



Teacher Guide

for Peabody Museum Class

GLOBETROTTERS

Grades K-2

60 minutes

Integrates with studies of:

- ✓ World geography, maps, and continents
- ✓ Food, clothes, toys, and tools from around the world
- ✓ Peoples and cultures of the world



PEABODY MUSEUM
of **ARCHAEOLOGY & ETHNOLOGY**

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GLOBETROTTERS

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LEARNING OBJECTIVES

- Enhance a study of world geography.
- Introduce map skills.
- Foster an appreciation for cultural diversity.
- Identify basic human needs for survival.
- Stimulate critical thinking.
- Introduce the equator as a geographic reference point.
- Identify the difference between weather and climate.
- Discuss different climates.
- Illustrate the relationship between climate and culture.
- Demonstrate the use of artifacts as “clues” for scientists.
- Celebrate human creativity and artistry.
- Encourage students to see science as interesting and fun!

MASSACHUSETTS FRAMEWORK CORRELATIONS

A. At the Museum -- “Globetrotters” Class Correlations

History and Social Science Curriculum Framework, August 2003

PreK – K Standards PreK-K.8, PreK-K.9

Grade 2 Standards 2.1, 2.6,

Science and Technology/Engineering Curriculum Framework, October 2006

Earth and Space Science Strand

Grades PreK – 2 Standards ESS.3, ESS.4, ESS.5

Life Science Strand

Grades PreK – 2 Standards LS.1, LS.6, LS.7, LS.8

Physical Sciences Strand

Grades PreK – 2 Standard PS.1

Technology/Engineering Strand

Grades PreK – 2 Standards T/E.1.2, T/E. 2.1

English Language Arts Curriculum Framework, June 2001

Language Strand

Grades PreK-2 Standard 1.1

B. Back at School – Teacher Activity Correlations

Have Passport, Will Travel

History and Social Science Curriculum Framework, August 2003

PreK – K Standard PreK-K.5

Grade 1 Standard 1.7

Grade 2 Standards 2.1, 2.6

English Language Arts Curriculum Framework, June 2001

Language Strand

Grades PreK-2 Standard 1.1

Reading and Literature Strand

Grades PreK-2 Standards 7.1, 7.3, 7.4, 8.2, 8.3, 11.1, 12.1, 16.1

Arts Curriculum Framework, November 1999

Theater Strand

Grades PreK-2 Standards 1.1, 1.2

Name Game

History and Social Science Curriculum Framework, August 2003

PreK – K Standard PreK-K.5

Grade 1 Standard 1.9

Grade 2 Standards 2.7, 2.8

English Language Arts Curriculum Framework, June 2001

Language Strand

Grades PreK-2 Standards 1.1, 2.1, 3.1, 4.2

Reading and Literature Strand

Grades PreK-2 Standards 7.1, 8.2, 8.3, 11.1, 12.1

Composition Strand

Grades PreK-2 Standards 24.1, 25.1

Arts Curriculum Framework, November 1999

Theater Strand

Grades PreK-2 Standard 5.1

Local Culture

History and Social Science Curriculum Framework, August 2003

Grade 1 Standard 1.9

Grade 2 Standards 2.1, 2.6, 2.7, 2.8

English Language Arts Curriculum Framework, June 2001

Language Strand

Grades PreK-2 Standards 1.1, 2.1, 3.1, 4.2

Reading and Literature Strand

Grades PreK-2 Standard 7.1

Composition Strand

Grades PreK-2 Standards 24.1, 25.1

Arts Curriculum Framework, November 1999

Theater Strand

Grades PreK-2 Standards 1.3, 4.1, 5.1

Connections Strand

Grades PreK-2 Standards 6.1, 6.2, 8.1, 10.1

VOCABULARY

These terms apply to both the museum class and the activities.

Anthropologist: A scientist who studies people.

Artifact: Any object made or altered by humans.

Basic needs: Five requirements that all animals must meet in order to survive: food, water, air, shelter, mates (reproduction).

Climate: The general temperature and precipitation patterns in a particular area. Climate is usually measured as the average weather over a 30 year period.

Culture: The way of life of a particular group of people.

Domestication: The adaptation of an animal or plant, through breeding in captivity, to a life beneficial to humans.

Museum: A place where artifacts are stored, studied, cared for and exhibited.

Precipitation: Any form of water, such as rain, snow, sleet, or hail that falls from the atmosphere to the earth's surface.

Weather: The state of the local atmosphere at any particular time.

RECOMMENDED RESOURCES

Audio Visual

Putumayo Presents: Travel the World with Putumayo. Putumayo World Music (2004).

World Playground Multicultural Activity Kit. Putumayo World Music (2001).

Books for Teachers

Chanda, Jacqueline. (1993)

African Arts & Culture. Davis Publications, Inc.: Worcester.

D'Acquisto, Linda. (2006)

Learning on Display: Student-Created Museums that Build Understanding. Association for Supervision and Curriculum Development: Alexandria, VA.

Diamond, Jared. (1999)

Guns, Germs, and Steel: The Fates of Human Societies. WW Norton & Co.: New York.

Farb, Peter and George Armelagos. (1980)

Consuming Passions: The Anthropology of Eating. Houghton Mifflin Co.: Boston.

Lutz, Catherine A. and Jane L Collins. (1993)

Reading National Geographic. The University of Chicago Press: Chicago.

Merrill, Yvonne Y. (1999)

Hands-On Asia. KITS Publishing: Salt Lake City.

Merrill, Yvonne Y. (1997)

Hands-On Latin America. KITS Publishing: Salt Lake City.

Philip, Neil. (1999)

Myths and Legends. DK Publishing, Inc.: New York.

Sobel, David. (1998)

Mapmaking with Children: Sense of Place Education for the Elementary Years. Heinemann: Portsmouth.

Van Straalen, Alice. (1986)

The Book of Holidays Around the World. E.P. Dutton: Boston.

Books for Students

Aardema, Verna. (1977)

Who's in Rabbit's House? A Masai Tale. The Dial Press: New York.

Aardema, Verna. (1975)

Why Mosquitos Buzz in People's Ears. The Dial Press: New York.

Adler, Naomi (1996)

The Barefoot Book of Animal Tales From Around the World. Barefoot Books, Ltd.: London.

Ajmera, Maya and John D. Ivanko. (2004)

Be My Neighbor. Charlesbridge Publishing: Watertown.

Bae, Hyun-Joo. (2007)

New Clothes for New Year's Day. Kane/Miller Book Publishers: LaJolla.

Brocklehurst, Ruth and Linda Edwards. (2003)

Usborne Childrens' Picture Atlas. Usborne Publishing, Inc.: London.

Chamberlin, Mary and Rich. (2005)

Mama Panya's Pancakes: A Village Tale from Kenya. Barefoot Books., Ltd.: Cambridge.

Choi, Yangsook. (2003)

The Name Jar. Dell Dragonfly Books: New York.

Diakite, Baba Wague. (1999)

The Hatseller and the Monkeys. Scholastic Press: New York.

Grifalconi, Ann. (1986)

The Village of Round and Square Houses. Little, Brown and Co.: Boston.

Gustafson, Angela. (2003)

Imagine A House. Out of the Box Books: Minneapolis.

Kindersley, Anabel and Barnabas. (1995)

Children Just Like Me. DK Publishing: London.

Laurence, Margaret. (1979)

Six Darn Cows. James Lorimer & Co.: Toronto.

Lavitt, Edward and Robert McDowell. (1973)

In the Beginning: Creation Stories for Young People. Joseph Okpaku Publishing Co., Inc.: New York.

MacDonald, Margaret R. (1992)

Peace Tales: World Folktales to Talk About. August House Publishers, Inc.: Little Rock.

McDermott, Gerald. (1972)

Anansi the Spider: A Tale from the Ashanti. Holt, Rinehart and Winston: New York.

Musgrove, Margaret. (1976)

Ashanti to Zulu: African Traditions. The Dial Press: New York.

Muten, Burleigh. (1999)

Grandmothers' Stories: Wise Woman Tales from Many Cultures. Barefoot Books, Inc.: Cambridge.

Perl, Lila. (1989)

The Great Ancestor Hunt: The Fun of Finding Out Who You Are. Clarion Books: Boston.

Polacco, Patricia. (1988)

Rechenka's Eggs. Penguin Putnam Books for Young Readers: New York.

Williams, Karen Lynn. (1990)

Galimoto. Lothrop, Lee & Shephard Books: New York.

Wolfman, Ira. (1991)

Do People Grow on Family Trees? Workman Publishing: New York.

Periodicals

FACES: People, Places, and Cultures. Cobblestone Publishing Co.: Peterborough.

National Geographic Explorer. National Geographic Society: Des Moines.

Web Sites

kids.nationalgeographic.com – National Geographic for kids online

www.exploreandmore.org/world/default.htm -- The Explore & More Museum website -- a link to games and activities from cultures around the world.

HAVE PASSPORT, WILL TRAVEL!

Students create their own passports and use them to “travel” to different places around the world through storytelling.

Materials:

- A passport
- One 8 ½” x 5 ½” piece of colored construction paper per student
- (At least) two 8 ½” x 5 ½” pieces of white office paper per student
- Stapler
- Colored markers or pencils
- Ink pad
- Variety of rubber stamps
- Stories from around the world (see *Recommended Resources* for suggestions)
- World map or globe (optional – for use with older students)

Instructions:

- Show students a passport and explain why we use passports.
- Help students stack their pieces of white paper on top of the piece of colored paper and fold in half. Staple twice along the fold.
- Have students write “Passport” on the outside cover of their passports.
- Ask students to draw their portraits on page 1 of their passports (alternately, ask students to bring wallet sized photos of themselves to glue into their passports). Also ask them to write their full names at the bottom of the page.
- “Take a trip” by reading to your students a folk tale or story from a different culture.
- Discuss the story in detail with students. Questions might include:
 - How did this story make you feel?
 - Have you ever had experiences like those of the hero/heroine of this story?
 - Was his/her experience different because it took place in a different culture? How?
 - What parts of the experience would be similar in your culture?
 - What was the setting of the story? How was it similar to/different from where you live?
 - Did the story have any non-English words? Could you understand them? If so, why?
 - Did you meet any animals in the story? Do any of these animals live near you?
- *Optional:* help students to locate the story's country of origin on a world map or globe.
- After your discussion, ask students to illustrate some aspect of the story on a page in their passport. Ask students to agree on a stamp and stamp each student’s passport page.
- Throughout the year, take more “trips” by reading other tales and including them in the passports (additional passport pages can always be added by stacking and stapling them atop the existing pages). At the end of the year, review the “trips” you've taken and celebrate your globetrotting skills!

NAME GAME

In all cultures, names are an important part of a person's identity. Names have special meanings: they can represent hoped-for attributes, reaffirm a connection with family or culture, or even symbolize important events in a person's life. In this activity, students learn about the meanings contained in their own names and explore some naming traditions from around the world.

Materials:

- World map or globe (*optional*)
- The Name Jar, by Yangsook Choi
- Gum art erasers, one per student (1"x1"x2" rectangular block gum erasers work best)
- Ball point pens, one per student
- X-acto knife (for teacher use only)
- Stamp pads

Instructions:

- To prepare for this exercise, have students ask their parents about the origins of their names (first, middle, last). Were they named after a relative or another person? Are their first or middle names symbolic of something, or were they just names their parents liked? What about their last names – do they have any obvious meanings? What is the history behind them?
- In class, ask students to share their name stories. *Optional:* Help students locate countries of origin on a world map or globe.
- Involve students in further research about the meanings of their first and last names. In addition to library resources (see *Recommended Resources* for suggestions), there are websites that make this an easy and fun task (e.g. www.behindthename.com). For students who were named after a particular person, ask them to learn more about their namesakes.
- Read The Name Jar, by Yangsook Choi, and discuss. Do any students in the class share the main character's experience? Ask the students how they would feel about changing their names if they moved to another country. Would they relish the opportunity to choose their own name, or would they choose to keep the name they were given?
- Tell students that they will be creating their own "chops" (name stamps). Ask them to draw a design that reflects first, last, or even a made-up name. Designs should be simple enough to be drawn onto one of the square ends of a rectangle block eraser. Ask students to redraw their designs on one end of their erasers and to write their initials on the other end.
- Using an x-acto knife, carve out the lines the students have drawn on their erasers (this means you, the teacher – we don't suggest allowing students to carve their own chops!). Once you have completed all of the chops, return them to the students. Encourage students to have fun using their new chops!

LOCAL CULTURE

Classrooms can be wonderful places to learn about world culture – students come from a variety of cultural backgrounds and can be the perfect cultural ambassadors. In this activity, students enjoy some show-and-tell and do a little globetrotting in their own classroom.

Materials:

- World map or globe (*optional*)
- Small dot stickers (*optional*)
- Craft supplies, such as posterboard, glue sticks, markers, etc., for displays

Instructions:

- Talk with students about the multicultural nature of the United States. Tell students that the people living in the U.S. today have ancestors from every part of the world.
- Encourage students to share what they know about their own ancestry and cultural history. Ask them to further research their own ancestral culture(s) by interviewing parents and other relatives.
- Tell students that they will be acting as ambassadors from their own ancestral culture(s). Ask them to prepare a “museum” display and presentation on one or two of the cultures represented in their ancestry.* Encourage students to gather visual aids such as maps, photos, instruments, clothing and other cultural artifacts. If there are cultural traditions such as holidays, music, foods, or games that continue to be a part of students' lives, ask that a discussion or demonstration of these be included in the presentations. Give students the option to actually “become” one of their ancestors for the presentation (i.e. students might wear traditional clothing and deliver their presentations from a first person perspective).
- Invite other classes or parents/relatives to watch the presentations and view the displays (inviting parents and relatives, in particular, to partake in this cultural exploration can make this a very meaningful and moving activity).
- Photograph each student with his or her display and compile a book documenting the presentations. Keep this book in the classroom as a “reference” for students throughout the year or make copies to distribute to each student.
- *Optional:* On a world map or globe, identify the locations of students' ancestral cultures and mark with colored dot stickers. Keep this on display throughout the year to remind students of their multicultural connections.

*Learning on Display, by Linda D’Acquisto, is a wonderful resource for ideas on creating student “museum” displays. (See *Recommended Resources* section)