give oral or written reports on their findings.
 Write a poem on the topic of the news event.
9. **Additional Resources:**
 Library.

Contributed by: Gail Galbraith

Grade Level: 9-12
Subject: Business Education
Title: Using Time Zones/International Telephone Communications

Contributed by: Regina Duffy

1. **Desired Lesson Outcome:**
Student will be able to calculate the time of day globally when placing international business telephone calls.
 2. **Approximate Time Needed:**
Two class periods.
 3. **Teacher Preparation Needed:**
Duplicate time chart.
 4. **Materials Needed:**
World map with time zones.
 5. **Teacher Background:**
N/A
 6. **Procedures:**
Students will calculate different times of day for various business settings internationally.
 7. **Evaluation Options:**
Thumbs up-Thumbs Down
(Teacher gives current time at different global cities; student responds thumbs up if correct, or thumbs down if incorrect.)

Tell Your Partner
(Teacher asks question concerning different global times; student will tell his/her partner correct answer.)

Objective Questions
 8. **Additional Ideas:**
Travel agent speaks to class on time zones, considerations to be made when placing overseas calls, etc.
Students consider different rates when placing calls.
Students trace the history of the establishment of world time zones.
 9. **Additional Resources:**
NA
-

Grade Level: 9-12

Subject: Music

Title: Music and Global Issues

1. **Desired Lesson Outcome:**
Students listen for the messages about global issues contained in popular music.
Students will analyze song lyrics and state the perspective expressed.
2. **Approximate Time Needed:**
Up to one class period for demonstration and explanation.
Optional: Up to two class periods for product-sharing and general discussion.
3. **Teacher Preparation Needed:**
Ask students to bring a few favorite tapes to class on the assigned day. If building rules permit, ask students to bring a Walkman.
Optional: Ask students which is "the" popular radio station of the moment. Tune in several times and note relevant artists and songs.
4. **Materials Needed:**
Tape player, blank tapes, chalk and board.
5. **Teacher Background:**
Current music does deal with global issues and the students are familiar with it. The teacher need not be an expert nor know much about pop groups.
6. **Procedures:**
Divide students into small groups. Select a topic of international concern (e.g., violence, apartheid, suicide, etc.) and ask students to list songs which express a perspective on the topic. Remind students that a perspective is a viewpoint and is not limited to either pro or con. Play some of the available songs and discuss the perspective expressed.
Give each group a blank tape and instruct them to select a topic of

interest and concern to the group. Have them find a minimum of six songs which demonstrate at least three perspectives. They should record the songs outside of class and write out song titles, artists, and appropriate lyrics to share with the other groups. In addition have them write a summary sentence which expresses the perspective of each song. (Remind students foreign language songs are acceptable if appropriate translation is included.)
As a group, discuss what popular music is saying to listeners about this issue.

7. **Evaluation Options:**
Other students listen to the tapes and identify the message.
Students design a tape cover which expresses the perspectives.
8. **Additional Ideas:**
Students might collect art work or poetry which elaborates the theme. Students could choose one song to illustrate via a slide show or video tape.
Newspaper headlines might be used to illustrate the lyrics.
This could be presented as a seminar.
9. **Additional Resources:**
"Tracy Chapman," Tracy Chapman
"Greenpeace, Rainbow Warrior," assorted
"Rebel Music," Bob Marley
"Any," Doug Wood
"Synchronicity," The Police

Contributed by: Bobbie Swanson, Kay Ingham

Grade Level: 9-12
Subject: Social Studies
Title: World Geography and Economics in Our Community

1. **Desired Lesson Outcome:**
Students will become aware of the many foreign-made products in their community by interviewing local retailers.
2. **Approximate Time Needed:**
Thirty minutes for instruction. Two class periods for reporting findings and discussion.
3. **Teacher Preparation Needed:**
NA
4. **Materials Needed:**
World map; some material to mark the map, i.e., colored tacks on post-it slips; possibly a list of retail outlets in the community: 1) Food Retail, 2) Hardware, 3) Department/ Variety, 4) Auto Dealer, 5) Auto Parts/ Tire, 6) Drug Store, 7) Gift Shop, 8) Appliance Store and 9) Furniture Store.
5. **Teacher Background:**
NA
6. **Procedures:**
Divide the students in groups of two or three. Ask each of the groups of students to identify up to ten products made by a foreign company in various retail outlets in the local community. List the retail businesses within the community according to the types in the teacher-prepared list. Students may generate additional ideas. Students will go in their small groups to the retail outlet and compile a list of products and the countries of origin. Students will mark countries of origin on a large world map in the classroom. Discussions may include frequency of types of products identified and frequency of country of origin. Conclusions may be drawn about these

frequencies.

7. **Evaluation Options:**
Completeness of list of products and accuracy of country of origin after visiting retailers.
8. **Additional Ideas:**
Research a specific company found on students' lists.
9. **Additional Resources:**
Forbes and *Fortune* magazines have annual issues devoted to international companies.

Contributed by: Bob Anthony, Omer Trayer

Grade Level: 9-12.
Subject: Home Economics
**Title: Introduction to Family Life
in China, Hebei Province**

**Contributed by: Sally Williams and
Karen Clover**

1. **Desired Lesson Outcome:**
Students will identify family living practices and lifestyles in Hebei Province, China.
 2. **Approximate Time Needed:**
One class period.
 3. **Teacher Preparation Needed:**
Order secondary school notebook and slide set, "Teaching Activities on China," from AEA.
 4. **Materials Needed:**
Slide set and script that accompanies "Chinese Home and Family Life" unit; slide projector and screen.
 5. **Teacher Background:**
Review slide set prior to lesson and refer to readings in unit.
 6. **Procedures:**
Show slide set and read accompanying script.
Following viewing of slides divide students into four groups. Assign one of the following topics to each group: families and family lifestyles, food and food practices, housing and living conditions, and dress. Each group will discuss the assigned topic and will report to the entire class what they viewed in the slides and their initial reactions.
 7. **Evaluation Options:**
Summarize total group discussion.
Think in terms of families in Iowa: What similarities and differences were seen between Hebei families and Iowa families on the basis of these slides?
 8. **Additional Ideas:**
Pursue each topic area in more depth.
 9. **Additional Resources:**
NA
-

Grade Level: 7-12
Subject: Science, Social Studies
Title: Good Planets are Hard to Find

1. **Desired Lesson Outcome:**
 Students will become aware of ecological changes which affect the status of the environment.
 Students will evaluate events as positive or negative in environmental terms.
 Students will gain experience in expressing their views in a group setting.
2. **Approximate Time Needed:**
 Two class periods.
3. **Teacher Preparation Needed:**
 Gather supplies as indicated in #4 ahead of time.
4. **Materials Needed:**
 Banner: "Good Planets are Hard to Find" could be made on computer; world map; scissors; markers (two colors per student to indicate good news/bad news); news magazines and newspapers for marking and cutting - one per student.
5. **Teacher Background:**
 Have a minimal knowledge of the current events as gleaned from popular media sources.
6. **Procedures:**
 This is meant to be an "anticipatory set" for a larger unit in this area or as an "on-going" group awareness activity throughout the year as the clippings and map can be left up.

Suggested sequence of questioning:

1. What does the banner question mean to you personally?
2. Could we "lose" our planet?
3. Is this an issue of personal/group concern?
4. What steps toward destruction or planet loss are occurring?

After brainstorming and discussion of the questions above, each student will

look through individual news sources and identify articles that address question #4 above. The student will select an example of good news/bad news to present to the group, with a short rationale, and to post on the wall beside the map. Students will not be evaluating classmate decisions at this time, although such discussions could occur as other articles are found.

7. **Evaluation Options:**
 Completion of the article identification activity culminating with individual presentation to the group; extra credit or credit may be given for future articles relating to the topic that students bring to class; write an essay on or include in future tests throughout the semester the following question: What new information, good or bad on this topic have you acquired in the last _____ weeks? (Students may refer to news items, articles, or class discussion generated as articles have appeared in the classroom).
8. **Additional Ideas:**
 Students may choose to do individual projects related to parts of this topic. General information and additional activities could be done as part of a unit or theme of study.
9. **Additional Resources:**
 Film: "Our Common Future"; produced by the Global Tomorrow Coalition; Washington, D.C., available through the Iowa Peace Institute, Grinnell, Iowa.
 Magazine article: *Scientific American*, "Managing Planet Earth" (September, 1989).
 Books: *State of the Ark*, Gaia Original, 1986; *State of the World*, 1989.
 IPBN: "Assignment the World" (20-minute news summary for students).
 Possible vocabulary list may include: endangered species, groundwater pollution, acid rain, deforestation, greenhouse effect, ozone layer

Contributed by: Kay Ingham, Bobbi Swanson

Grade Level: 9-12
Subject: Art
Title: Picturing Global Issues

1. **Desired Lesson Outcome:**
Students are exposed to global problems by drawing global problems.
2. **Approximate Time Needed:**
One to three class periods.
3. **Teacher Preparation Needed:**
Collect magazines of global issues showing pictures that students may use as reference guides.
4. **Materials Needed:**
12" x 18" white drawing paper, crayons, pencil, markers.
5. **Teacher Background:**
NA
6. **Procedures:**
Have students brainstorm a list of global problems on blackboard. Supply magazines for students to use as reference guides to find examples of photos from which to draw, representing one of the global problems listed. Students draw a picture of a global problem; each student then talks about the problem they chose to draw and tell why they chose it. Display drawings.
7. **Evaluation Options:**
Students discuss their pictures. Perhaps find other students who drew the same picture — work in groups and discuss their pictures. Discuss possible solutions to these global problems with class.
8. **Additional Ideas:**
Language Arts:
Write a story, a poem, or a research paper about the issue.
9. **Additional Resources:**
Magazines: *Time*, *National Geographic*, *Newsweek*.

Contributed by: Lynn Davis

Grade Level: 9-12
Subject: Social Studies
Title: TV Commercials and Global Well-Being

1. **Desired Lesson Outcome:**
Students learn some television commercials are harmful to global well-being and that others are beneficial.
2. **Approximate Time Needed:**
Two class periods.
3. **Teacher Preparation Needed:**
NA
4. **Materials Needed:**
NA
5. **Teacher Background:**
NA
6. **Procedures:**
Students view television commercials with this question in mind: Which commercials either improve or destroy the environment, families, economical living, communities, ethics, health, or international relations. Students discuss their viewing in class and finally write an individual paper.
7. **Evaluation Options:**
Discussion and paper evaluation.
8. **Additional Ideas:**
NA
9. **Additional Resources:**
NA

Contributed by: Bob Anthony

Grade Level: 4-12
Subject: Foreign Language /
French, Social Studies
Title: Cultural Stereotypes

1. Desired Lesson Outcome:

The student should be able, after a determined period of time (unit, term, semester, year), to compare lists of preconceived notions about the people and culture of the language or country being studied with the knowledge acquired as a result of being in the course.

The student should become less directed toward hasty generalizations and unfounded stereotyping.

2. Approximate Time Needed:

Place activity at the beginning of study of a language or a particular culture; 20-30 minutes.

3. Teacher Preparation Needed:

After the initial brainstorming activity, type the class-generated list.

4. Materials Needed:

Large sheets of paper and broad-point marking pens; or chalkboard and chalk; or overhead projector, sheets, pens.

5. Teacher Background Data:

NA

6. Procedures:

Inform students that one of the five major objectives in second-language learning is acquiring a knowledge of the culture of native speakers of the language and that they all probably have some preconceived ideas this. Brainstorm individually for five minutes everything they "know" about the language and culture and then share in groups to generate a larger list. Be sure to make it clear that they are not to judge if someone's idea is right or wrong. They are only to draw up a compilation of their ideas. With the class as a whole, compile a final, all-class list.

Announce that the list will be typed and saved, so that, after a predetermined time period, the students may review it to see if any of their ideas have become modified, expanded, or discarded.

Periodically bring out the list to review the stereotypes and to move the students from stereotype-based generalizations to knowledge-based generalizations. (The teacher may wish to keep Form A, Form B, Form C, etc., to afford the students the opportunity at the end of the year to trace their progression.)

7. Evaluation Options:

Include true-false items, as appropriate, on unit, term, semester, and final examinations; affective domain assessment: teacher-determined, based on classroom observations of the student's progress toward knowledge-based generalizations.

8. Additional Ideas:

Interviews with native speakers to validate and verify the class generalizations.

Advanced class can do the same activity in the target language using, e.g., the National Textbook Company's materials listed below.

9. Additional Resources:

"Culture Capsules" (Newbury House, Rowley, Massachusetts 01969) exist for the following cultural comparisons: White-Black; Anglo-Chicano; Anglo-Eskimo; U.S.-Japan; U.S.-Arab; U.S.-South America; U.S.-Germany; U.S.-Soviet Union.

Encuentros Culturales / Rencontres Culturelles / Kulturelle Begegnungen / Incontri Culturali (National Textbook Company, Skokie, IL).

Japanese Etiquette and Ethics in Business, Chinese Etiquette and Ethics in Business, Korean Etiquette and Ethics in Business (National Textbook Company).

Contributed by: Barbara Maitland



Appendix **A**

Guidelines for
Integrating
Global Education
Across the
Curriculum

**Iowa Department of Education
Guidelines for Integrating Global
Education Across the Curriculum**

On July 1, 1989, Iowa schools began compliance with a new state standard on global education. The standard reads as follows:

The board [local school boards] shall adopt a plan which incorporates global perspectives into all areas and levels of the educational program so that students have the opportunity to acquire a realistic perspective on world issues, problems, and prospects for an awareness of the relationship between an individual's self-interest and the concerns of people elsewhere in the world. The plan shall include procedures for a review of its effectiveness.

The mission of global education has been defined as follows:

The mission of global education is to produce citizens who are both knowledgeable about the world, and who possess skills, values, and a commitment appropriate for the support of quality, long-term survival of all human beings.

Global education has been defined as follows: *Global education is an approach to learning which promotes greater understanding of the world as an interconnected aggregate of human and natural systems. These systems operate within a single planetary life-support system on which the destiny of all humankind depends. The purpose of global education is to promote long-term human survival by developing greater respect for and cooperation with our fellow human beings and greater concern for the environment on which we depend for our very existence.*

Five themes form the basis for the approach to global education we have developed:

- 1. Global Interdependence**
- 2. Human Resources, Values, and Culture**
- 3. The Global Environment and Natural Resources**

4. Global Peace and Conflict Management

5. Change and Alternative Futures

Within each of the five themes, three broad goals were developed. They are:

Theme I - Global Interdependence

Goal 1 - To help students recognize the delicate balance that exists between the life support system of the planet and the human activities which occur within it.

Goal 2 - To help students recognize the interconnections and consequences of global events to the quality of their own lives.

Goal 3 - To help students develop a better understanding of themselves as individuals, and as members of the human race.

Theme II - Human Resources, Values, and Culture

Goal 1 - To help students appreciate the need for the expansion of human rights to all individuals.

Goal 2 - To help students understand that we are enriched rather than diminished by respecting those who have different customs, languages, and belief systems.

Goal 3 - To help students understand the relationships between ethnic, religious, and nationalistic loyalties and the development of a global perspective.

Theme III - Global Environment and Natural Resources

Goal 1 - To help students understand the interconnectedness of the human community, the global environment, and our finite natural resources.

Goal 2 - To assist students in identifying life-long methods to preserve our natural resources.

Goal 3 - To help students explain our changing attitudes toward the global environment.

Theme IV - Global Peace and Conflict Management

Goal 1 - To help students develop, apply, and evaluate alternative methods of conflict resolution.

Goal 2 - To help students recognize the capacity of the arms race to affect national economics, social structures, and the environment.

Goal 3 - To help students realize that efforts to bring about global cooperation on common issues must be preceded by understanding the constraints and conflicts engendered by national loyalties.

Theme V - Change and Alternative Futures

Goal 1 - To help students realize that human activities often have unintended long-term consequences, as well as intended short-term ones.

Goal 2 - To help students realize that human choice largely determines the future.

Goal 3 - To help students develop an appreciation for the skills and attitudes that will enable them to continue learning and living on the earth.

Since the Iowa global education standard calls for infusing (or integrating) global education at all levels and in all areas of the curriculum, a four-part model for infusion was developed:

Direct Content - This approach involves identifying appropriate global topics around which to build separate teaching units or lesson plans within the existing curriculum. Here, the content itself is related to one of the global education themes, or is augmented to have a global dimension.

Indirect Content - This approach involves identifying other ways in which global perspectives can be added to already existing units and lessons, whether or not they deal with a globally related topic. Primarily, this involves using examples of a global nature. For example, a story problem in math might involve names from other cultures (Wu Li had

10 rice bowls. He sold 3; how many did he have left?), or some other type of global situation (If the ozone layer is being depleted at .05% every year, how many years would it take before it is 40% gone?). Most of the activities in this catalog are of the direct and indirect content types.

Applied Content - A third approach to infusion involves applying some of the basic goals and processes of global education to the classroom environment and outside the context of global education content. This might involve using conflict resolution strategies to discuss and deal with issues involving classroom or school disputes, developing a commitment to better management of the classroom, school, and community environment, or using ideals of empathy and tolerance to enable various constituencies in the school and community get along with each other better.

Modeling - Finally, a fourth way of promoting global perspectives is for the teacher and students to demonstrate appropriate behaviors in their own lives: showing tolerance for differences, acting in ways which show their commitments to world peace and the environment, volunteering for community service, and actually doing other things outside the classroom which demonstrate the application of theory into practice. **Although it may be the most elusive and difficult to achieve in practice, it is in the fourth and fifth categories that the greatest hope for global education rests.**

Implementation of the Standard:

School districts in Iowa are being instructed to address the global education standard in their written plan which was to have been approved by July 1, 1989. Actual integration into the total curriculum may take several years, depending upon their cycle for revising the curriculum in each subject area. They are being encouraged, however, to begin indirect content, applied content, and modeling integration as soon as possible.

Appendix **B**

Guide to
Global Resources

Global Education Organizations in Iowa

Iowa Global Education Association (IGEA)

Jill Goldesberry

Box 1141

Muscatine, IA 52761

phone: 319/264-1500

Membership organization of Iowa educators representing all levels of education.

Meets four times a year and publishes newsletter with valuable information. (120 members)

Iowa Department of Education

Cordell Svengalis, Global Education Task Force Chair

Department of Education

Grimes State Office Building

Des Moines, IA 50319-0146

phone: 515/281-3517

Provides statewide leadership, consulting, publications and presentations on global education.

Des Moines Public Schools Global Education /Conflict Resolution Committee

Carol Brown

Des Moines Public Schools

1800 Grand Ave.

Des Moines, IA 50307

phone: 515/242-7610

Provides consultancies and information on materials.

Heartland Education Agency

Richard Murphy, Coordinator of Global Education Programs

6500 Pioneer Parkway

Johnston, IA 50131-1603

phone: 515/270-9030

or 800/362-2720

Provides assistance to area schools wanting to develop programs in global education. Includes forums, simulations, culture institutes, resource networks, foreign language institutes, Hunger Hike, and contests.

The Stanley Foundation

Jan Drum, Vice President

216 Sycamore Street, Suite 500

Muscatine, IA 52761

phone: 319/264-1500

Fosters involvement in world affairs through several different avenues: summer workshops, conferences, teaching aids, program consultation and a local resource center. Publishes "Teachable Moments", a monthly global education teaching guide. Subscriptions include eighteen issues, delivered during the school year. \$6.97/yr; 12.97/2yrs.

Iowa Peace Institute (IPI)

Noa Davenport, Director of Education and Research

Box 480

Grinnell, IA 50112

phone: 515/236-4880

Collaborates with all Iowa groups to develop global education, conflict management programs and teacher training workshops for K-12 as well as for various other audiences. Distributes global education resources and bibliographies upon request.

Office of International Education and Services - University of Iowa

Kay Turney

120 International Center

University of Iowa

Iowa City, IA 52242

phone: 319/335-0335

Provides in-service training for K-12 teachers on the meaning of global education as well as on activities and resources. Also provides contact with foreign students prepared to make classroom and community presentations on their countries and on topics of global interest.

The Iowa-Japan Cultural Alliance

Elizabeth Jerde

228 International Center

University of Iowa

Iowa City, IA 54442

phone: 319/335-1306

Provides information on resources, activities, and events in Iowa that promote a better understanding of Japanese culture.

Iowa Sister States

Sarah Lande, Executive Director

International Trade Center

312 - 8th St., Suite 230

Des Moines, IA 50309-3828

phone: 515/246-6078

fax: 515/242-6213

Publishes quarterly newsletter and organizes visits for representatives of Iowa's sister states.

United Nations Association of the USA

UNA-USA Iowa Division
 Dr. Tim O'Conner
 History Department
 309 Sabin Hall
 University of Northern Iowa
 Cedar Falls, IA 50614
 phone: 319/273-6807

UNA-USA Iowa Division

Dorothy M. Paul, Executive Director
 20 E. Market Street
 Iowa City, IA 52245
 phone: 319/337-7290
 Promotes the Model United Nations - an annual April event at the University of Northern Iowa with hundreds of Iowa High School students participating. Organizes annually in October the Governor's Youth Symposium on the United Nations in Des Moines to study and discuss UN topics. The program is chaired by members of the Iowa United Nations Faculty Advisors Council (IUNAFAC) made up of high school faculty members statewide. Maintains UNA - USA Global Resource Center with resource material on global issues.

Global Studies Program - University of Iowa

James McCue, Director
 International Center
 University of Iowa
 Iowa City, IA 52242
 phone: 319/335-2168
 Provides yearly workshops for K-12 teachers on global subjects. Global Studies is also an undergraduate program within the University of Iowa.

Iowa Returned Peace Corps Volunteers (IA RPCV)

Katy Hansen
 Box 246
 Orange City, IA 51041
 phone: 712/737-270

Richard Murphy
 Heartland Education Agency
 6500 Pioneer Parkway
 Johnston, IA 50131-1603
 phone: 515/270-9030 or 800/362-2720

Jerry Perkins
 Iowa Corn Promotion Board
 1200 35th St., Suite 306
 Des Moines, IA 50265
 phone: 515/225-9242

Provides presentations with the theme "Bringing the World Back Home" dealing with various countries, cultures and issues of global concern. Resources: slides and artifacts.

Council for International Understanding (CIU)

Tom Grouling, Executive Director
 International Trade Center, Suite 67
 312 - 8th St.
 Des Moines, IA 50309
 phone: 515/246-6076
 Provides various services to assist teachers and communities in furthering global education. Includes the small World Series Student Exchange Program providing contacts with foreign students for classroom presentations. Organizes the yearly International Food Fair and offers a Language Bank/Translation Service.

International Friendship Fair (IFF) - Iowa State University

Luiza Dreasher
 International Resource Center
 Old Botany Building
 Iowa State University
 Ames, IA 50011
 phone: 515/294-0371
 Works to acquaint elementary and secondary school students and community groups throughout Iowa with different countries of the world through interaction with Iowa State University international students.

International Resource Center - Iowa State University

Margaretjean Weltha
 Old Botany Building
 Iowa State University
 Ames, IA 50011
 phone: 515/294-0371
 Provides culture kits from around the world with artifacts, books, games, tapes, and maps for use during classroom presentations.

University of Iowa Curriculum Laboratory

Paula Brandt
 N 140
 Linquist Center
 University of Iowa
 Iowa City, IA 52242
 phone: 319/335-5618
 The Curriculum Lab includes materials useful for educators who are building global education curricula.

Beyond War (Mid-Iowa Chapter)

Jan Ankeny
P.O. Box 3835
Des Moines, IA 50322

Provides educational seminars, programs, and materials. Current projects include a global lifestyle calendar, and will be promoting the "Our Planet in Every Classroom," a project to place a picture of planet earth in every classroom in the state. Beyond War is involved in environmental and holistic education, in addition to peace-related activities.

Peace Education Project

1328 Birch Lane
Des Moines, IA 50315
phone: 515/244-2753

Promotes education to help K-12 students to think globally. Provides resource persons to come to classrooms and present various issues, mainly in Polk County.

Campaign for Nuclear Disarmament

1548 8th St.
Des Moines, IA 50314
phone: 515/282-5851
phone: 515/282-5852

Offers short programs in Polk County schools to promote global education and conflict management skills for grades 3 through 8.

Global Education Organizations in the United States***Beyond War (national office)***

222 High Street
Palo Alto, CA 94301

At the national level, Beyond War is involved in peace, environmental, and humanitarian projects around the globe, presents an annual Beyond War Award to an outstanding world leader, and publishes a monthly newsletter.

The American Forum for Global Education

45 John St., Suite 1200
New York, NY 10038
phone: 212/732-8606

Publishes the newsletter *ACCESS* and the bibliography *The Global Resource Book*, plus 50 other publications on international, global and foreign language education.

The Asia Society

Education & Communications Dept.
725 Park Ave.
New York, NY 10021
phone: 212/288-6400

Publishes a journal with resource listings, book reviews, classroom activities, essays, etc. for use by educators interested in learning and teaching about Asian societies and cultures.

Center for Teaching International Relations (CTIR)

University of Denver
Graduate School of International Studies
Denver, CO 80208
phone: 303/871-2164

Catalogue available upon request. Produces and distributes elementary, secondary and college-level teaching material and activity books. Areas covered include culture and area studies, global awareness, skill development and international studies, current issues and history, and international relations.

Countdown 2001

5636 Utah Ave. NW
Washington, D.C. 20015
phone: 202/537-1179

The mission of Countdown 2001 is to help create, communicate, and activate positive images and agendas for the 21st century through educational programs and materials, organizational support, community support, public awareness activities and information services.

Educators for Social Responsibility (ESR)

23 Garden St.
Cambridge, MA 02138
phone: 617/492-1764

Produces and distributes peace education curricula and resource guides, and *Forum*, a quarterly newsletter.

Global Education Associates

475 Riverside Dr., Suite 456
New York, NY 10115
phone: 212/870-3290 or 870-3291

The *Global Education Resource Guide* is an extensive guide including 1) Global Concerns: World Order, Ecological Balance, Economic Justice, Energy, Futures Perspective, Hunger and Life Style Alternatives, Peace, Population, Religion, Philosophy and Global Spirituality; 2) Global Education: Background Reading for Educators; 3) Global Education/Tools for the Classroom.

Global Tomorrow Coalition

1325 G St. NW, Suite 915
Washington, D.C. 20005-3104
phone: 202/628-4016

Publications include *Interaction*, a twice-yearly publication; *Interaction Update*, a newsletter; *Action Letter on Global Issues*, a monthly publication; and *Citizen's Guide to Global Issues* as well as *Contact Directory: Local Action on Global Issues*.

The Hunger Project

1388 Sutter St.
San Francisco, CA 94109
phone: 415/928-8700

Publications examine the issues of world-wide hunger and include numerous teaching guides, papers, a newspaper, magazines and videos.

Institute for Food and Development Policy**(Food First)**

145 Ninth St.
San Francisco, CA 94103
phone: 415/864-8555

Publications include quarterly newsletters and "Action Alerts", an issue oriented investigation of global issues. Other materials include books, audio-visuals and slides. A complete listing is available upon request.

Interaction

200 Park Ave. S
New York, NY 10003
phone: 212/777-8210

Materials and publications focus on international development issues and relief and refugee assistance.

People to People: International Headquarters

Doris Erickson
501 East Armour Blvd.
Kansas City, MO 64109
phone: 816/531-4701

Arranges pen pal relationships between schools in the U.S. and in other countries.

REACH Center

239 North McLeod
Arlington, WA 98223
phone: 206/435-8682

REACH stands for Respecting Ethnic and Cultural Heritage and includes REACH for Kids; Project REACH and the Global REACH Consortium.

Stanford Program on International and Cross-Cultural Education (SPICE)

Littlefield Center, Room 14
Stanford University
Stanford, CA 94305-5013
phone: 415/723-1114

Over 60 curriculum units and resource guides

Wilmington College Peace Resource Center

Pyle Center
Box 1183
Wilmington, OH 45177
phone: 513/382-5338

Peace education materials dealing with nonviolence, conflict resolution, the arms race, nuclear war, and more may be obtained through library-loan or purchased. PRC also publishes a newsletter with articles and annotated updates of new teaching materials and resources.

Women in World Area Studies

Women's History Center
6300 Walker St.
St. Louis Park, MN 55416
phone: 612/925-3632

A project to develop curriculum units for secondary students (Grades 8-12) on the contemporary interests and contributions of women in developing countries.

United Nations Resources**United Nations**

The Department of Public Information
UN Secretariat Building
New York, NY 10017
phone: 212/963-4475

The United Nations Bookstore

United Nations
New York, N.Y. 10017
phone: 212/963-7680

United Nations Publications Catalogue Sales Section

Room DC2-853, Dept. 701
New York, NY 10017
phone: 212/963-8302
fax: 212/963-4116

Contains extensive reference sources, including studies, reports, yearbooks, analyses, official records and periodicals.

U.S. Committee for UNICEF

Education Department
Information Center on Children's Cultures
333 East 38th St.
New York, NY 10016
phone: 212/686-5522

Free catalogue of slides, health kits, posters, booklets, that are for sale, and video loans that are available free to schools and organizations. Send stamped, self-addressed legal-size envelope for complete listing, or mention country names. Other educational materials available at no or modest charge.

The World Bank

World Bank Publications
Room J 2110
701 - 18th St. NW
Washington D.C. 20433
phone: 202/473-2943

Free catalogue of classroom ready booklets, teaching guides, data on diskettes, slides, and posters that examine the issues of population and development.

Catalogs**Alarion Press, Inc.**

PO Box 1882
Boulder, CO 80306-1882
phone: 800/523-9177

Publishes audio-visual materials focusing on history through art and archaeology. Films and videos are available for grades K-12 and adults.

Arms Control Publications for the Classroom

Program on Science, Arms Control, and National Security
American Association for the Advancement of Science
1333 H St., NW
Washington, D.C. 20005
phone: 202/326-6490

Publications provide background information on issues such as strategic arms control, European security and arms control, and security in the developing world. List of publications available upon request.

The Black Experience in Children's Books

New York Public Library
Office of Children's Services
8 East 40th St., New York, NY 10016

phone: 212/340-0849

The library also has lists of books in Spanish, Chinese and Japanese.

Council on Interracial Books For Children

1841 Broadway, Suite 608
New York, NY 10032
phone: 212/757-5339

Catalogue may be obtained by sending request to above address.

Economic Education Materials for Teachers & Students

Joint Council on Economic Education
432 Park Ave. S
New York, NY 10016
phone: 212/685-5499

Publishes educational materials for grades K-12 and college/university, including instructional materials, computer assisted instruction, tests, newsletters and audio-visual materials.

Global Education

Social Studies School Service
10200 Jefferson Boulevard, Room Y
PO Box 802
Culver City, CA 90232-0802
phone: 800/421-4246

Catalogue containing a wide variety of materials on topics across the curriculum, including area studies, cross-cultural studies, world geography and international issues.

Global Education Publications Catalog

University of Arkansas at Little Rock
Arkansas International Center
Ottenheimer Library 524
2801 South University
Little Rock, AR 72204
phone: 501/569-3282

Publications listed include teaching guides, handbooks and materials from other countries.

Global Graphics and Resources

2108 Hillside Dr.
Burlingame, CA 94010
phone: 415/579-4624 or 579-2658

A collection of maps, flags, books, games/puzzles, globes/balls and posters/visuals "to expand awareness of the diversity and vibrancy of the Earth and its cultures".

Intercultural Press. The Bookshop

Intercultural Press, Inc.

PO Box 768

Yarmouth, ME 04096

phone: 207/846-5168

Catalogue of multicultural and cross-cultural fiction and non-fiction works, guidebooks and teacher training materials.

Learning Connections Publishers, Inc.

Order Department

PO Box 6007

Boulder, CO 80306-6007

phone: 303/441-9260

Publishes a Soviet Connections Series, a China Connections Series and an U.S. History Notes and Activities Series.

Piñata Publications

PO Box 10587

Oakland, CA 94610-0587

phone: 415/893-1422

Publications are available in categories such as African-American, Asian, Calendars, Folk Tales, General, Holidays, Indo-Hispanic, Native American, Persian, Sign Language and Southwest.

Perfection Forms Company

1000 N. Second Ave.

Logan, IA 51546

Many of their catalogs contain materials related to global education.

Periodicals and Newsletters***ACCESS. The Information on Global, International and Foreign Language Education***

The American Forum for Global Education

45 John St., Suite 1200

New York, NY 10038

phone: 212/732-8606

This newsletter is a monthly resource publication for teachers of global education, including topics on language and culture, area studies, development issues, peace and security, and environment. \$25.00/yr.

Center for Middle Eastern Studies

Harvard University

Teaching Resource Center

1737 Cambridge St., Room 514A

Cambridge, MA 02138

phone: 617/495-4078

Monthly publications of "Middle East Resources" are available free of charge. Provides information for teaching about the Middle East at the pre-college level.

Daily Planet. A Regional Publication on Multicultural/Global Education

REACH Center

239 North McLeod

Arlington, WA 98223

phone: 206/435-8682

Includes reports on current situations in developing countries, essays on global education, a calendar of events, and an annotated bibliography of new acquisitions by the REACH library.

Holistic Education Review

39 Pearl St.

Brandon, VT 05733-1007

phone: 802/247-8312

Subscriptions are \$16/year (quarterly)

Excellent periodical to stimulate thinking and discussion about person-centered educational ideas and methods, and how education can help develop a planetary consciousness and global cooperation.

In Context

P. O. Box 11470

Bainbridge Island, WA 98110

Subscriptions are \$18/year (quarterly)

Devoted to defining, clarifying, and exploring the nature of humane sustainable culture. Their goal is to help facilitate widespread, effective, direct participation in building a better world—for all life.

Networks

Alberta Global Education Project

11010 - 142 St.

Edmonton T5N 2R1 CANADA

phone: 403/453-2411 or 800/232-7208

Quarterly publication containing articles and a resource guide.

The New Internationalist

PO Box 1143

Lewiston, NY 14092

phone: 416/496-8413

In-depth and varied look at topics related to global education, including development issues and country profiles. Utilizes photos, graphs and statistical compilations. Monthly. Individuals: \$30/yr; \$52/2 yrs; \$74/3 yrs.

UNESCO Courier

UNIPUB

4611-F Assembly Dr.

Lanham, MD 20706

phone: 301/459-7666

Includes cultural, educational and scientific topics. Monthly. In 32 languages and braille. \$17.00/yr.

United Nations Chronicle

Department of Public Information

United Nations

New York, NY 10017

Official quarterly magazine covering current UN activities. Available in Arabic, Chinese, English, French, Russian, Spanish. \$14.00/yr.

World Press Review

The Stanley Foundation

World Press Review

Subscription Dept.

Box 1997

Marion, OH 43305

phone: 800/660-1002

Published monthly. \$24.97/yr; 44.97/2 yrs.

Your World. An International Paper for Young People

Educational Resources, Inc. (ERI)

7219 Blair Road NW

Washington, DC 200012

phone: 202/882-1843

Published 18 times per year in newspaper style. A Teacher/Parent Discussion Guide is available.

Individuals: \$9/18 issues/yr;

Groups: \$5/18 issues/yr, \$3/9 issues/yr.

General Bibliography

Allinson, B. *Art Education and Teaching about the Art of Asia, Africa, and Latin America*, Voluntary Committee on Overseas Aid and Development, 1972.

Suggestions for using art from developing countries in the classroom.

Austin, Mary C. and Jenkins, Esther C. *Promoting World Understanding Through Literature, K-8*, Littleton, CO, Libraries Unlimited, 1983.

Introduces the use of literature to develop a

better understanding of diverse heritage and values. Contains extensive annotated bibliographies of multiethnic books.

Barnaby, Frank *The Gaia Peace Atlas*, New York, Anchor/Doubleday, 1988.

Excellent source of general background information.

Barrett, Junelle P. and others *Teaching Global Awareness: An Approach for the Elementary Grades*, Denver, CO, Center for Teaching International Relations, 1987.

This handbook contains 26 activities which stress human commonalities and differences as they relate to needs, values, perceptions and lifestyles.

Berry, Thomas. *The Dream of the Earth*. San Francisco: Sierra Club Books, 1988.

Brilliant and passionate plea for the development of a sense of deep reverence and respect for the earth and all life.

Brown, Lester R. and others *State of the World*, Washington D.C., Worldwatch Institute, annual.

Annually updated report on the world's resources and how they are being used. Not suitable for elementary students, but valuable for teachers.

Brown, Osa *Metropolitan Museum of Art Activity Book: Crafts, Models, Toys, Games, Puzzles, and Mazes Inspired by the Treasures in the Museum's Collection*, New York, Random House, 1983.

Includes full-color illustrations of museum pieces with instructions for making Japanese Carp Kites, Peruvian Masks, Roman Mosaics and others.

Chase's Calendar of Annual Events: An Almanac and Survey of the Year, Flint, MI, Apple Tree Press, annual.

Subtitled *Holidays, Holy Days, National and Ethnic Days, Seasons, Astronomical Phenomena, Festivals and Fairs, Anniversaries, Birthdays, Special Events and Traditional Observances of All Kinds, the World Over*.

Church World Service *Make a World of Difference: Creative Activities for Global Learning*, New York, Friendship Press, 1990.

This handbook contains ready-to-use creative

learning activities for teaching about global interdependence and international development issues.

Cogan, J. (ed.) *The Global Classroom. An Annotated Bibliography for Elementary and Secondary Teachers*, University of Minnesota, 1984.

A guide to teaching resources, organizations, and research in global education in the U.S.

Cooper, Terry T. and Ratner, Marilyn *Many Hands Cooking*, New York, Thomas Y. Crowell, n.d.

International children's cookbook with recipes from 40 nations.

Culturgrams, Provo, UT, Publications Services, David M. Kennedy Center for International Studies, Brigham Young University, n.d.

A regularly updated series of briefings about the cultural aspects of different countries in the world. Volume I covers North and South America and Western and Eastern Europe. Volume II covers the Middle East, Asia, Africa, and Pacific Areas. To order individual or multiple copies of *CULTURGRAMS* contact the Publications Services, David M. Kennedy Center for International Studies, Brigham Young University, 280 HRCB, Provo, UT 84602, phone: 801/378-6528. To order the bound volumes contact Garrett Park Press, PO Box 190B, Garrett Park, MD 20896, phone: 301/946-2553.

Elder, Pamela and Carr, Mary Ann *Worldways: Bringing the World into the Classroom*, Menlo Park, CA, Addison-Wesley, 1987.

Includes 76 activities for use across the curriculum and an extensive resource section.

Fien, J. and Gerber, R. (eds) *Teaching Geography for a Better World*, Brisbane, Australian Geography Teachers Association/Jacaranda Press, 1986.

Collection of essays recommending the inclusion of issues such as human rights, gender, war and peace and unemployment into the teaching of geography.

Fluegelman, Andrew, *More New Games! ... and Playful Ideas from the New Games Foundation*, Garden City, NY, Doubleday & Co., 1981.

A collection of games for two to a hundred to play. Games range from moderate, active, to very

active and most can be played without any special equipment.

Fowler, Virginia *Folk Toys Around the World and How to Make Them*, Englewood Cliffs, NJ, Prentice-Hall, 1984.

Instructions for 30 projects related to folk toys in various places around the world.

Garabino, James. *The Future As If It Really Mattered*. Longmont, Colorado: Bookmakers Guild, Inc. 1988

A thorough and revealing discussion of the concept of sustainability and how to achieve a sustainable world.

Goldhawk, Sara and Kremb, Vera (eds) *The New Global Yellow Pages*, New York, The American Forum for Global Education, Inc. (45 John St., Suite 1200, New York, NY 10038, phone: 212/732-8606), 1989.

Annotated listing of 172 organizations, associations or projects that provide materials or services related to global education.

Johnson, Jacquelyn and Benegar, John *Global Issues in the the Intermediate Classroom*, Boulder, CO, Social Science Education Consortium, 1988.

Designed to help students understand how global issues affect their community and how local decisions and actions affect people around the world.

Judson, S. (ed.) *A Manual on Non-violence and Children*, Philadelphia Yearly Meeting of the Religious Society of Friends - Peace Committee/New Society Publishers, 1984.

Handbook of cooperative approaches and activities for the classroom. Also includes non-violent theory and case study examples.

Kenworthy, Leonard S. *Twelve Trailblazers of World Community*, Grand Rapids, MI, The Four Corners Press (PO Box 7468, Grand Rapids, MI 49510) and Pennsylvania, PA, The Friendly Press (Box 726, Kennett Square, PA 19348), 1988.

Collection of essays depicting global problems and the international movements and organizations utilized by the women and men who have worked or are working to resolve these problems. Included are Bishop Desmond Tutu, Alva Myrdal, Dag Hammarskjold, Norman Borlaug, Margaret Mead, Raul Prebisch and others.

Kenworthy, Leonard S. *Billions of Hands. And How We Use Them*, Pennsylvania, PA, World Affairs Materials (Box 726, Kennett Square, PA 19348), 1987.

Portrayal of the functions of hands with photos from around the globe.

Kenworthy, Leonard S. (ed.) *Helping Boys and Girls Discover the World. Teaching about Global Concerns and the United Nations in Elementary and Middle Schools* (The UNESCO Associated Schools Project of the USA), UNA - USA, 1978.

Contains practical and useful teaching suggestions and an annotated bibliography, but some resources may be out of date.

Klein, G. *Reading into Racism*, Routledge & Kegan Paul, 1985.

Discusses ways to identify and confront racist and ethnocentric bias found in classroom and library materials.

Lemkow, Anna F. *The Wholeness Principle*. Wheaton, IL: Theosophical Publishing House, 1990.

Provides a powerful framework for understanding and responding to the global transformations which are occurring, and creating historic changes in the political and ideological map of the planet.

Lister, I. *Teaching and Learning about Human Rights*, Strasbourg, Council of Europe, 1984.

A useful overview of aims, content, methods and evaluation of human rights education.

Massachusetts Global Education Project *Global Issues. In the Elementary Classroom*, Boulder, CO, Social Science Education Consortium, Inc. (855 Broadway, Boulder, CO 80302) and Denver, CO, Center for Teaching International Relations (Graduate School of International Studies, University of Denver, Denver, CO 80208), 1988.

Handbook includes a collection of activities for global education across the curriculum. Materials in this volume, such as worksheets, maps, pictures, charts, case study cards, texts and other handouts may be reproduced for use in the classroom.

Morton, Miriam (ed.) *A Harvest of Russian Children's Literature*, Berkeley, CA,

University of California Press, 1967.

A collection of Russian literature for younger students.

Nolan, Paul T. *Folk Tale Plays Round the World*, Boston, Plays, Inc., 1982.

Contains 16 plays based on folk tales from Poland, Greece, Spain, China and other countries. Notes on production, acting style and cultural aspects are provided for each play.

One World: Countries Database, Culver City, CA, Social Studies School Service, 1985.

A computer data base available in Apple, Commodore and IBM versions. Contains information on 178 nations. Covers information in 33 geographical, economic and demographic categories and can be searched using multiple criteria.

Orlick, T. *The Co-operative Sports and Games Book*, Writers and Readers Publishing, New York (PO Box 461, Village Station, New York, NY 10014, phone: 212/860-4040), 1982.

Cooperative activities for the sports field, gymnasium and classroom, including versions of traditionally competitive games.

Pike, Graham and Selby, David *Global Teacher, Global Learner*, London, Hodder and Stoughton Educational, 1989.

This handbook explores and develops the theory and practice of global education. It offers an extensive range of practical, lively and stimulating activities for the primary and secondary classroom. Some sections may be reproduced by individual teachers for classroom use. Includes a select bibliography for general reading, global education - general, global education - learning process, practical handbooks and global education across the curriculum.

Polon, Linda and Cantwell, Aileen *The Whole Earth Holiday Book*, Glenview, IL, Scott, Foresman, 1983.

A teacher resource describing more than 50 holidays around the world, providing the history and related customs, as well as an activity to sharpen language arts skills.

Rand McNally *World Facts in Brief*, New York, Anchor/Doubleday, 1988.

Good source of general background information.

Reardon, Betty A. *Educating for Global Responsibility. Teacher-Designed Curricula for Peace Education, K-12*, New York, Teachers College Press (1234 Amsterdam Avenue, New York, NY 10027), 1988.
Explores 35 curriculum samples grouped according to grade level and covering a wide variety of topics and subject areas.

Richards, David (ed.) *The Penguin Book of Russian Short Stories*, New York, Penguin, 1981.
Collection of Russian literature for older students.

Rickert, Colleen M. and Gold, Mary *Teaching Reading in the Social Studies: A Global Approach for Grades K-5*, Denver, CO, Center for Teaching International Relations, 1983.
Emphasizes vocabulary development, reading comprehension and reading study skills. Provides activities for teaching global studies.

Sahtouris, Elisabet. *Gaia: The Human Journey From Chaos To Cosmos*. New York: Pocket Books, 1989.
Provides a fascinating vision of the implications of the Gaia hypothesis and the evolution of the planet.

Schniedewind, N. and Davidson, E. *Open Minds to Equality. A Sourcebook of Learning Activities to Promote Race, Sex, Class, and Age Equity*, Englewood Cliffs, NJ, Prentice-Hall, 1983.
Collection of activities for primary or secondary use, for use as a year's curriculum or on a one-time basis.

Some Suggestions for Teaching About Human Rights, UNESCO, 1968.
Order through UNIPUB, 4611-F Assembly Dr., Lanham, MD 20706, phone: 301/459-7666.
Spender, D. *Invisible Women: the Schooling Scandal*, Writers and Readers Publishing,

New York (PO Box 461, Village Station, New York, NY 10014, phone: 212/860-4040), 1982.

Illustrates the historical influence of dominant patriarchal values on education and the many ways in which schools continue to perpetuate these.

Weiner, G. (ed.) *Just a Bunch of Girls*, Open University Press, 1985.

Collection of articles on issues of sexism and racism in the education of girls.

Appendix C

Global Education
Task Force
Team Members

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