

Glencoe

# The World and Its People

## World Cultures Transparencies, Strategies, and Activities





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## **Transparencies**

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# TO THE TEACHER

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## **Introduction to the World Cultures Transparencies, Strategies, and Activities**

This *World Cultures Transparencies, Strategies, and Activities* booklet is designed to promote lively and creative classroom discussion and activity. The emphasis is on comparing our culture to other cultures around the world. Using what they already know about life in the United States, students will discover that although cultures are defined by differences, they also exhibit many similarities.

The transparencies and the strategies and activities deal with the following general themes from around the world: celebrations, recreation, sports, art, trade, architecture, work, traditions, religions, foods, and language. Activities include discussion on specific topics, fill-in-the-blank exercises, word and picture games, brain teasers, analysis of poetry and prose, debates, critical thinking activities, and cooperative group activities. Feel free to modify activities to meet your needs. If some activities are more effective than others, use them again in other units.

**Cooperative Learning Activities** Many activities suggest that students work collaboratively in small groups. This is intended to help foster

total class participation and to offer variety in the activities. In many cases breaking the class into groups is optional, and the activities can still be carried out by students working individually.

**Writing Activities** Some activities require students to write short essays, either individually or as a group. The length and quality of these writings is up to you—a four-sentence rough paragraph may suffice for an in-class assignment, or a four-paragraph polished paper may be more appropriate for a take-home assignment. The technique of freewriting is introduced in the Student Activity for Transparency 5. This is a writing strategy designed to help students get started on their activities more quickly. It can be fun and very helpful as a writing aid in other courses of study as well.

**Answer Key** When Student Activity pages require objective answers, these are supplied in the answer key in this booklet. In many cases, however, the answers will vary greatly. In this case, possible answers are given.

Other Glencoe teaching materials that you may wish to consult for additional related activities include Glencoe's *Foods Around the World*, *World Music: A Cultural Legacy*, and *World Art and Architecture*.





## Making a Living in Morocco

**OBJECTIVE:** Students will see how culture and customs influence how people make a living.

### Project Transparency 9

As you show the transparency, introduce students to Morocco, a small, mountainous country in North Africa situated 9 miles (14 kilometers) from Spain across the Strait of Gibraltar. Raising wheat, fishing, forest products, leather tanning, manufacturing and processing, and trade are among the many industries in which Moroccans make their livings. Morocco is a country of old traditions and a diverse population and culture, yet it has maintained high standards of quality in the making of traditional clothing, jewelry, pottery, ceramics, brass and silverware, and carved wood, leather goods, and Berber carpets (woolen rugs)—a popular export to Western countries. In this photograph, a shop owner displays brass and other metalwares. Moroccan handicrafts are in high demand around the world because they are both decorative and functional. This industry employs a major segment of the Moroccan labor force; it is second after agriculture.

#### Cooperative Learning Activity

##### Comparing Marketplaces

Visitors are attracted to the colorful and traditional Moroccan open-air markets known as *souks*. Tourists can pick up a woolen rug, a shiny brass pot, or beautiful handmade silver jewelry at these marketplaces. Souks are found in most major cities such as Fez, Meknes, and Marrakech. Merchants shout over one another in their attempts to attract passersby so they can win a sale. Ask students: **How is this way of conducting business different from shops in North America?** (*Shop owners do not generally shout to the passing shoppers in order to gain a sale. They compete with one another through advertisements in newspapers or on billboards and through signs in their shop windows that advertise a special product or limited sale, or a certain price for a given number of days.*) Write *Ghirardelli Square, Alvaro Street, and Old Montreal* on the board, and ask students to identify their locations. (*San Francisco, California; Los Angeles, California; Montreal, Canada*) Tell students: **These are famous open-air markets that tourists from the United States and abroad visit. In groups of three, make a list of local markets that remind you of a souk, and list the main items sold at these open-air markets.** Ask students: **How do the souks in Morocco remind you of flea markets or swap meets?** (*The prices of goods at both souks and flea markets or swap meets are often not fixed; one must haggle over the price.*)

Next have the student groups consider how tourists look for a bargain and how shop owners vie with one another for the shoppers' attention. Ask students the following questions to prepare them. **What would a merchant say and do to attract shoppers to stop and look and buy from him?** (*He would show them the item, talk about how well his products are made, offer them a better price than his competitor, and allow them to enter the shop and look and feel the product so they will be more interested in buying from him. Perhaps he would say that he's been in business longer than the fellow next door, and so on.*) Encourage students to use their imaginations as they create a comparison between how a shop owner in their city or state and a shop owner in Morocco gains customers and sales. Comparisons may take the form of role plays, comparison charts, illustrations, or narrative descriptions.

#### Critical Thinking Activity

##### Comparing the Old and the New

Many Moroccans make their living selling to tourists who circulate through the open-air markets. A merchant with a truck may be able to visit several markets a week. Others who have no transportation must make it on foot. They may be able to make just two markets a week that are close together. Still other sellers are local people who have only enough wares and energy to sell in their local square once a week or even just a few times a year. Still others earn their livelihoods in modern office buildings and shops such as those found in downtown Marrakech. Shops there are open to the street just as shops are in most American cities. Window displays show passersby the products and prices offered. Parking is available on city streets in front of most shops, and sidewalks are a modern contrast to the cobbled walkways and dirt paths that line the markets. The ancient and the modern ways of doing business in Morocco create a startling contrast.

Establish two student teams—one designated as city merchants and the other as souk merchants. Give the teams five minutes to come up with a list of reasons why they prefer to earn their living in a city shop or in a traditional souk. Have members of each team share at least one reason with the rest of the class. (*For example, city merchants may prefer the more modern way of doing business—in a shop where they can provide more items; appeal to customers with more money to spend; appear more professional. Souk merchants may prefer the traditional setting passed on to them by their ancestors. They may see it as a better way to attract tourists who are interested in seeing the traditional culture of the country.*)



**WORLD CULTURES TRANSPARENCY 9**  
**STUDENT ACTIVITY**

# Work Around the World

**DIRECTIONS: Creating a Product Chart** Fill in the export chart below with one example of each type of export product that residents of North Africa and Southwest Asia depend on for their living. Use your textbook to help you find the answers.

EXPORT	NORTH AFRICA	SOUTHWEST ASIA
1. Goods		
2. Crops		
3. Industry		

**5. DIRECTIONS: Write a Want Ad** Select one country from the region, and write a want ad for a job opening in that country. Use the outline below as a guide of what must be included.

Include the following in your want ad:

- company name
- title of position available
- responsibilities of position
- qualifications required, including amount of experience needed, level of education, and any other specific qualifications required
- contact information

**6.** What do you think your want ad says about the economic activities of the country you selected?

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**7. DIRECTIONS: Setting Up Shop!** Suppose you wish to set up a business in your community. What are the five most important steps you would need to take before hanging out your sign? Choose five steps from the list below and number the items 1–5 (with 1 being most important). Be prepared to defend your answers.

- |                                 |  |
|---------------------------------|--|
| Stock the shelves.              | Borrow money from your parents.          |
| Choose a product to sell.       | Apply for a business license.            |
| Hire workers.                   | Ask your friends what they think.        |
| Order your product.             | Rent space in a mall or shopping center. |
| Take out a small business loan. | Create a sign for the front of the shop. |



## Byzantine Architecture

**OBJECTIVE:** Students will learn about the intriguing mix of cultures seen in the art and architecture of North Africa and Southwest Asia. For example, Byzantine architecture is prominent in Turkey.

### Project Transparency 10

Pictured here is the Hagia Sophia meaning *Holy Wisdom*—the finest and most famous example of Byzantine architecture in the world. The Byzantine Empire, at the time the cathedral was built, was part of the Roman Empire in the eastern area of the Mediterranean. The term *Byzantine* springs from the name of a city called Byzantium, later renamed Constantinople, and now known as Istanbul (Turkey). The Byzantine Empire ended when the Ottoman Turks captured Constantinople in 1453.

Religion, culture, art, and politics came together in the design and construction of the Hagia Sophia. It was completed as a Christian cathedral in A.D. 537, and later turned into a Muslim temple. Ask students to describe the building by pointing out interesting structural elements. (*Students may point out the use of domes, arches, and columns, as well as carvings and designs.*)

### Critical Thinking Activities

#### Byzantine Influences

Today the Hagia Sophia is a stunning example of the work of Byzantine architects. These architects became the first in history to cover their churches with complicated vaults and round domes built on top of square or rectangular buildings. The interior rooms of the Hagia Sophia have great space and height. Builders brought in costly building materials from many parts of the Roman Empire during construction.

Early Byzantine churches featured a central dome on a flat roof supported by four arches springing from columns or piers. Often the dome was pierced by windows and covered with glittering mosaics. Light streamed into the church from all directions and reflected off the decorated surfaces.

The Byzantine style eventually spread to other lands, such as Ukraine and Russia, that accepted Eastern Orthodox Christianity. Architects in these lands modified the original Byzantine model to suit their own needs. For example, the Russians, who lived in a cold climate with a lot of snow, replaced the flat roof and large central dome with sloping roofs and onion-shaped domes.

Organize students into groups of four or five. Give them 10 to 20 minutes to sketch the front exterior of an imagina-

tive building, incorporating architectural influences from the Hagia Sophia. Then have each group share their creation with the rest of the class and describe it.

After all groups have completed their presentations, hold a class discussion. First ask students to discuss how their groups went about creating an imaginative building. For example, ask: **Did they use models other than the Hagia Sophia? If so, what models did they use? Why did they include the structural elements they included? Are those elements also meant to serve a practical purpose?** After discussing the groups' creations, have students compare the Hagia Sophia with another church or building in their community that is built in the Byzantine style. Ask: **What elements of its architecture do you think reflect the basic Byzantine model? What elements do you think are modern or come from other cultural traditions?** (*Students may compare the use of domes, arches, and columns and contrast them with the streamlined simplicity and starkness of much modern architecture.*)

#### Analyzing Byzantine Art

Byzantine art was produced for two purposes—to serve both the imperial court and the national religion of Eastern Orthodox Christianity. Artists worked for the court or belonged to religious orders. They remained unknown to the general population. Two artistic traditions, *classical* and *early Christian*, influenced Byzantine artists. The classical tradition, rooted in ancient Greece and Rome, emphasized earthly reality. Paintings on canvas and religious miniatures focused on lifelike figures drawn in perspective. The early Christian tradition was concerned with spiritual reality. Flat two-dimensional figures were purposely designed according to abstract patterns to emphasize holiness over physical beauty. Introduce students to four of the Byzantine art forms: frescoes (*wall paintings created on damp plaster*), silk textiles (*a biblical story painted on silk*), illuminations (*small paintings that decorated the pages of handwritten manuscripts*), and icons (*sacred images of biblical or other religious persons*). Then organize students into four groups. Assign one of the following Byzantine art forms to each group: frescoes, silk textiles, illuminations, icons. Have students define the term they have been assigned, find one example of that art form in an encyclopedia or on the Internet, including a picture if available, and describe it to the rest of the class. Allow 5 to 10 minutes for each group's presentation to the class.

### Student Activity

Students will review what they learned about the influence of religion and culture on art in North Africa and Southwest Asia.

**WORLD CULTURES TRANSPARENCY 10**  
**STUDENT ACTIVITY**


## Byzantine and Islamic Architecture

Islamic art was created by the people who followed the prophet Muhammad, the founder of Islam in Arabia during the A.D. 600s. Those who practice Islam are called Muslims. As the Arabs came in contact with Persia (now Iran), Syria, Egypt, and Mesopotamia (now Iraq), during their conquests, they blended the arts of these cultures with their own. The result is a unique art form now referred to as Islamic art. It is the best known art form in Southwest Asia. Today many Southwest Asian rug-makers and ceramic artists use the traditional Islamic style.

The Islamic artists applied their skill to designing and building their houses of worship called *mosques*. Like Byzantine architecture, Islamic architecture incorporates colorful round domes. Islamic art also includes beautiful textiles, pottery, colored tiles, carved plaster, glassware, ivory carvings, and illuminations.

Unlike Byzantine art, Islamic art prohibited artists from drawing or creating human images. Muslims believed that to paint or form a realistic image was to violate the position of Allah (their god), as the only creator. Instead Islamic artists used floral motifs, abstract designs, stylized animals, and scrollwork called *arabesque* to reflect their god.

**DIRECTIONS: Classifying Art Forms** Read the terms in the list on the left. Then circle the style of art this form reflects. If it is found in both Byzantine and Islamic art, circle the word *Both*.

1. arabesque	Byzantine Art	Islamic Art	Both
2. round domes	Byzantine Art	Islamic Art	Both
3. mosque	Byzantine Art	Islamic Art	Both
4. illuminations	Byzantine Art	Islamic Art	Both
5. colored tiles	Byzantine Art	Islamic Art	Both
6. ivory carvings	Byzantine Art	Islamic Art	Both
7. miniatures	Byzantine Art	Islamic Art	Both
8. silk textile	Byzantine Art	Islamic Art	Both
9. glassware	Byzantine Art	Islamic Art	Both
10. rug-making	Byzantine Art	Islamic Art	Both
11. frescoes	Byzantine Art	Islamic Art	Both
12. icons	Byzantine Art	Islamic Art	Both



## Mixing Traditions

**OBJECTIVE:** Students will look at how the traditional culture of Africa south of the Sahara is influenced by new customs and ways of thinking.

### Project Transparency 11

Students may respond with surprise at the picture of this young African mother dressed in a traditional costume and carrying a modern-style purse on her head. Ask students: **Why do you carry backpacks to school?** (*Students will most likely note that they carry their books and other supplies in backpacks because it is a good way to transport heavier items while leaving their hands free.*) Explain to the students that what is true for them is true for this woman as well. By carrying her purse on her head and her baby on her back, she leaves her hands free to carry other things.

#### Cooperative Learning Activity

#### Interpreting a Photograph

After students have read the photo caption, divide them into groups of three to five students. Each group should compile a list of five things about Africa and Côte d'Ivoire that this photo suggests. Collect the lists and write frequently noted items on the board. Tell students that Americans often have misconceptions about Africa. Select one item on the board as an example. Have each group present a misconception about Africa and explain why it is a misconception. Allow students to use their textbooks to help them. You may have students complete this as a research activity also.

#### Critical Thinking Activities

#### Discovering the People of Côte d'Ivoire

Côte d'Ivoire is a country situated along the Gulf of Guinea on the west coast of Africa. Most of the population of Côte d'Ivoire is black Africans. They include four major groups: the Akan in the southeast, the Kru in the southwest, the Mandingo in the northwest, and the Voltaic in the northeast. More than 60 languages are spoken in this country, which is about the size of New Mexico. Most of the people earn their living by farming. Since 1960, however, younger people have begun moving to the cities to find work. They

remain close to their families in the villages, however, by sharing their income. The mixture of traditions is a common sight, particularly in Abidjan, the capital, and other large cities. A modern office building, for example, may provide a backdrop to a traditional open-air market.

List on the board some examples of various ethnic traditions one can see in major American cities. Ask students to name the cities where these traditions might appear.

- **open-air food markets in the business district** *Los Angeles, Chicago*
- **fish market on the wharf** *San Francisco*
- **ethnic food carts on downtown street corners** *New York City*
- **vendors selling wares on the street** *New York City*

Then have students research to find one tradition in their local community or state that has roots in an ethnic tradition. Students may find information on holidays, local festivals or foods, ethnic restaurants, and so on.

#### Analyzing Educational Opportunities

More Africans than ever are receiving an education either in their own countries or in Europe. As a result, the mixture of traditions is inevitable. Students who leave Africa for college or graduate work return with new information, modern ideas, Western-style clothing, and high-tech goods. Visitors to Africa also leave an impression on the native residents, introducing new ways of doing business, raising families, improving education, and conditions for women.

Organize students into two groups. Have one group list and debate the BENEFITS of modern education to the culture of Africa south of the Sahara. Have the other group list and debate the DRAWBACKS of modern education to the culture of Africa south of the Sahara. (*One benefit is higher quality of life for everyone through medicine and technology. Drawbacks may include a turning away from family traditions, young people leaving their villages for more personal freedom, and so on.*)

### Student Activity

Students will examine various family and cultural traditions in Africa and in their own cultures. They also will write about a tradition in their lives today they would like to continue to observe.



**WORLD CULTURES TRANSPARENCY 11**  
**STUDENT ACTIVITY**

# Old and New Traditions Around the World

**DIRECTIONS: Comparing Cultures** Examples of various cultural facts for several countries of Africa south of the Sahara are given below. Read each fact, then beside it list a similar fact from your culture.

CULTURAL FACT ABOUT AFRICA SOUTH OF THE SAHARA	RELATED CULTURAL FACT ABOUT YOUR CULTURE
1. Reggae artist Alpha Blondy is Côte d'Ivoire's best known singer.	1.
2. Attiéké is a popular side dish in Côte d'Ivoire. It is made of grated cassava.	2.
3. Independence Day is celebrated on September 30 in Botswana.	3.
4. One of the most popular dance styles in the Democratic Republic of the Congo is the rumba.	4.
5. The food on the island nation of Mauritius is a magnificent mixture of Creole, European, Chinese, and Indian foods, with seafood almost always the specialty.	5.
6. On Zanzibar (an island that is part of Tanzania), a popular music form is sung poetry called <i>taraab</i> .	6.
7. A national dish in Kenya is <i>nyama choma</i> (barbecued goat meat).	7.
8. Between 40% and 50% of Zimbabweans belong to Christian churches.	8.
9. Jogging is popular along the beaches near Accra, Ghana.	9.

**DIRECTIONS: Writing Activity** In the space below, select a cultural tradition that you practice. Explain why you practice it and why it is important to you.

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## Skyscrapers in Africa

**OBJECTIVE:** Students will discover that Africa, a land of many cultures, people, and languages, is also a continent with many contrasts, including tall, modern buildings in major cities and rural villages with simple buildings.

### Project Transparency 12

Introduce students to the city of Pretoria, the administrative capital of South Africa. The city skyline in the transparency resembles skylines in major cities all across North America. If students did not know differently, they might guess that this is a view of San Diego, California or Chicago, Illinois. Some of the world's first modern skyscrapers, however, were erected during the 1930s in cities in South Africa. Today the Carlton Centre in Johannesburg, built in 1973, is the tallest building in South Africa, standing at 730 feet (223 meters). The tallest skyscraper in Pretoria is the Reserve Bank at 485 feet (148 meters). Ask students: **What is the tallest building in the United States?** (*the Sears Tower in Chicago, Illinois; with the antenna, it stands at 1,815 feet [533 meters].*) **In Canada?** (*CN Tower in Toronto; with antennas, this building rises to 1,707 feet [520 meters].*)

### Critical Thinking Activity

#### Analyzing Misconceptions About Africa South of the Sahara

The ABC Building in Zimbabwe is 463 feet (141 meters) tall. The New Central Bank Tower in Nairobi is 459 feet (140 meters) tall. Not only do these two buildings rank seventh and ninth on the list of the 10 tallest buildings in southern Africa respectively, they also classify as skyscrapers.

These buildings are good examples of the level of development in Africa south of the Sahara and provide an excellent lead-in to a discussion about how common misconceptions about a place, in this instance this part of Africa, prevent us from knowing the truth about a place, its people, and its culture.

Launch a discussion about common misconceptions about Africa south of the Sahara by asking students: **Why are foreigners often surprised to see skyscrapers in Africa?**

After a period of free-flowing discussion, write on the board, *They think of Africa as...* Group students into pairs to complete the sentence with at least three statements. Then have them join another pair and combine lists to come up with at least five sentences. After 10 minutes, have volunteers from each group write their sentences on the board. Look for answers like, *We think of Africa as... a nonindustrial continent; a land of open space and wild animals; a place of tribal disputes; a place where all the buildings are grass and mud huts, and so on.*

Refocus the students' attention on the transparency. Then read through the lists the groups wrote on the board. Ask students: **How accurately do these sentences represent Africa south of the Sahara as shown in this picture?** (*Answers will vary, but the students should point out that the statements they wrote misrepresent to varying degrees the reality of present-day southern Africa.*)

### Student Activity

Before giving students the activity sheet, present them with this information about the purposes of typical structures in villages in Ilakala, a village in Tanzania.

Houses in Ilakala have one basic function: sleeping. Although some food preparation may be done inside, most activities related to cooking and eating are done outside. Children spend little time in the house. Games and sports are outside activities. Talking with friends and socializing are done on the two-mile walk to the village well and in doorways. Even the *bafu*, or bathroom, is outside the house. The lack of electricity in Ilakala, as in most villages in Africa south of the Sahara, is one reason why so much of village life happens outside of the house. Villagers gather in the center of the village for meetings, celebrations, funerals, religious holidays, and so on. Structures for religious observances—churches, mosques and synagogues—are quite common.

The student activity on the following page asks students to fill in a table about structures in Pretoria, in a typical African village, and in their own town.



**WORLD CULTURES TRANSPARENCY 12**  
**STUDENT ACTIVITY**

# Cultural Contrasts Around the World

**1. Analyzing the Purposes of Structures** Africa south of the Sahara is a land of contrasts. Read the information provided on the table below. Then use your own knowledge and information supplied by your teacher to complete the table by filling in the third and fourth columns.

	<b>PRETORIA, SOUTH AFRICA</b>	<b>VILLAGE IN SOUTHERN AFRICA</b>	<b>YOUR TOWN</b>
<b>Purposes of a House</b>	<ul style="list-style-type: none"> <li>• sleeping</li> <li>• eating</li> <li>• relaxing (watching TV, playing video games, listening to music)</li> <li>• visiting with friends</li> <li>• working</li> <li>• practicing hobbies</li> <li>• talking on the phone</li> <li>• reading</li> </ul>		

	<b>LOFTUS STADIUM, PRETORIA, SOUTH AFRICA</b>	<b>VILLAGE IN SOUTHERN AFRICA</b>	<b>YOUR TOWN</b>
<b>Purposes of a Public Meeting Place</b>	<ul style="list-style-type: none"> <li>• sporting events, (rugby, soccer, and so on)</li> <li>• music events (large-cast musicals, concerts, and so on)</li> <li>• conferences and rallies</li> </ul>		

	<b>QUEENSWOOD CATHOLIC CHURCH PRETORIA, SOUTH AFRICA</b>	<b>VILLAGE IN SOUTHERN AFRICA</b>	<b>YOUR TOWN</b>
<b>Purposes of a House of Worship (church, mosque, synagogue, and so on)</b>	<ul style="list-style-type: none"> <li>• worshipping</li> <li>• singing</li> <li>• praying</li> <li>• socializing</li> <li>• studying</li> </ul>		

**2.** What similarities and differences do you see among buildings in Pretoria, a village in southern Africa, and your town?

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# India: A Land of Many Languages and Religions

**OBJECTIVE:** Students will learn how religion, architecture, and language change and evolve as a country develops, grows, and is influenced by other cultures.

## Project Transparency 13

As you present the transparency, give students a short introduction to Ghoom Monastery. It was originally built in 1850, by Sharap Gyatos, a renowned astrologer. Once in plain view atop a rising road, the monastery is hidden today behind the modern Sterling Resort, which was built on land the monks sold in order to raise funds. Ghoom Monastery is made up of a single-chambered temple with carved pillars, a few residential buildings, and an outhouse. A huge image of Maitreya, the Buddha of the future, adorned with *kata* (ceremonial scarves), stands inside the prayer hall.

### Critical Thinking Activities

#### Discovering the Influence of Religion on Architecture

The Taj Mahal in the city of Agra was built as an Islamic mausoleum and mosque. It is one of India's finest architectural examples. Its minarets and domes can be seen from miles around. The Golden Temple in Amritsar, erected by those who follow the Sikh religion, is a house of worship with a marble foundation and golden dome. The ancient ruins of Buddhist monasteries and shrines in Ajanta display what is left of carved pillars, rock sculptures, and carved ivory. Early craftspeople cut the structures out of a cliff of solid rock between 200 B.C. and 600 B.C. When the Muslims arrived in India, they brought their art with them, and decorated their houses of worship (mosques) with beautiful designs of inlaid marble and semiprecious stones. Ask students to name some famous religious temples or churches in North America. Write a few on the board and see how many they can add.

- **Crystal Cathedral in Garden Grove, California**
- **Mormon Temple in Salt Lake City, Utah**
- **Saint Patrick's Basilica in Ontario, Canada**

After the class has completed a list, have students, individually or in groups, research one religious building and prepare a brief presentation that describes the building and explains its purpose.

#### Analyzing the Challenge of Multiple Languages

Religion had a profound effect on the development of language in India. The holy books of various religions were written in different languages. For example, the holy books

of Hinduism were written in Sanskrit. Those of Buddhism were written in Pali, and the holy books of Jainism were written in Ardnamaghadi.

Some historians believe the country's development is hindered because of the hundreds of languages and dialects spoken. For example, Hindi, the official language of India has two alphabets. Written in one alphabet the language is called Hindi. Written in the other, it is called Urdu.

According to the 2000 census, about 45 million Americans speak a language other than English at home. The United States is also a multilingual nation, although English, and not Hindi or Urdu, is the dominant language.

Because many different ethnic groups live in the United States, many new words have been added to the English language. Divide the class into small groups and have them collaborate in deciding where the following words came from. If they cannot name the specific country, they may name the region of the world.

- prima donna, bandit, stucco *Italian (Italy)*
- adobe, alligator, guerrilla, *Spanish (Spain/Mexico)*  
guitar
- bandanna, basmati, cheetah, *Hindi (India)*  
cot, Himalaya, shampoo
- hallelujah, jockey, kosher, *Hebrew (Israel)*  
sapphire
- alphabet, cosmos, hero, *Greek (Greece)*  
metropolis
- dachshund, dollar, strudel, *German (Germany)*  
waltz
- à la carte, denim, niece, *French (France)*  
rendezvous

### Group Discussion Activity

#### Language and Communication

Spoken or written language is the primary way we communicate, but it is not always easy to make ourselves understood by others. Have students think about a time they were misunderstood—a time when they had to say, "No, that's not what I meant." Or "No. That's not what I said. You're not listening to me." Ask students to share stories about some of these experiences.

## Student Activity

The following student activity deals with literature. Excerpts from Lewis Carroll's Humpty Dumpty translation are in your answer key. This works well as a group activity.





# Learning the Language of Japan

**OBJECTIVE:** Students will learn about the education of Japanese children and youth and be introduced to the Japanese language.

## Project Transparency 14

As you present the transparency you may wish to ask students if any of them know some words or phrases in Japanese. Some may even have experience writing Japanese characters. If so, invite them to display an example on the board and then translate it for the rest of the class.

### Critical Thinking Activities

#### Learning About the Japanese Language

Japanese writing includes three types of characters called *hiragana*, *katakana*, and *kanji*. Each one has a different function. Combinations of the three are used to write sentences. Each *hiragana*, similar to individual letters in the English alphabet, represents a specific sound but does not have any meaning in itself. Unlike English, however, there is only one way to pronounce a single *hiragana* character or combination of characters when used in a word. In English, for example, we pronounce the letter ‘a’ in different ways such as in the words *father* or *fast*, but in Japanese a particular *hiragana* character is always pronounced the same way. *Katakana* characters are used to express the *hiragana* sounds when writing foreign words. *Kanji* characters make up the language that is used for daily conversations. Tell students there are no words in Japanese for ‘yes’ or ‘no.’ If you ask someone in Japanese, “Do you like to play baseball?” he or she would say, “I don’t like to play baseball” for ‘no’ or “I like to play baseball” for ‘yes.’ Have students pair off and practice asking each other questions that require a yes or no answer in English. Have them respond by using the Japanese custom of saying “I like...” or “I don’t like...”

#### Analyzing Japanese Language Customs

Japanese schoolchildren are expected to learn 1,006 Sino-Japanese characters or *kanji*, more than half of the total number of characters in the Japanese language. Students not only learn the correct strokes to write on paper, but they must also master the various pronunciations. For example, when a *kanji* comes up in a textbook, students memorize it by practicing writing it dozens of times, just like American students learn cursive by practicing writing letters of the alphabet over and over. The Japanese imported *kanji* from China thousands of years ago. They absorbed these symbols into

their language by giving them Japanese meanings. *Kanji* characters are different from *hiragana* and *katakana* characters because they have specific meanings.

Japanese students also learn different styles of speaking that are appropriate to the social situation. On the board, write the following list of styles. Ask students to guess what social situation fits each style.

- **intimate** *for everyday conversation among family and friends*
- **polite** *for conversation with company*
- **honorific** *to show honor and respect to the elderly or superiors*
- **impersonal** *for speeches or explanatory writing*
- **literary** *for writing stories, poems, novels*

#### Examining Education in Japan

Japanese children begin elementary school in April after their sixth birthday and they continue for six years. Studies include Japanese, math, science, social studies, crafts, music, physical education, and simple cooking and sewing skills. During middle school they learn English, as well. In recent years more schools have acquired computers so many students now have access to the Internet. Each class includes about 30 students. They learn, play, and eat lunch together. Students also help clean their classrooms, bathrooms, and school yards each day.

Schooling in Japan is not required after middle school. Yet, 97 percent of Japanese students go to high school, which lasts three years. Nearly 50 percent of high school graduates enroll in four-year universities or junior colleges. Students must pass difficult tests in order to enter high school and college. Higher education is highly regarded in Japan. Therefore, it is not unusual for students who fail the entrance exams to attend a special school for one or two years in order to prepare to take the entrance tests a second or third time.

Organize students into two teams. Have the members of one team list on the board some of the daily activities that occur in a Japanese school. Have the other team list the activities in an American school. Then discuss, as a class, the similarities and differences. (*For example, Japanese students learn to cook and sew in elementary school; American students learn these skills in high school or college if they choose them; both Japanese and American students play sports during recess, and so on.*)

## Student Activity

Students will review what they learned about education and language development in Japanese schools.

**WORLD CULTURES TRANSPARENCY 14**  
**STUDENT ACTIVITY**



# School Customs in Japan

**DIRECTIONS: Discovering Similarities and Differences** Read the list in the left column showing various customs practiced in Japanese schools. In the right column, write the words YES, NO, or SOMETIMES to indicate whether the same custom is practiced in American schools. Then answer the question that follows in the space provided.

JAPANESE SCHOOLS	AMERICAN SCHOOLS
1. Students have homework during vacations.	
2. Students attend an assembly each Monday morning.	
3. Students in middle school wear uniforms.	
4. Elementary school classes last 40–45 minutes each.	
5. Lunch starts at 12:30 and lasts for 20 minutes.	
6. Students eat lunch in their classrooms.	
7. Students are responsible for cleaning bathrooms.	
8. Elementary school ends each day at 3:00.	
9. Middle school students sometimes leave school at 5:00 because of after-school activities.	
10. Schools are closed on national holidays.	
11. Morning classes are held two Saturdays each month.	
12. The school year is divided into three semesters.	
13. The new school year starts in April.	
14. Lunches are prepared for students.	
15. Lunch includes meat, fish, sea plants, and vegetables.	
16. Dessert includes fruit, ice cream, or gelatin.	
17. During recess students play sports.	
18. On rainy days students draw or read during recess.	
19. Students practice their written language.	
20. Students take turns serving each other lunch.	

21. Would you like to adopt any of the Japanese school customs? Why or why not?

\_\_\_\_\_

\_\_\_\_\_



# A View of Auckland, New Zealand

**OBJECTIVE:** Students will learn how architecture and settlement patterns are influenced by a region’s culture.

## Project Transparency 15

As you show the transparency, introduce students to some of the history of the early settlement of New Zealand, a country in the Pacific Ocean. The first settlers were a people called the Maori, who probably came to the islands by canoe from the Cook, Marquesas, or Society Islands located northeast of New Zealand. The Maori made their living by fishing and hunting. Later the Maori developed a culture based on fishing, hunting, and agriculture. They were also skilled woodcarvers. In 1642, a Dutch sea captain tried to land on the islands but the Maori drove him off. He and his crew named the island *Nieuw Zeeland*, after a province in the Netherlands.

In 1769, Captain James Cook of the British navy landed on New Zealand’s North Island and made friends with the natives. The gradual infiltration of Europeans brought illness and warfare to the Maori, though. By 1840 the population had been seriously reduced. Since then New Zealanders have overcome many of the problems that riddled the country in its early history. Today it is a beautiful landscape of green lowlands, snowcapped peaks, beaches, lakes, and waterfalls. Every city has a view of the mountains or hills, and no one person lives more than 80 miles from the sea. Ask students: **Why do you think there are tiled roofs on the houses of Auckland?** (Answers may include: for insulation from the heat, to retard fire, for easy maintenance, to repel the rain) **How do tiled roofs keep people cool in hot weather?** (Answers may include: They reflect the heat rather than absorb it.) **What areas of North America also have tiled roofs on the homes?** (Typically, coastal towns in California, Florida, Hawaii, Mexico, and warm-weather areas have homes with tiled roofs.)

### Critical Thinking Activities

#### How Geography Affects Life

Have students consider how the geographic characteristics of a country affect that country’s people. For example, for countries in the region of Australia and Oceania, consider how the following geographic features affect ways of life: the huge expanse of ocean, the small size of the South Pacific islands scattered widely across the ocean, and the lack of farming land in the region (with the exception of New Zealand). Have students work individually or in groups to write out at least three speculations on how physical

geography affects culture. Then students should research to find information that supports or contradicts their speculations. Have individual students or groups present their speculations and findings in class.

#### Discovering the Maori Influence on Auckland’s Parks

Auckland was originally built around a field of extinct volcanoes and volcanic cones. Many of the cones are now city parks including Maungawhau (Mt. Eden) and Maungakiekie (One Tree Hill). Each park consists of a beautiful blend of modern architecture and remnants of the ancient Maori culture, including terraced earthworks and sunken food storage pits.

Auckland Domain is the city’s oldest and most popular park. European settlers set aside the land in 1840. Development continued gradually over the next century. Today visitors and residents come to the Domain to relax, jog, or picnic on the sweeping lawns. “Tuff rings” created by volcanic activity thousands of years ago are reflected in the contours of the land.

Organize students into two or three groups. Assign each group the name of a public park or garden in their city or region. Give them five minutes to discuss the following among themselves:

- **the cultural influence on the park’s design/layout** *Spanish, English, Hawaiian, others*
- **the purpose and uses of the park** *recreation, cultural events, historic exhibits*
- **the special features of the park** *museums, fountains, pools, gardens, sculpture*

Then give each group two minutes to share their findings with the rest of the class.

## Student Activity

Students will use what they learned about the influence of history on culture and architecture by designing a local park.

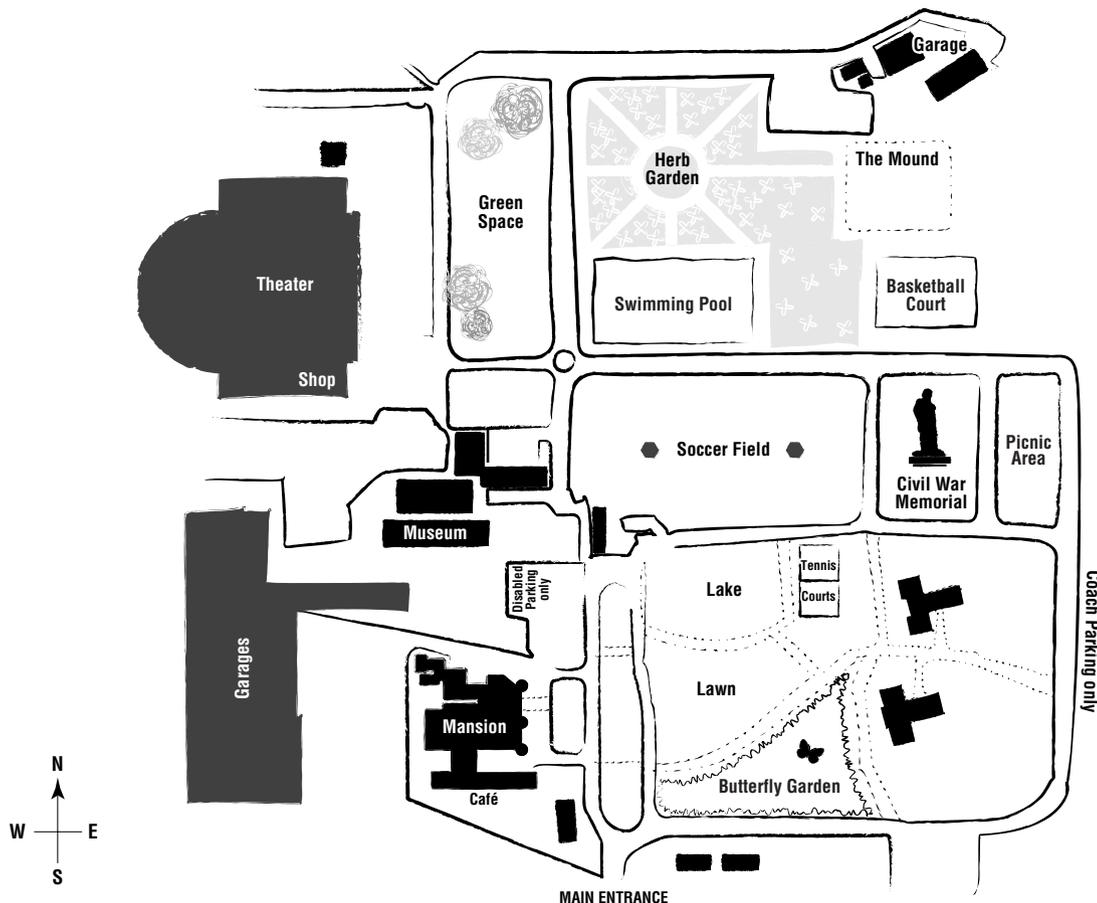
**WORLD CULTURES TRANSPARENCY 15**  
**STUDENT ACTIVITY**



# Culture and Architecture

**DIRECTIONS: Designing a Local Park** Think about the culture and ethnic heritage that has influenced your city or region. For example, you may live in an Italian settlement in a major city or in a community that is largely populated by Asians, Mexicans, or African Americans. You may live in the country or in a farming community.

Imagine that you have been commissioned to design a public park in your city or neighborhood. On another sheet of paper, make a list of items or architectural styles you would include in the park to reflect the culture and heritage of your area. For example, you might have a statue of a famous Native American or European settler erected in the center of the park. You might design gardens or greenbelts with native plants and flowers that were brought by early settlers. You may wish to include a fountain or pond or a walking trail with markers along the way describing some of the history of the early settlers to the area. After you compile your list, create a rough draft sketch, designating certain areas for specific items. Be prepared to explain the importance of specific items or parts of the park. Use the design below as a guide or model.



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# Fishing in Polynesia

**OBJECTIVE:** Food is the staple of every country. In this lesson, students will see how making one's living and obtaining food are related to the culture of a country.

## Project Transparency 16

Students will observe two fishers standing along the shore inspecting nets that hang from long wooden beams supported by trees. Open your discussion with some background on the importance of fishing in Polynesia and other islands of Oceania. Fishing is one of the oldest and most important human activities—both as a source of food and a means of income. An image of fishers was discovered in an Egyptian tomb more than 4,000 years old. For people in many regions of the world, fish and sea vegetables are the major sources of nourishment. Ask students: **Do any of you fish? Do you eat what you catch? What do you imagine is involved in sustaining one's living from fishing?** (*Answers will vary. The purpose for the questions is to draw out students' personal experiences and willingness to imagine or hypothesize in preparation for the lesson. For example, they may suggest that fishing is a sport or hobby for them or their family. Sometimes they eat the catch, and sometimes they throw it back. To make a living at fishing would likely require daily discipline, cooperation among family members and neighbors, knowing where to fish and what time of the day to get the best catch, and so forth.*)

### Critical Thinking Activities

#### Finding Sources of Fish Products

Ask students in what country or region the following popular fish-based foods originated. They might be surprised to discover the importance of fish to cultures around the world.

- **fish sticks**—United States
- **fish tacos**—Mexico
- **fish sauce**—Asia
- **fish stew/soup**—Europe
- **fish-and-chips**—Great Britain

Mention that many of these food items are also found in restaurants in North America, which indicates how foods from other cultures have influenced food choices in the United States and Canada. Have students list reasons why this is true. (*Answers may include: Many people of European, Asian, and Latin heritage have settled in North America over the years. When they arrived they introduced the foods of their culture in a variety of ways: cooking and sharing with neighbors, opening an ethnic restaurant or fast-food drive-through restaurant, selling items from food carts on the streets of major cities, starting a grocery or specialty foods store.*)

#### Investigating the Polynesian and the American Diets

The people of Polynesia depend on fish and native plants for food. Most do not shop at large supermarkets as people in most places in the United States and Canada do. Polynesian fishers catch crabs, lobsters, shrimps, and turtles in shallow waters. They gather bonito (a type of fish) and tuna farther out at sea. They also eat the fruit of breadfruit and pandanus trees, and the meat of coconuts. Many families grow their own produce in small gardens. Sweet potatoes and taro, a plant with a starchy root, as well as bananas, corn, pineapples, rice, and tomatoes are among the favorites. Some farmers also raise chickens and pigs. Most people prepare their food in ground ovens—a shallow pit lined with hot stones. They lay the food on the stones, cover it with a layer of leaves, and fill the pit with dirt to hold in the heat. Some island people also eat canned foods imported from the West. Ask students: **Why do you suppose Polynesians are attracted to canned foods?** (*They are easy to prepare—just heat and eat. Some foods may be tastier because of high seasoning. They might eat them because of novelty, fun to try something new, and so on.*) Some health professionals in the islands fear that natives will turn to canned foods exclusively. **What might be the danger of doing this?** (*lack of fresh fruits and vegetables in their diet; high sodium intake common in canned foods; introduction of preservatives and high concentrations of sugar, which may interfere with digestion and cause illnesses or conditions uncommon to their culture*)

Have students create a chart that lists the days of the week along the top. Down the left side have them list the following food groups: dairy, meat, eggs, fish, vegetables, fruits, grains, and snacks. For each day of one week, they should track what they eat and fill in each box with one of the following words as it relates to the foods they selected: FRESH, CANNED, PACKAGED, or NONE. At the end of the week, ask students to report their results to the rest of the class. Everyone may be surprised to discover the balance or imbalance of fresh versus processed foods in their daily diet. As a class, discuss how students' diets might compare to the diets of average Polynesian teens.

#### Student Activity

Students will review what they learned about earning a living and obtaining food in the Polynesian islands by filling in the missing words in a paragraph about life in Polynesia. They will also compare the differences between items traded in North America during the nineteenth century and during the twenty-first century.



**WORLD CULTURES TRANSPARENCY 16**  
**STUDENT ACTIVITY**

# Sources of Food and Income

**DIRECTIONS: Fill in the Blanks** Choose from the list of words below to fill in the blanks in the following paragraph.

- |          |             |         |            |        |
|----------|-------------|---------|------------|--------|
| natives  | government  | fishing | villages   | trade  |
| chickens | ancestors   | markets | tomatoes   | pigs   |
| tourism  | ground oven | leaves  | hot stones | canned |

Many Polynesian \_\_\_\_\_ still follow the customs and culture of their \_\_\_\_\_. Others prefer to copy Westerners. They work for the \_\_\_\_\_ or in the \_\_\_\_\_ industry. Farming and \_\_\_\_\_ are a way of life for those who live in small \_\_\_\_\_. Some people have little or no money so they rely on \_\_\_\_\_ to get what they need. Farmers bring their fruits and vegetables to the open-air \_\_\_\_\_. Pineapples, sweet potatoes, corn, rice and \_\_\_\_\_ are popular foods in Polynesia. Some farmers also raise \_\_\_\_\_ and \_\_\_\_\_. Some people today are interested in eating \_\_\_\_\_ food from the West. Others prefer to cook in a \_\_\_\_\_ \_\_\_\_\_ . Food is laid over \_\_\_\_\_ \_\_\_\_\_ and covered with \_\_\_\_\_ .

**DIRECTIONS: Comparing Early and Modern Trading Posts in North America** Read the names of items and services for trade in the list below. Some items would be suitable for trade in an American trading post during the early nineteenth century. Some are only suitable for modern trade. Place each item under the correct heading on the table. Notice how the items people trade are a direct reflection of the culture and times in which they live.

- |                       |                 |             |       |              |
|-----------------------|-----------------|-------------|-------|--------------|
| fruits and vegetables | gun powder      | furs        | CDs   | sports cards |
| leather hides         | glass beads     | maple syrup | games | cloth        |
| pet-sitting           | costume jewelry | books       |       |              |

EARLY TRADING POST	MODERN TRADING POST

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# ANSWER KEY

## Activity 1

- 1–8.** Answers may vary. Examples include:  
*Individual Sports:* archery, bowling, golf, swimming, horseback riding; *Dual or Opponent Sports:* boxing, fencing, wrestling, tennis, competitive running
- 9–16.** Answers will vary. There are no right or wrong answers as long as the final result makes sense and the student can justify his or her response. Example: 9. I would like to visit *Spain* because *I am studying Spanish in school*. 10. I am interested in seeing a *bullfight*.
- 17.** Possible responses include: I would be part of the audience with people from another country; I would hear another language spoken and learn some new words; I would see how sporting events bring people together—regardless of their ethnic backgrounds.

## Activity 2

### Matching

1. D
2. E
3. A
4. C
5. B

### Essay

- 6.** Students' essays should reflect research on a country's common art form. Essays should briefly describe the art form and discuss how it reflects the country's culture.

### Art Categories

More than one answer may apply.

7. language arts
8. fine arts
9. decorative arts or useful arts
10. decorative arts or useful arts
11. fine arts
12. fine arts
13. graphic arts
14. decorative arts or useful arts
15. decorative arts or useful arts
16. fine arts or useful arts

## Activity 3

- 1–6.** Answers may include some of the following: Show a pair of roller skates or roller blades, including how the balls roll as one glides. Skating occurs on outdoor sidewalks or in indoor roller rinks. There is no scoring system as in team sports. Competitive skaters are judged on technical skill, originality of the routine, beauty, and grace. Skating is a popular pastime among friends for fun, as a means of transportation, and exercise. Skates need to be properly fitted to ensure safety, comfort, ease, and speed. Skating is part of the American tradition rooted in America's English heritage. For safety it is important to wear a helmet and knee and elbow protectors.
- 7.** Answers will vary. Students should describe how roller skating or roller blading reflects their culture by focusing on the physical geography of their country (suburban areas, sidewalks, warm-enough weather during the year) and human geography (fast-paced society, plenty of leisure time, growing popularity of fast sports and exciting exercise options).
- 8.** Students' invitations will vary. You can encourage students to build a bridge of friendship by referring to their interest in sports. Some of these sports may also be familiar to Latin American students. Students may suggest going to a high school or professional soccer game while the student is visiting, taking the student out for an all-American meal, or visiting a museum or cultural center.

## Activity 4

### Creating a Menu

Answers may include:

1. Appetizer—tortilla chips with salsa; cheese; fresh papaya or bananas
2. Soup—broth with vegetables, chili pepper, chicken, onions
3. Main Course—enchiladas; tacos; rice and beans; feijoada (a blend of beans, smoked

# ANSWER KEY

pork and dried beef, the national dish of Brazil); fish; steak

4. Bread—corn or flour tortillas
5. Dessert—flan, a smooth custard with caramel syrup topping
6. Beverage—Colombian coffee; hot chocolate; maté, a tea-like drink in Brazil

## Comparing Markets

### United States Supermarkets

fresh fruit  
toothpaste  
candy bars  
fresh vegetables  
fish/meat  
tortillas  
chocolate  
coffee  
cheese  
chili peppers  
toys  
medicines  
frozen meat

### Peru Open-air Markets

fresh fruit  
sombros  
fresh vegetables  
poncho  
sandals  
fish/meat  
tortillas  
chocolate  
coffee  
cheese  
chili peppers

## Travelogue

Answers will vary according to personal preferences. Students should be able to describe where, exactly, in Latin America they could see or do the things they have listed.

## Activity 5

### Creating a Building Plan

Accept all logical sequences. Possible sequence:

- Meet with school officials.
- Study the proposed building site.
- Outline the requirements the building must meet.
- Propose a budget.
- Draw rough sketches.
- Complete the drawings.
- Present the design to the client.
- Check city building code.
- Get a building permit from the city.
- Prepare working drawings of each part of the building.

- Write specifications regarding the materials to be used.
- Prepare document describing the rights and duties of client, architect, and contractor.

## Use Your Imagination

Answers will vary. As students prepare their plans, remind them to consider the limitations of daily life in ancient Greece. Answers may include: meeting with townspeople or government officials, gathering workers to cut the limestone out of the rocky Greek soil, making drawings of the projected building, overseeing the workers, complying with the laws of the day.

## Freewriting Activity

Answers will vary. Encourage students to be creative and to use the knowledge they have gained from the lesson to help them in their writing.

## Activity 6

### Celebrating Food and Drink

Answers will vary but may include the following:

1. China
2. United States
3. France
4. Italy
5. Japan
6. Mexico
7. India
8. Great Britain
9. **Freewriting Activity**

Answers will vary. Ask for volunteers to read their paragraphs. Encourage students to think about those family rituals that are especially meaningful to them.

## Activity 7

### Comparing and Contrasting the Arts

1. Choreographing; composing
2. folk; court
3. Social; theatrical
4. Writing; dancing
5. book; waltz
6. novel; portrait

# ANSWER KEY

## 7. Broaden Your Understanding of Russian Culture

Answers will vary. Encourage students to step out of their comfort zone and choose something that will broaden their understanding of the arts and deepen their appreciation of the value of artistic expression to themselves and to their culture. You may wish to have students present their projects and new understandings to the class upon project completion.

## Activity 8

1. Ramadan
2. Halloween
3. Olympic Games
4. May Day
5. Christmas
6. Ysyakh Festival
7. Rose Parade
8. Mardi Gras
9. Winter Carnival
10. Thanksgiving

## Connect the Food With the Feast

11. Feast of the Three Kings in France
12. Moon Festival in Vietnam
13. Easter Eve in Italy
14. Christmas Day in England

## Activity 9

### 1–3. Creating a Product Chart

There may be more than one answer for each space on the chart. Possible answers include:

#### 1. Goods:

North Africa: petroleum products  
Southwest Asia: oil

#### 2. Crops:

North Africa: grains  
Southwest Asia: fruits

#### 3. Industry:

North Africa: tourism  
Southwest Asia: oil refining

## 4. Write a Want Ad

Answers may vary. The following is a sample ad:

Tour Guide Needed

Nile River Tours has an immediate opening for a tour guide. Minimum 3 years experience leading tours to historical sites and local museums. Fluent English and one other language required. Call Cairo 07-20061 to arrange an interview.

5. Answers will vary depending on students' want ads. This ad reveals that tourism plays an important role in the economic life of Egypt, and that experience and education are required to compete for jobs.

## 6. Setting Up Shop!

Answers will vary but may include the following:

1. Choose a product to sell.
2. Take out a small business loan.
3. Rent space in a mall or shopping center.
4. Apply for a business license.
5. Order product.

Students should be able to defend both their choices and the order of their choices with logical explanations.

## Activity 10

### Classifying Art Forms

1. Islamic Art
2. Both
3. Islamic Art
4. Both
5. Islamic Art
6. Islamic Art
7. Byzantine Art
8. Byzantine Art
9. Islamic Art
10. Islamic Art
11. Byzantine Art
12. Byzantine Art

# ANSWER KEY

## Activity 11

### Comparing Cultures

Answers will vary. Students should write down related cultural facts about their cultures.

Encourage them to list cultural facts for local minority cultures also.

### Writing Activity

Students' essays will vary. Essays should contain a main idea with supporting details, which explain a cultural tradition and its importance to the student. Discuss with students the value of keeping some traditions in place because they provide a sense of belonging and identity with one's culture and family. It can also be valuable at certain points in one's life to incorporate one or two new traditions into lifestyles to expand one's personal and cultural growth.

## Activity 12

### 1. Analyzing the Purposes of Structures

#### • House—Village in Southern Africa:

sleeping, occasionally eating; **Your Town:** Answers will vary but should include sleeping, eating, relaxing, visiting with friends, working, practicing hobbies, talking on the phone, reading, and so on.

#### • Public Meeting Place—Village in

**Southern Africa:** Answers will vary and may include: weddings, funerals, holiday celebrations, ceremonies, and so on; **Your Town:** Answers will vary but should include sporting events, music events, conferences and rallies, and so on.

#### • House of Worship—Village in

**Southern Africa:** Answers will vary and may include worshiping, singing, praying, socializing, studying, and so on; **Your Town:** Answers will vary but should include worshiping, singing, praying, socializing, studying, and so on.

2. Answers may vary. Most students will note that the houses of worship are very similar in all three places. Students should note that houses in Pretoria and in their town have similar purposes. They should note that houses in villages in southern Africa

have very limited purposes compared to houses in Pretoria and in their town.

## Activity 13

Some word definitions supplied by Humpty Dumpty's definitions in "Jabberwocky" include:

- Brillig: means four o'clock in the afternoon—the time you start broiling things for dinner
- Slithy: is a combination of slimy and slippery
- Toves: are badgers—they're something like lizards—and they're something like corkscrews
- Borogove: is a thin shabby-looking bird with its feathers sticking out all round—something like a live mop
- Outgribing: is something between bellowing and whistling, with a kind of sneeze in the middle
- Bandersnatch: is just too terrible to describe; worse than worser

## Activity 14

### Discovering Similarities and Differences

1. Sometimes
2. No
3. Sometimes
4. Sometimes
5. Sometimes
6. Sometimes
7. No
8. Sometimes
9. Sometimes
10. Yes
11. No
12. No
13. No
14. Sometimes
15. No
16. Sometimes
17. Yes
18. Sometimes
19. Yes
20. No

# ANSWER KEY

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21. Students' answers will vary. They should support their answers with logical explanations.

## Activity 15

### Designing A Local Park

Answers will vary, but encourage students to be creative with this exercise and to take into account some of the ethnic and cultural influences they have observed and benefited from, and how they can be incorporated into a design for a public park. You may have students either present their designs to the class or hand them in to you with a brief explanation of the importance of various parts of the park.

## Activity 16

### Fill in the Blanks

natives  
ancestors  
government  
tourism  
fishing  
villages  
trade  
markets  
tomatoes  
chickens  
pigs  
canned  
ground oven  
hot stones  
leaves

## Comparing Early and Modern Trading Posts

### Early Trade

leather hides  
fruits and vegetables  
gun powder  
glass beads  
furs  
cloth  
maple syrup

### Modern Trade

CDs  
pet-sitting  
sports cards  
costume jewelry  
games  
books



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## Making a Living in Morocco

A Moroccan businessman glimmers in the golden hue of his brass shop amid pots, pans, candlesticks, and lamps.



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## Byzantine Architecture

The Hagia Sophia symbolizes the mixing of cultures. Built in A.D. 537, as a Christian cathedral, the minarets were added after 1453, when it was converted into an Islamic mosque.



## Mixing Traditions

A woman in the Côte d'Ivoire wears traditional dress while balancing a modern purse on her head.

## AFRICA SOUTH OF THE SAHARA



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### Skyscrapers in Africa

Skyscrapers shape the skyline of Pretoria, South Africa. This scene is not very different from what you might see in many United States cities.



© Ric Ergenbright



## India: A Land of Many Languages and Religions

Ever seen billboards in more than one language? You'll find them in cities with a diverse ethnic background. The sign on this monastery in Darjeeling, India, is written in several languages.

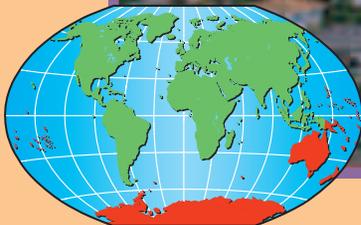


© Tom Wagner/Odyssey/Chicago

## Learning the Language of Japan

Learning to write Japanese characters requires practice and a good memory. Do you think you could learn 1,950 official characters?

## AUSTRALIA, OCEANIA, AND ANTARCTICA



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### A View of Auckland, New Zealand

Where are these homes? San Diego? Miami? New Orleans?  
Except for the brightly colored roofs, these homes in Auckland,  
New Zealand, could be anywhere in the United States.



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## Fishing in Polynesia

Many Polynesians make use of the land and sea for their food supply. These fishers inspect their nets.