

Culture Festival



Who Do I Know?

Social Studies

People in the community or students' families may be from different regions. Use this activity as a vehicle to introduce lessons on diversity and explore the many ties your students and your community have to cultures around the world. Discuss that virtually every family is an immigrant family if you go back a generation or two. (Be aware of Native Americans in your class; even Native American children may have families that lived in different locations in the country.) Make a list of all these locations, countries, and their continents on the board. Refer to it as you review these locations with the class.

Point to a continent on the globe or map and ask students to identify it. Then ask them to name countries in that continent that class member families came from. Invite students to think of people in their community who may be from distant places or may have cultural celebrations they have seen or know about. Encourage respect for difference.

You may wish to invite family members from different countries to come to the class and bring items and tell stories.

Music Around the World

Music

Get your students involved by giving them a chance to build a musical instrument. There are many examples of instruments created from common materials found around the house or at school. If you demonstrate a few types, students may bring materials from home to use in creating their instruments. Those materials will include paper towel rolls, string, yarn, little bells, buttons, shoe boxes, rulers, rubber bands, cans of various sizes, oatmeal or other boxes, combs, tissue paper, glue, and tape, among other things. Include materials students can use to decorate their instruments such as glitter, stickers, crayons, ribbons, yarn, and other art supplies. Be sure to control what the children are using to ensure safety.

Create centers where students can build and decorate their instruments. Place a completed instrument at each station so students can see how to put their instruments together. For instruments that require cutting or poking holes, make sure an adult is present to help and supervise.

To build a horn, students will need a paper towel roll, waxed paper, rubber bands, and a pen. Students can cut squares of waxed paper and use the rubber bands to affix the paper to the end of a paper towel tube. An adult should help students use the pen to poke holes in the tube.

A drum can be built using an empty oatmeal container or similar plastic or cardboard packaging. Students can use yarn and other supplies to decorate their drums and play the drum with spoons or with their hands and fingers. Many cultures have drums, so remind students to use what they have learned to decide what culture they are inspired by.

Tambourines can be made using paper plates. Staple or glue two plates so that they are facing one another. Using a hole punch, make holes around the edges of the plates and attach bells or other jingling objects to make noise. You may also choose to place beans inside the plates before affixing them to add to the noise.

If your class has the appropriate skills, time, and supplies, make maracas by putting papier mâché around an inflated balloon. Once the mâché is dry, the balloon can be popped. Pour beans or other soundmakers inside the empty space and use tape or more papier mâché to plug up the hole. Popsicle sticks can be added as handles. When everything is dry, students can paint their maracas in bright colors.

After the students build their instruments and experiment with sounds that they create, you might wish to have them develop into an orchestra to accompany music. Use the songs you are most familiar with or locate new ones.

Hi There!

Language Arts

Print out page 96 (with foreign language phrases for Hello, Goodbye, and Thank You and flags of Mexico, Germany, Japan, and Tanzania). Review with students the foreign language vocabulary that they learned in the Culture Festival computer activity. Talk about the importance of language in communication with others.

Each student should receive a sheet with the four flags (page 97), which they may color with the authentic flag colors and paste onto a small stick. Begin this activity with a whole-class practice saying "Hello" in different languages. Then divide the students up into pairs to practice their vocabulary. Introduce the words one at a time. After the word introduction, one student in the pair holds up a flag (Mexico, for example) and his partner must say "Hello" in Spanish. Then the first student says "Thank you" in Spanish, and the second student says "Goodbye" in Spanish. Then they switch roles, and the other student starts the dialog by holding up another flag. Do a whole-group check to see if all students are in tune with the vocabulary.

Children with different backgrounds can bring different words for hello, goodbye, and thank you to the class. Family members who speak different languages can provide an excellent introduction to the language. One fun word is "Aloha," Hawaiian for "Hello" and "Goodbye."

German Cuckoo Clock

Creative Dramatics

Review the German area of the Culture Festival activity. Ask if there are any students in the class whose family came from Germany. Now your students have a chance to build their own version of a traditional German cuckoo clock. Hand out the German Cuckoo Clock (page 98) and make sure they have a supply of crayons or colored pencils. Display the clocks in the classroom when they are finished. At the stroke of 2:00, (or any other convenient hours) have a couple of students designated to stand up and "announce" the hour, just like with a real cuckoo clock.

Telling time with a traditional analog clock is a skill that may not be mastered by all or any of your students. Many young students will think that the second hand is the only hand on a clock that is moving. Connect this activity with a manipulative clock until the students can state the hour that the hands demonstrate. Stick with time on the hour until you can be sure that in-between times are understandable to your students. You might also wish to point out times on the hour during the day and have the students rise and "announce" the hour.

Masai Necklace

Mathematics

Begin lesson by going to the map or globe and pointing out the countries of Kenya and Tanzania in eastern Africa, home of the Masai tribe. Talk about the Masai necklaces that all Masai women wear and the bright red robes that the boys and men wear. Pass out copies of the Masai Necklace on page 99, and have all students design their own Masai necklaces. Remember, we are demonstrating the skills of the Masai. Today it is perfectly acceptable for all children to wear their necklaces. Here and around the world children can usually wear whatever they like in their daily lives.

This activity is a great opportunity to practice sorting, counting, and developing and recognizing patterns. Connect to mathematics by having the students notice and describe the patterns they see in the Masai necklaces. Use pattern blocks, centimeter cubes, or picture cards, and give the students an opportunity to reproduce the patterns in the necklaces and create new ones. It is also possible to mirror the paper or manipulative patterns by using claps of the hands and snaps of the fingers to create an auditory pattern. You might wish to create a display or create a pattern concert for the classroom or school. Invite another class, the principal, or family members.

Carp Kites

Art

Discuss kite flying with the students. How many of them have flown a kite? How hard did they think it was?

Pass out the Carp Kites on page 100 and have children design their own Japanese Carp Kites. After they have finished, cut the kites out and string them on yarn to hang them around the classroom. After the kites are displayed, ask the students to describe the similarities and differences they see. What patterns do they notice?

Hi There!



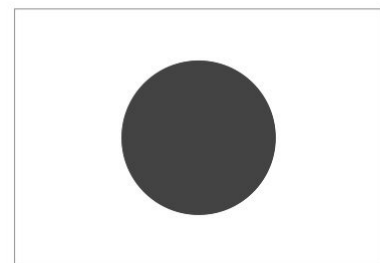
Hola
Adiós
Gracias



Jambo
Kwa Heri
Asante



Guten Tag
Auf Wiedersehen
Danke Schön

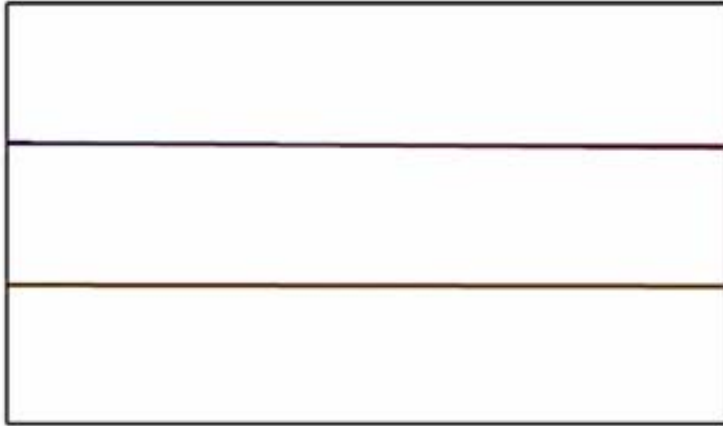


Konnichiwa
Sayounara
Domo Arigato

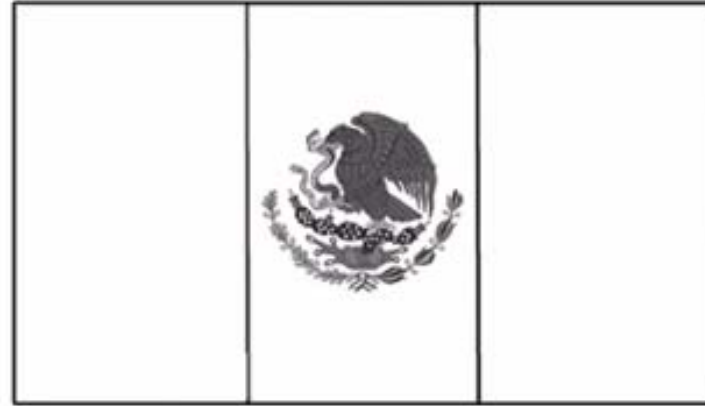
Use with "Hi There" on page 94.

Hi There!

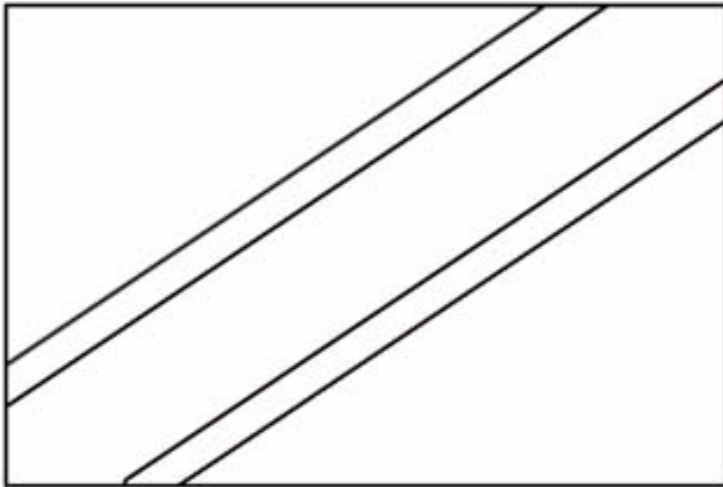
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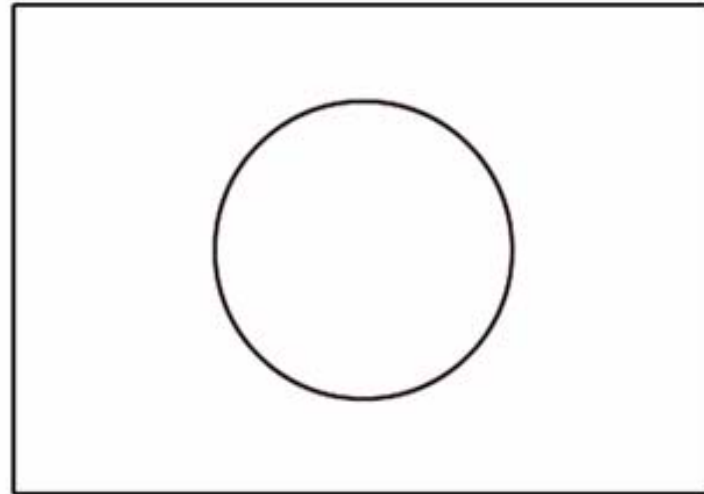
Germany



Mexico



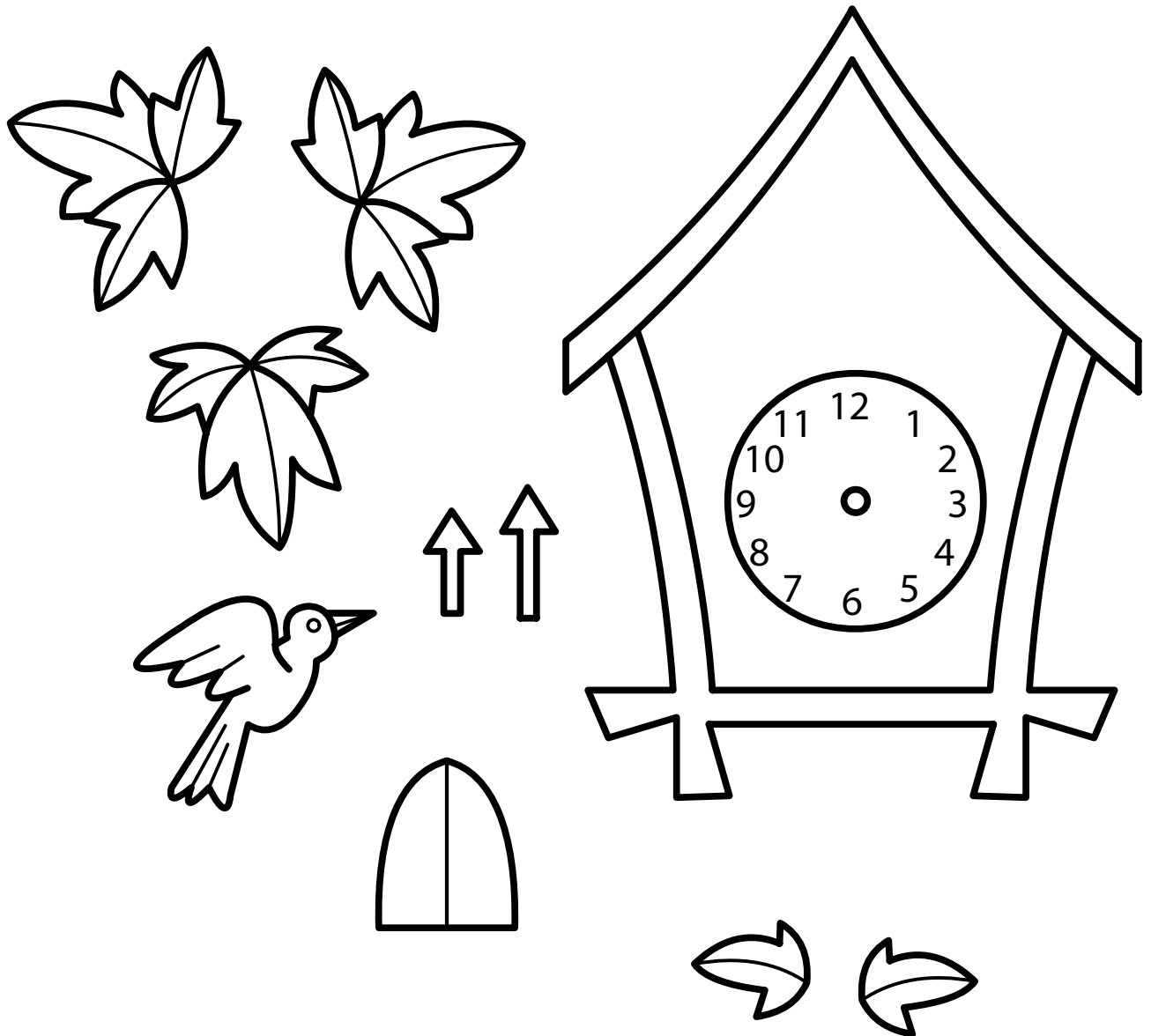
Tanzania



Japan

German Cuckoo Clock

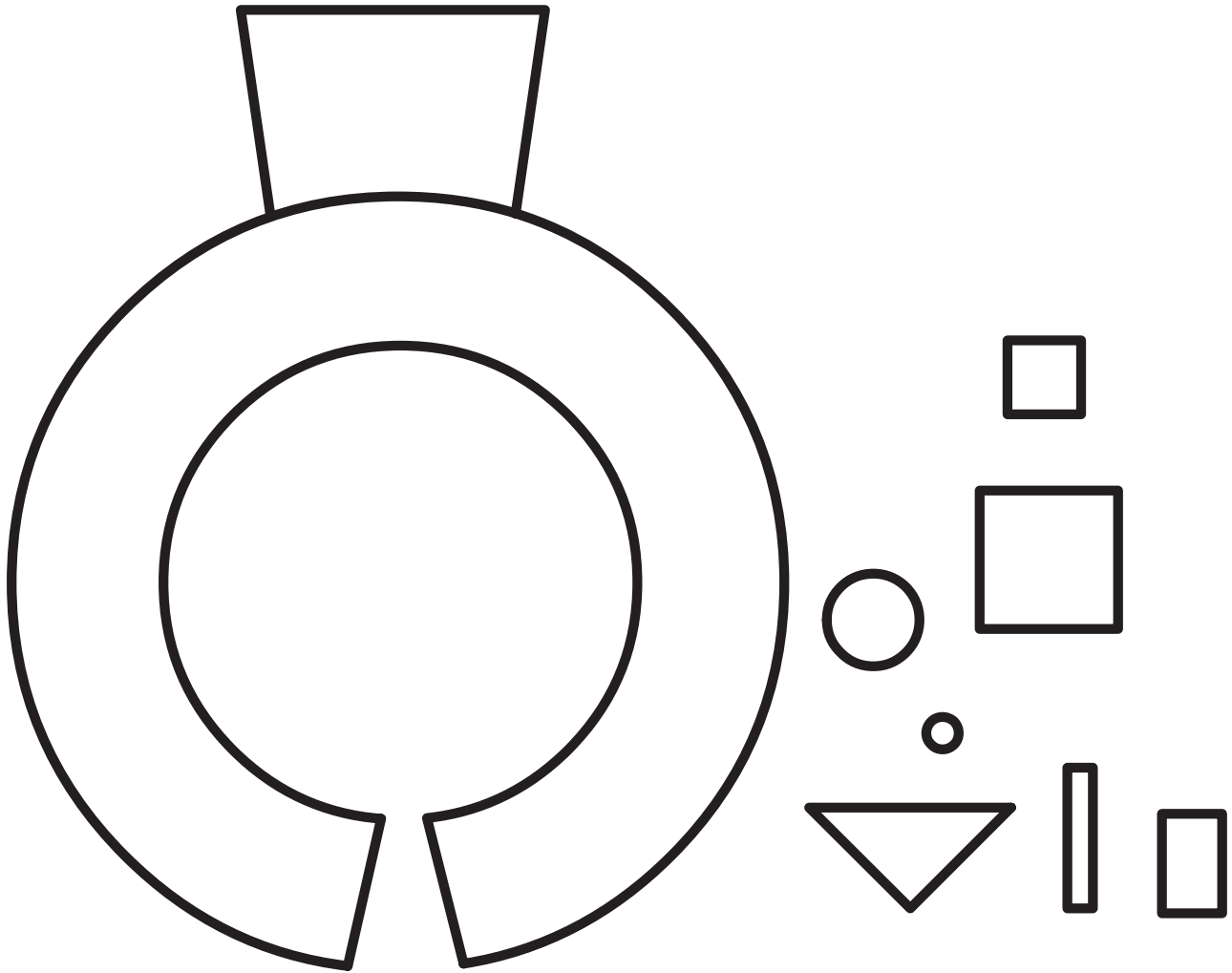
Make one copy for each student in your class.



Use with "German Cuckoo Clock" on page 94.

Masai Necklace

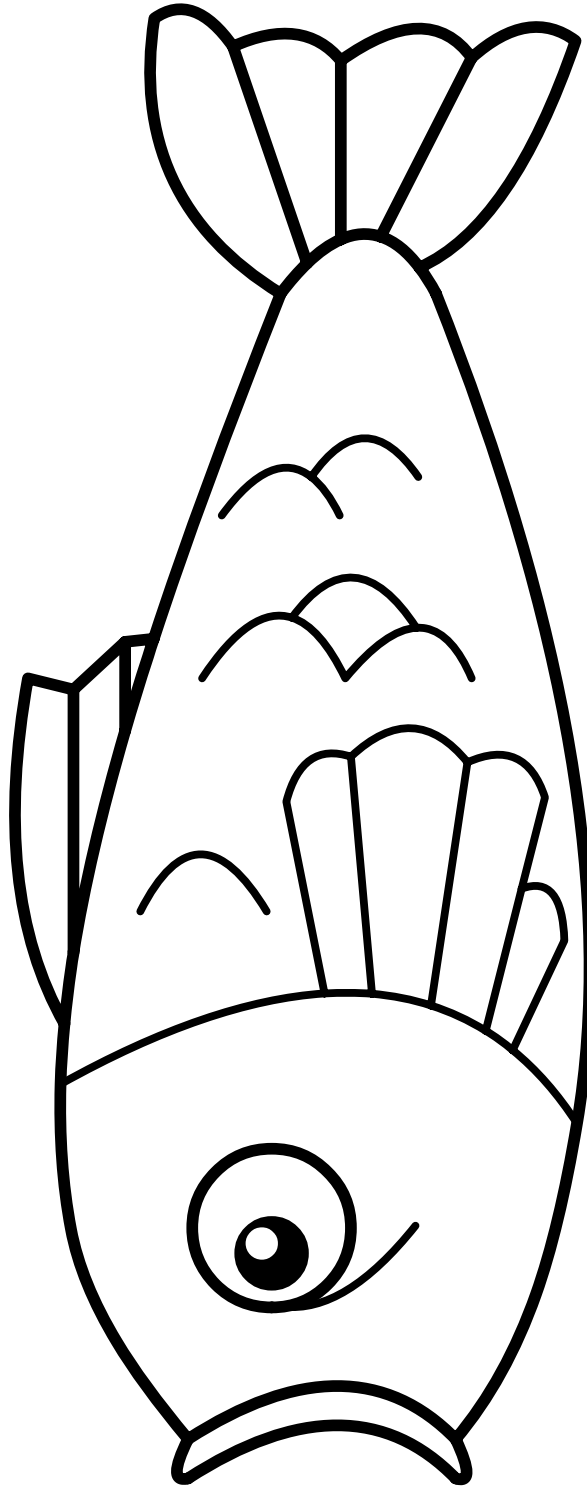
Make one copy for each student in your class.



Use with "Masai Necklace" on page 95.

Carp Kites

Make one copy for each student in your class.



Use with "Carp Kites" on page 95.