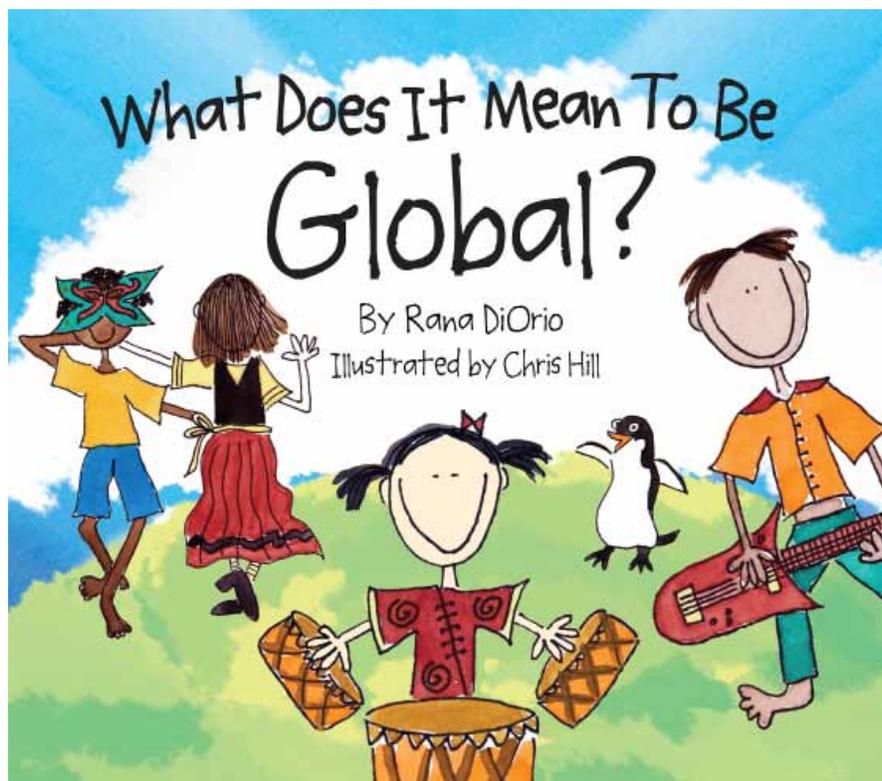


Little Pickle Press



Lesson Plans for Teachers Kindergarten - Grade 3

Copyright © 2011 by Little Pickle Press LLC

www.littlepicklepress.com

Table of Contents



Overview
3

Project 1
Food and Taste as a Global Exploration
4

Project 2
Music as a Global Exploration
7

Project 3
World Languages as a Global Exploration
10

Additional Resources
14

Overview

In *What Does It Mean To Be Global?*, author Rana DiOrio creates a launching pad for young children to ask questions about the greater world and its peoples. In a humorous way, the picture book begins with examples of what being global is NOT.

From there the book addresses more serious topics and offers a springboard for teachers to encourage children's exploration of global awareness, including knowing that:

- Community is a group of people with common interests
- Citizens are members of a global community
- Cultures are communities that share values, beliefs, and customs
- Values are what people think is important
- Diversity means differences
- Traditions are beliefs and customs that parents teach their children

The text exposes children to diverse cultures and fosters attitudes of curiosity and respect. Children learn how they are similar to their peers across the world, but also learn to explore and appreciate how they differ as well. *What Does It Mean To Be Global?* is a perfect starting point for relevant classroom activities.

Classroom activities in this instructional unit tap into children's various perspectives including: their senses, their talents and interests, their shared languages, and their values. Cultural influences, drawing first from students' families and communities, are explored and offer children richer and broader views of life and families around the world. The activities also enable teachers to cultivate character development through the pillars of community, communication, and mindfulness.

This unit includes three lesson plans as well as supplemental online resources to augment the more straightforward projects. The design of each plan allows teachers to build and embellish the activities to a level that best suits the needs of their classroom. Each lesson can be taught in class as described, though options for extension and an integrated community project are included as well.

At each grade level, the lessons align with the Common Core State Standards Initiative for Speaking and Listening (<http://www.corestandards.org/the-standards/english-language-arts-standards>). The Common Core was recently adopted by the majority of states and is especially pertinent for educators in the United States.

What Does It Mean To Be Global? is a picture book printed on recycled materials using soy inks and is an excellent addition to every school library. Please visit the links at the end of the lesson plans to see all of our products.

Project 1

Food and Taste as a Global Exploration



Background

Why do we eat? To stay alive, most certainly, but we also eat for enjoyment and as a form of social contact and celebration. Many foods are made especially for holidays or other celebrations, as well as to provide comfort in sad times. Sharing meals is a global practice found among almost all people and cultures of the world.

Objectives

- Students will develop an awareness of the diverse foods consumed by children worldwide. Students will build an understanding of the connection between food and culture, and of the environmental factors that contribute to this connection.
- Students will experience production and consumption of multicultural gastronomy.
- Students will understand that while there is substantial diversity in the form that food may take around the world, there are parallels in its function that serve to unite children worldwide.

Focal Activity

Introduction

Many similar types of foods are shared by people across countries, for example, pickles! What are pickles? In America and European countries, they are made of certain kinds of cucumbers. Why did people start making pickles? To preserve foods they grew during the summer because there were no refrigerators. Today some people still must preserve food in this way in order to have food in cold months when gardens don't grow. Pickling is one of many ways to preserve food, and other foods besides cucumbers can be pickled.

Guiding Questions

Ask the class to think about different pickled foods they know of which could include the following:

- Sauerkraut from Germany
- Kimchi from Korea
- Hot peppers from Mexico
- Carrots and onions from France
- Olives from Italy
- Hotdog relish from America

Classroom Activity

Share assorted pickled foods with children in the class and let them decide which they like best. Then ask them these questions:

- What kinds of pickles or pickled foods do they eat at home?
- Does anyone at their home make homemade pickles?
- Which ethnic pickled foods are their favorites?

Pickles are now considered to be a very healthy food that aids in digestion and it is recommended we all eat something pickled every day. [Food allergy alert: some ethnic pickled foods, like India relish, contain ground peanuts, so be sure to check ingredients before sharing in your classrooms.] See the following links for additional information about pickles:

- Wikipedia article about pickling:
<http://en.wikipedia.org/wiki/Pickling>
- An entire webpage devoted to the pickle:
<http://awesomepickle.com/archives/tag/pickle-history>
- 20 Pickle recipes:
http://www.canadianliving.com/food/menus_and_collections/canning_and_preserving_summer_fresh_pickle_recipes_php
- Pickle Making Recipe YouTube video:
<http://whatscookingwithkids.com/2009/08/04/making-refrigerator-pickles-with-kids/>

Extension Activity

Assist students in planting an edible garden in your classroom. Eat the rewards of your labor together! Consider what homegrown food children from around the world might eat.

Comprehensive Community Project

Plan a multicultural feast in your classroom. Each child can bring a food item traditional to his or her heritage. Children might also choose to research the food of a culture they are interested in and experiment with making this food. Invite students' families and other classrooms to partake in the feast.

Character Building Connections

Shared values to explore in this exercise include appreciation, diversity, culture, caring, traditions, gratitude, and manners.

This exercise is also an excellent opportunity to teach food manners which include:

- Saying please in various languages
- Trying a bit of everything even if you don't think you will like it
- Acting polite even if you don't like something – don't hurt the cook's feelings
- Saying thank you in various languages
- Chewing with your mouth closed
- Not talking while your mouth is full

Additional Online Resources

- Invention of canned foods:
<http://www.teachervision.fen.com/inventions/lesson-plan/4812.html?detoured=1>
- An assortment of videos about table manners:
http://www.youtube.com/watch?v=pL15tAkej8&feature=results_main&playnext=1&list=PLF9D819BDE4AB503B
- Garden classroom resources:
<http://communitygarden.org/rebeltomato/fruits/garden-classroom.php>
- Food and multiculturalism:
<http://www.kidactivities.net/category/DiversityMulti-Culturalthrough-Food-and-Other-Ideas-.aspx>

Project 2

Music and Dance as a Global Exploration



Background

Almost everyone in the world enjoys music. There are many kinds, from old folk music that is different in each country to modern music which is now shared around the world on a daily basis through various forms of technology. We know people have created and played music for more than 40,000 years because a flute made from a cave bear bone was discovered from that ancient time. Many musical instruments and kinds of music have been created since then. For example, various types of guitars and accordions are shared in many cultures around the world. Equally popular around the world are percussion instruments to create beat and rhythm and include the following types: sticks, rattles, bells, triangles, tambourines, drums.

Objectives

- Students will develop an understanding of the varied purposes for making music, as well as an awareness of the messages that music can convey. Students will also learn how music and dance can be integrated to communicate ideas.
- Students will design musical instruments from around the world and use these instruments to create music with peers.
- Students will understand that while there is substantial diversity in the forms that music and dance may take around the world, there are parallels in their functions that serve to unite children worldwide.

Focal Activity

Introduction

We can play instruments by ourselves or we can play in a group, which takes more cooperation and practice. These are important distinctions. What are some reasons people play music?

- For entertainment
- To be happy
- To have something to dance to
- To be comforted if they are sad
- To celebrate something like a wedding
- To be creative and invent something new

Guiding Questions

- Why do you play music?
- Do you play music on an instrument? What kind?
- On a radio? On an iPod?
- What is your favorite kind of music?
- What kind of music do your parents like? What about your grandparents?
- Do you ever listen to music from another country? Which country?

Classroom Activity

Provide students with an opportunity to create musical instruments from around the world. Encourage students to play their instruments both individually and in conjunction with others. See the following links for directions on how to make each instrument:

- Drum - http://www.youtube.com/watch?v=sOa_4ON8lxc
- Tambourine - <http://www.youtube.com/watch?v=9QmQzXlyKyk&feature=fvsr>
- Maracas - http://www.youtube.com/watch?v=zaVJ78R_67g&feature=fvsr
- Rain Stick - <http://www.youtube.com/watch?v=GFYPrpYX34E>
- Guitar or Lute - <http://www.youtube.com/watch?v=wp2BzXpt5o8>
- Horn - <http://www.youtube.com/watch?v=XCd-7qYEA1c>
- Chimes - http://www.youtube.com/watch?v=lbpuWvzxA_Q

Extension Activity

A music project offers many opportunities for broader inter-departmental study and classroom demonstrations. Invite a music teacher to share various types of guitar music from around the world and perhaps engage children in performing similar children's songs in multiple languages. You might also invite a collector to model different ethnic percussion instruments that children could handle.

Comprehensive Community Project

Because music is so closely linked to dance, a demonstration of several folk dances, particularly one from a local ethnic group, would be very interesting. For example, the comparison between Mexican and German folk dances would engage children, as would listening to the similarities and differences in the two music styles (Another option here would be a comparison of the rain dances performed by Native Americans and peoples of South Africa). Students could practice dancing some simple steps themselves and perhaps incorporate the instruments they created during the classroom activity. This demonstration might be an excellent way to engage parent and community participation in the classroom. In addition, folk costumes worn by musicians and dancers would add another enjoyable dimension for children to explore.

Character Building Connections

Shared values for teachers to consider during this exercise include respect, friendship, mutual understanding, culture, connectedness, cooperation, appreciation, traditions, sharing, enjoyment, practice, exploration, imagination.

Once again, there is opportunity to demonstrate gratitude and manners to guests built into the exercise. Be sure to thank your guests for visiting and sharing and have the children do so as well, perhaps in various global languages.

Additional Online Resources

- An overview of music history from Wikipedia: <http://en.wikipedia.org/wiki/Music>
- History of the guitar:
<http://en.wikipedia.org/wiki/Guitar>
- Excellent recordings of various global hand percussion instruments:
http://en.wikipedia.org/wiki/Hand_percussion
- A shopping resource for world instruments:
<http://www.worldmusicalinstruments.com/>
- Making simple musical instruments:
<http://tlc.howstuffworks.com/family/musical-instruments-for-kids.htm>

Project 3

World Languages as a Global Exploration



Background

Did you know that there are more than 8,000 languages in the world today? Far from being monolingual, even the U.S. is a highly multilingual country. The number of languages spoken in the United States is 311. Of these, 162 are indigenous, and 149 are immigrant languages. English is spoken by the most number of countries in the world.

Objectives

- Students will learn about the oral, written, and gestural features of world languages. Students will also develop an understanding of how children around the world use language to communicate.
- Students will practice using components of diverse languages to communicate with others.
- Students will understand that while there is substantial diversity in the form that language may take around the world, there are parallels in its function that serve to unite children worldwide.

Focal Activity

Introduction

Ask the children if they know how to say simple words in a language other than their native one. How would they say the following:

- Hello
- Goodbye
- Please
- Thank you
- Excuse me

Guiding Questions

- How many languages are represented in this classroom?
- What global languages are spoken in our community?
- What languages are spoken at home?
- What languages have the children learned in other countries they have visited?
- How multilingual is this class?

Classroom Activity

Have the children practice saying words in different languages. Be light-hearted and use the opportunity to explore how hard it can be to imitate sounds in different languages. Practice is important to get it just right. How many new words will they remember by the end of the day or the next morning? See the following links for simple translations in multiple languages:

- Thank you in many different languages: <http://www.freelang.net/expressions/thankyou.php>
- Other greetings in different languages: <http://users.elite.net:8080/runner/jennifers/>
- Essential phrases in 40 languages: <http://www.bbc.co.uk/languages/other/quickfix/>
- Count to 10 in multiple languages: <http://justmegawatt.com/readables/tutorials/counttoten>

Ask students how else they might communicate with each other if they did not know more words. Use the following cues:

- What are other ways to communicate besides with words? [gestures or drawings]
- How would you ask someone to follow you? [hand motion]
- Say yes or say no? [shake head]
- Tell them you are sad? [frown]
- Tell someone you are happy? [big smile]

All over the world, people share their emotions by frowning when they are angry, crying when they are sad, and smiling when they are glad. Laughing and smiling are good things to share with each other every day.

Extension Activity

Play is an essential element in the use and development of language. Teach children games from around the world and encourage them to think about how language plays a role in the course of the game. See the following links for ideas for about international games for children:

- Children's games from around the world:
http://coe.indstate.edu/cdoc/2011/KWCurriculum_Games.pdf
- International games:
http://www.gameskidsplay.net/games/foreign_indexes/index.htm
- International games database:
<http://internationalgamesdatabase.org/>
- Traditional games from around the world:
<http://www.topics-mag.com/edition11/games-section.htm>

Remind students that language comes in a written form as well. Show children samples of script in diverse languages from around the world and encourage them to identify similarities and differences among the writing. Students can also practice writing letters, symbols, and characters from other languages.

Children might be interested in learning about American Sign Language and similar sign languages from around the world. Students could learn to sign the alphabet, key phrases, or even the words to a song (See <http://www.signingsavvy.com/>). They might also be interested in learning a fun and silly secret language like Pig Latin (See http://igpayatinlay.org/?page_id=2)!

Comprehensive Community Project

Involve your students in a pen pal project with a classroom in another country. Once a series of written communication has been received, arrange a Skype call with the classroom so that students can use oral language to communicate in real time.

Character Building Connections

Shared values for this exercise include respect, friendship, mutual understanding, citizenship, friendship, listening, cooperation, flexibility, perseverance, change, curiosity, enjoyment, practicing acceptance, making mistakes, and memory.

Additional Online Resources

- Common languages in the world:
http://wiki.answers.com/Q/What_is_the_most_common_language_in_the_world
- Languages spoken in each country of the world:
<http://www.infoplease.com/ipa/A0855611.html>
- Listen to Thank You spoken in 21 languages:
http://www.youtube.com/watch?NR=1&v=hp_QL3Ql6LU
- Other greetings in different languages:
<http://users.elite.net:8080/runner/jennifers/>



Additional Resources

This concludes our lesson plan for *What Does It Mean To Be Global?* If you have comments, questions, or other ideas please share them with us at the special blog link we have created:
<http://blog.littlepicklepress.com/p/lesson-plans.html>

Additional lesson plans are available for other titles in our collection, so please check the resource link at our webpage often: <http://www.littlepicklepress.com/index.php/lesson-plans>

Please visit any of the following links to view our products:

Picture Book:

<http://shop.littlepicklepress.com/what-does-it-mean-to-be-global-p3.aspx>

i-Book:

<http://bit.ly/globalibook>

App:

https://market.android.com/details?id=com.sachmanya.global&feature=search_result

Original Music by Jasmine Saldate:

<http://itunes.apple.com/us/album/what-does-it-mean-to-be-globalid382181497?i=382181505&ign-mpt=uo%3D4>

<http://www.cdbaby.com/Artist/LittlePicklePressMusic>

Video trailer:

http://www.youtube.com/watch?v=4m9Sq_sirrQ

The book is also available in Spanish and French versions:

<http://shop.littlepicklepress.com/que-significa-ser-global-p4.aspx>

<http://shop.littlepicklepress.com/que-signifie-etre-global-p5.aspx>

To find the book elsewhere, please use this information:

What Does It Mean To Be Global? by Rana DiOrio

- Reading level: Ages 4-8
- Hardcover: 29 pages
- Publisher: Little Pickle Press (October 2009)
- Language: English
- ISBN-10: 0984080600
- ISBN-13: 978-0984080601
- Product Dimensions: 10.2 x 8.6 x 0.4 inches
- Shipping Weight: 12.8 ounces