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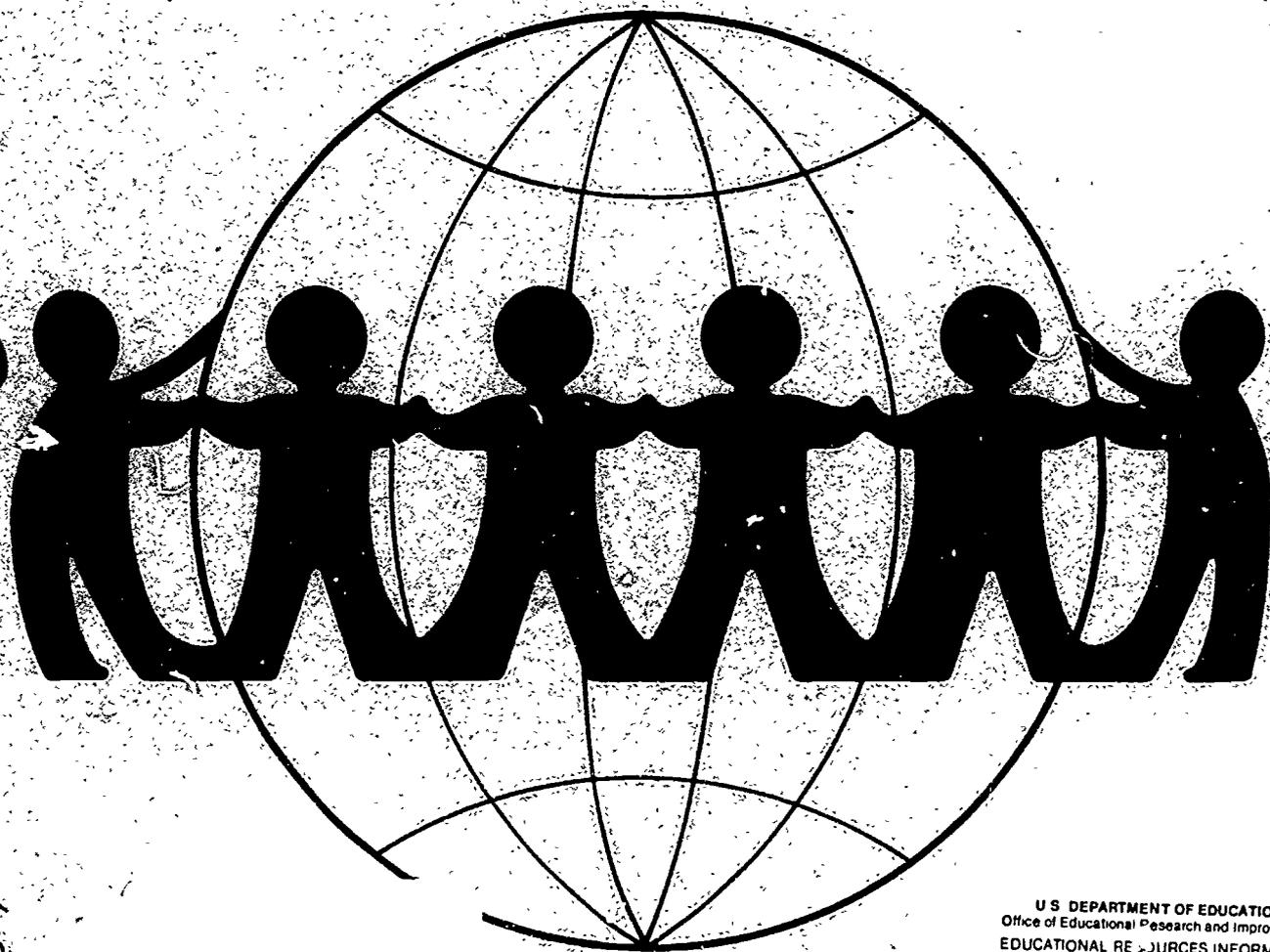
ABSTRACT

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The third grade guide contains units on the community, including the rural community, a town community, the urban community, and changes people make in the environment. The guide is illustrated with student art. (MSE)

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# FOREIGN LANGUAGE/ INTERCULTURAL PROGRAM

ED 296602



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## YOUR COMMUNITY AND MINE (Third Grade)

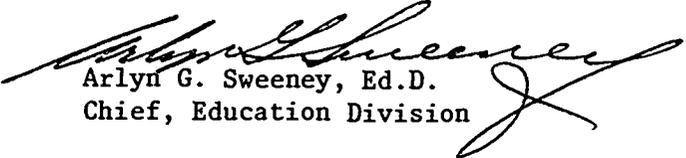
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## PREFACE

The Department of Defense Dependents Schools (DoDDS) Foreign Language/Intercultural Curriculum Guide has been written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of DoDDS. The purpose of the guide is to provide a systemwide structure to a program which is unique to DoDDS and which makes available to students the opportunity to learn about the culture and the language of the people who are their hosts.

The guide has been designed to provide a sequential program of instruction from kindergarten through grade 8; however, the depth to which any program can go depends on the time available and the number of host nation teachers in the school. Host nation language instruction is an essential part of the curriculum; therefore, language objectives are included in every unit. The emphasis placed on the language and/or culture instruction will be determined by the needs of the students, the number of host nation teachers, and the instructional time and materials available. A wide range and number of activities have been suggested so that the teachers can select those which best fit their needs. One might want to consider using an activity from another grade level to better meet the needs of the students.

In order to achieve the objectives and obtain maximum student learning the host nation teacher and the classroom teacher should coordinate their instructional programs to reinforce each other. The educators who have been involved in writing this guide have attempted to design the units, objectives, and activities to make this coordination and cooperative effort a little easier.

  
Arlyn G. Sweeney, Ed.D.  
Chief, Education Division

### ACKNOWLEDGEMENT

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TOPICS:

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| I.   | The Rural Community .....                    | 1  |
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## INTRODUCTION

The third grade curriculum is a study of host nation communities. Through their characteristics the different kinds of communities are investigated. The unit titles are: "The Rural Community," "The Town Community," and "The Urban Community." Each host nation teacher may emphasize the kind of host nation community located near the DoDDS school. The curriculum unit entitled "Changes People Make in the Environment" reviews and deals with communities from a different point of view.

The recommended time allocation for Intercultural instruction is 80 minutes per week for third grade.



David Wang  
Taegu American School  
Korea

## "An Eager Year"

Age 8



Third grade students are "halfway up the stairs" not a little child any longer, nor are they quite so settled down and responsible as they will be at 9 years of age. They resent being talked down to by teachers, but are still dependent on praise and encouragement. They look more grown up and mature at 8 than they really are.

The third grader is eager and tackles anything with more enthusiasm than wisdom, and needs guidance and help in achieving goals. They cannot accept too much criticism and tears appear at times. Their small muscles are better developed, therefore, writing is much more even. Craft work with tools and cutting with scissors is more efficient.

They are entering the period when interests will focus upon friends of their own sex. Belonging to a group is important, and they may follow group patterns rather than those of the parent and teacher. Group classroom projects are often successful at this age. Classroom activities using game techniques are very enjoyable, organized games such as soccer delight them. Students of this age can learn to be good losers as well as a good winners.

Interest in "acting" becomes very strong. They thoroughly enjoy putting on a play with participation itself more important than the finished performance. Movies, television, and comics are a definite part of their life. Fairy tales, stories of long ago, tales of animals and children and adventure stories appeal to them. Reading aloud is still enjoyed by many, but others prefer to read by themselves. They enjoy collecting things such as stones, bugs, bottle caps, stamps, almost anything. They change interests frequently.

The 8-year olds understand money and its use in our culture. They know value and plan ahead for savings to buy a bike or a toy. They can tell time and relate to events in the day, month, and year. They show an interest in things that happened "long ago," although they may think their grandmother lived at the time of the pilgrims. The third grader realizes that people live and die and that there were people before them and will be people after them. They are growing up.

Thinking for the third grade student reaches beyond the immediate environment. They are aware of similarities and differences among people and may develop feelings of prejudices concerning differences they see among people, therefore, stress needs to be placed on the many similarities of people rather than differences.

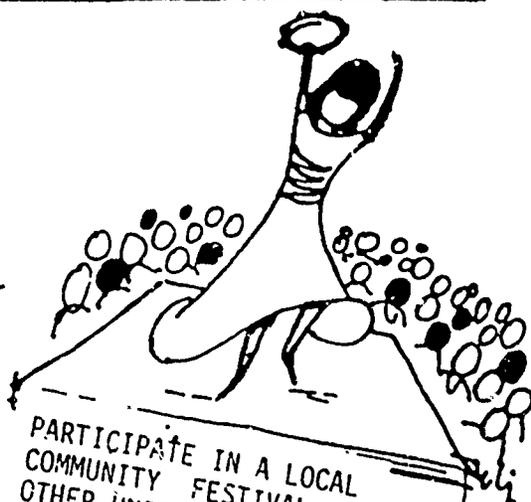
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Jenkins, Gladys G., et.al., These Are Your Children, (New York: Scott, Foresman and Company, 1953)

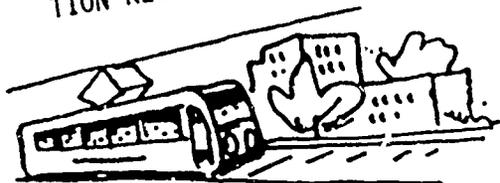
# Every Student should



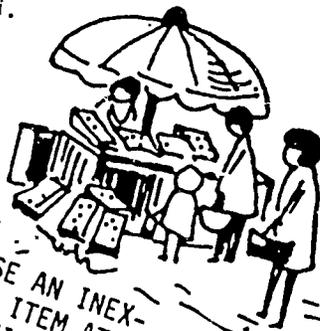
EAT A MEAL IN A TYPICAL HOST NATION RESTAURANT.



PARTICIPATE IN A LOCAL COMMUNITY FESTIVAL OR OTHER UNIQUE HOST NATION CELEBRATION.



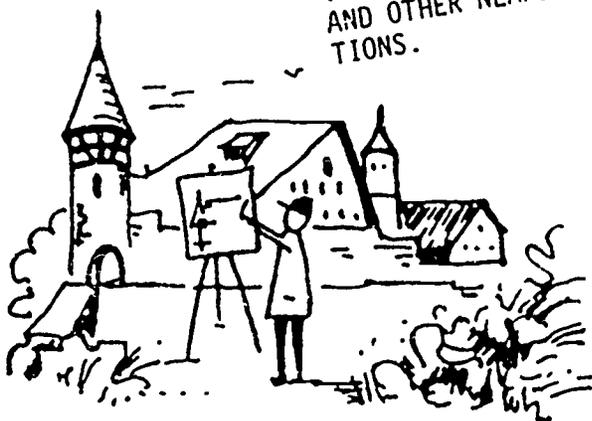
RIDE A LOCAL BUS, TRAIN, OR STREETCAR.



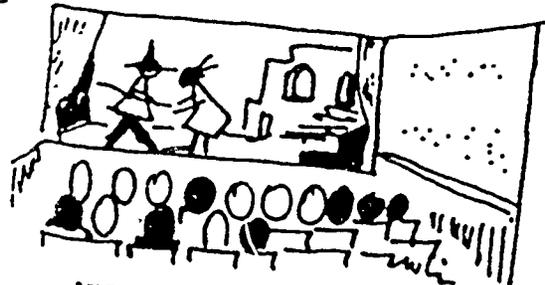
PURCHASE AN INEXPENSIVE ITEM AT A HOST NATION STORE OR MARKET.



VISIT MUSEUMS, GALLERIES, AND OTHER NEARBY INSTITUTIONS.



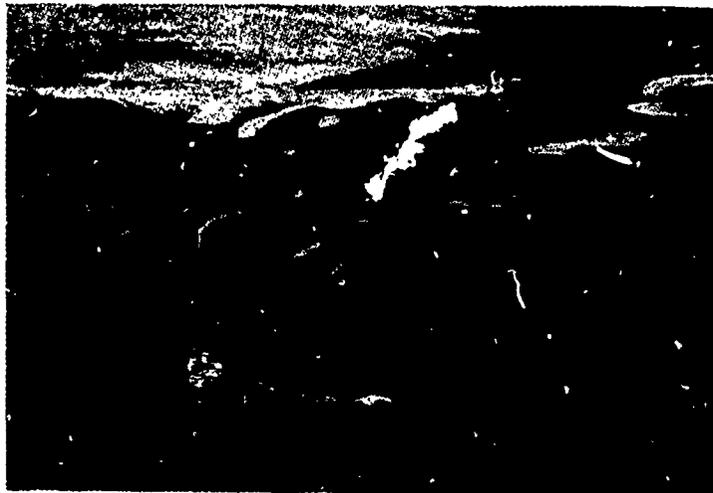
SHARE A COMMON ACTIVITY WITH HOST NATION STUDENTS IN SPORTS, MUSIC, ART, ON JOINT STUDY TRIPS, AT A YOUTH HOSTEL, DURING A HIKE OR OTHER PARTNER ACTIVITIES.



ATTEND A PLAY, OPERA, CONCERT OR OTHER LOCAL PERFORMANCE.

TOPICS:

- I. The rural community
  - A. Physical characteristics
    - 1. Natural characteristics
      - a. Rivers
      - b. Mountains
      - c. Lakes
      - d. Volcanoes, etc.



Ruth Goold

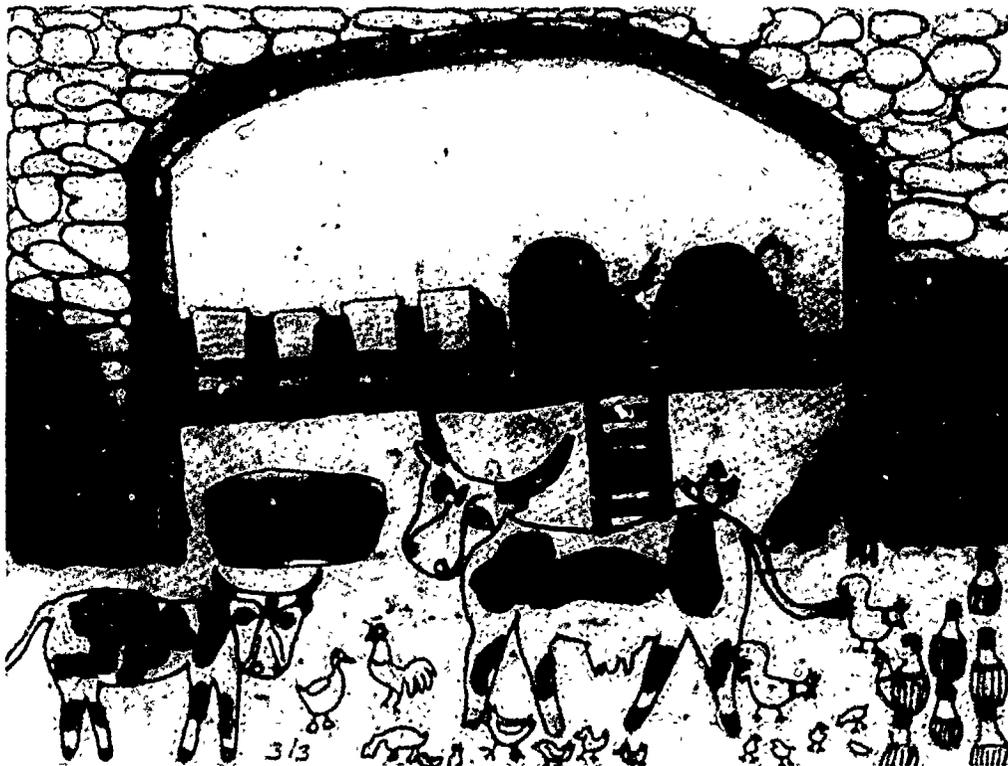
- 2. Man-made characteristics
  - a. Shelters
  - b. Homes
  - c. Roads
  - d. Barns



3/2

Barbara Dunn  
Escuela Primaria  
de Balboa, Panama

- B. Work
  - 1. In the past
  - 2. Contemporary methods
- C. Animals and crops
  - 1. Common domestic animals found on farms
  - 2. Crops common to most farms



Aviano Primary,  
Italy

- D. Crafts
  - 1. Rural handicrafts of the past
  - 2. Contemporary handicrafts
- E. Leisure games and activities
  - 1. Rural games and activities of the past
  - 2. Games and leisure activities of the present
- F. Wildlife
  - 1. The family's dependence on wildlife as a means of food
  - 2. Extinction of certain kinds of species
  - 3. Controls for hunting and fishing

Casey Key  
Osan Elementary School  
Korea



OBJECTIVES:

- o Identify the natural landscapes in a rural community.
- o Describe the seasonal effects on rural or farm life and activities.
- o Explain the different kinds of shelters in a rural community or farm.
- o Describe some simple farm or rural jobs and traditions.
- o Give examples of the domestic animals of the host nation in the host nation language.
- o Identify the major crops of the local farms.



- o Relate the old and modern farming and food processing techniques.
- o Explain farm-based crafts and their development.
- o Interpret safety rules that apply to farms.
- o Compile samples of rural music of the host nation.
- o Describe the wild life of the environment.
- o Identify leisure games and activities of children on a farm.
- o Give examples of host nation literature on farm or rural life on a third grade level.
- o Relate host nation language to the printed word.

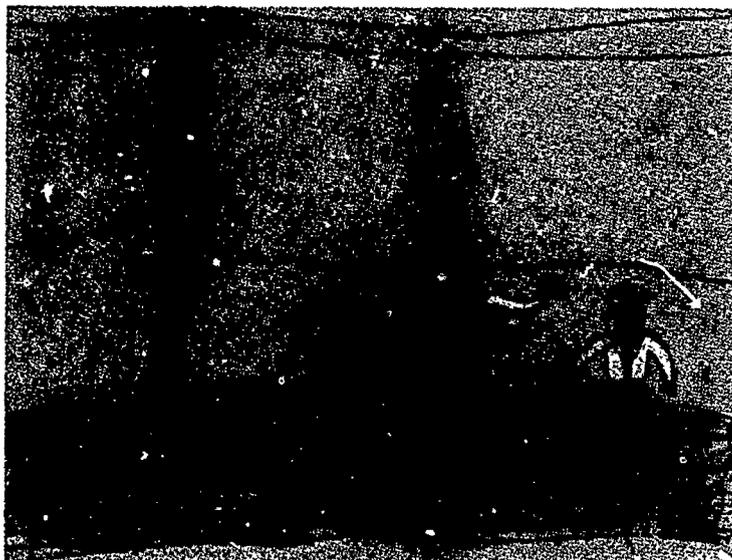
- o Read aloud simple sentences in the host nation language.
- o Form simple sentences in the host nation language.
- o Recite simple host nation language poems and stories.
- o Copy words in host nation language and simple sentences.
- o Demonstrate a knowledge of songs, dances, games, stories, holidays, and celebrations of the host nation culture.
- o Design host nation arts and crafts projects.
- o Assist in planning study trips to a host nation site.
- o Assist in organizing an exchange with a partner class.

Miki Nomura  
Yokota West Elementary School  
Japan



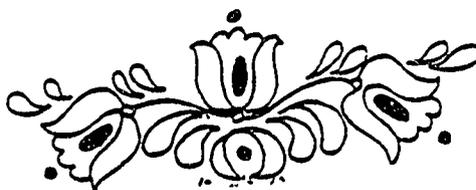
ACTIVITIES:

1. Plan and make a model or mural of a rural community or farm.
2. Identify and represent on a model or mural the natural physical characteristics; i.e. mountains, rivers, lakes, volcanoes.
3. Give examples of the different kinds of shelters and label each in the host nation language on a mural or model.
4. Make small representations of the domestic animals and label them in the host nation language.



Nathan Kahl  
Azores

5. Make a list and show pictures or slides of the major or common crops.
6. Divide the class into four groups. Have each group select a season and list some of the activities characteristic of that season in a rural community.
7. Have each student plant and cultivate a seed; use basil, soy beans, sun flowers, beans, or other suitable seeds. If possible have a small garden outside the school.



8. Show a film or filmstrip of rural or farm life.
9. Show pictures or bring in old tools which were previously used on farms and have students speculate or guess the uses of the tools. The students can illustrate scenes in which the tools are used. Have them show how these same jobs are done now with contemporary technology.
10. Have students pantomime some farm jobs.
11. Have students observe a resource person demonstrating some craft which is typical to the host nation rural areas, or show several kinds of old art crafts through AV media or pictures.
12. Visit a farm, folk museum, and/or any food processing plant dealing with farm-produced products of the area which you have studied.



13. Play records/tapes of typical host nation rural music and have students learn a country song or dance. The students could sing or play a rural host nation song or folk dance for another class or another school group.
14. Invite local groups or persons to perform rural or folk music and dances. Amateur groups are often available and charge little or nothing to perform in case securing money is a problem in your school.
15. Show a film, pictures, slides on wildlife of the area and discuss the habits of the animals.
16. Take a nature walk with children to observe birds, plants, and animals. Have students make a scrap book of the wild flowers or make a collage of wild animals or birds or plant life of the area.

17. Take children to a zoo to observe wildlife in captivity with emphasis on animals native to the area. After the visit to the zoo have students use cardboard and construction paper to make a small cage. Then have each student draw, cut-out, and paste on cardboard an animal they saw at the zoo and place it in the cage. Invite other classes to see "the zoo" made by the students, or you may be able to put "the zoo" on display in the media center.

18. Have students do a special wildlife project of their own in conjunction with a science or language arts activity.



Steven Phillippi  
Edgren High School  
Japan

19. Invite children or a class from the host nation rural school and exchange ideas on games and leisure activities.

20. Relate stories of children on a farm, or tell rural folktales.

21. Ask students if they have ever visited or lived on a farm in the United States. Have them relate some of their experiences.

22. Teach the names of the seasons in the host nation language and explore simple songs, poetry, proverbs in the host nation language that deal with rural life or seasons.

23. Select and display magazine pictures depicting people or life on a farm or rural area.

24. Have children draw a farm and label as much as they can in the host nation language.

25. Have students learn the phrase, "I like \_\_\_\_\_," in the host nation language and then have each child tell what he/she likes about a farm.  
Example: "I like the birds; or \_\_\_\_\_ the wild flowers; or \_\_\_\_\_ the seasons; or \_\_\_\_\_ the games, or \_\_\_\_\_ the food; \_\_\_\_\_ the animals."
26. Have children learn simple processes of how milk produces butter, cheese, and cream.
27. Explain how wool, cotton, or silk are made.
28. Have children do box sculpturing activities with milk cartons or small cardboard boxes about some phase of farm life.
29. Make a tape of the sounds of animals on a farm and have students identify the animal in the host nation language
30. Have children explore what problems a farmer might have. Perhaps they could role play, using simple little host nation words and phrases. Topics might include dry or wet season, insects destroying crops or forests, or a new highway being built through the farmer's land.
31. Discuss what women and men can do on a farm. (A good project for eradicating stereotyping.)
32. Have children look at pictures and compare the differences in how the people on a farm dress from the people in the city. Have them explain why they dress as they do.
33. Have students learn a song or poem in the host nation language about farm life. It can deal with animals, seasons, nature, weather, sounds and other farm related topics. After rehearsing have students recite or perform for their class or other classes.
34. Plan a "farm food festival" of products or foods typical of the host nation farmers or rural community.
35. Create a game by writing the host nation words of a simple sentence on cardboard. Have students select words to form a simple sentence which they can read and translate.
36. Write new host nation vocabulary words and sentences into class or student dictionary.



TOPICS:

II. A town community

- A. Physical characteristics
1. Buildings, banks, stores
  2. Roads, bridges, tunnels
  3. Traffic signs
  4. Advertisements and other signs
  5. Government buildings, town hall, museums, post office, church
  6. Restaurants, other dining and social businesses



Eugene Dodge  
Nuernberg High School  
Germany

OBJECTIVES:

- o Identify the characteristics of a host nation town community.
- o Identify the traffic signs and traffic safety rules of the host nation.
- o Copy words and sentences in the host nation language.
- o Read aloud simple sentences in the host nation language.
- o Distinguish between correct and incorrect pronunciation of simple host nation words and phrases.
- o Relate the sound of the host nation language to the written word.
- o Define situations in which it is important to be able to ask questions and follow directions in the host nation language.
- o Join in a directed dialogue in the host nation language.
- o Practice host nation customs and traditions.
- o Use idiomatic expressions of the host nation language.
- o Write familiar host nation words from dictation.
- o Interpret simple host nation expressions and phrases.
- o Design host nation arts and crafts.

## ACTIVITIES:

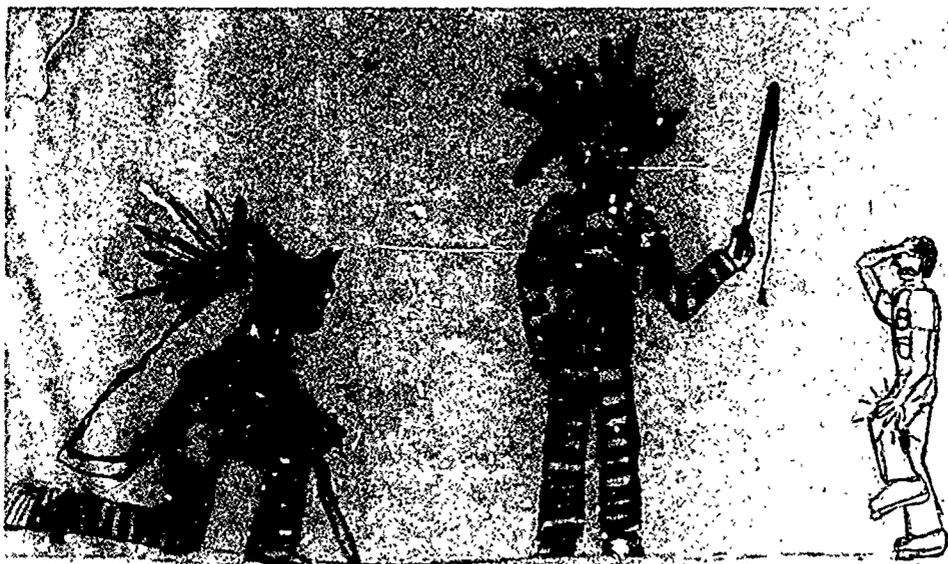
1. Have students build a model of a host nation community by assigning groups to work on individual projects. Combine the projects into one community model. This can be done as a joint project with the classroom teacher. It is recommended that:



Sumi Pyo

- a. If space allows, use large cardboard boxes so that students can enter.
  - b. If space is limited, the teacher can use shoe boxes, milk cartons, etc.
  - c. Another possibility is to collect wooden blocks discarded from the industrial arts classes and have students paint and label the different pieces. Students can personalize this project by using their own names as proprietors, i.e, Paul may make a bakery and name it Pablo's Panaderia, or if the name can not be translated the student can adopt a host nation name. Street names may be applied in the same way for those working on the streets of the model town.
2. Have the groups of students draw and paint sections of a mural of a host nation community. When finished, the mural may be displayed in the school halls, gym, outside school walls, or some appropriate place in the community.
  3. Have students make all the traffic signs and relate the meaning to the class. They can use the traffic signs for the model of a town.
  4. Have students role play riding a bicycle through the host nation town observing traffic safety.
  5. Have students copy signs and advertisements in the host nation language.
  6. Have students make a collage of words used in advertisements and signs seen in a host nation town.

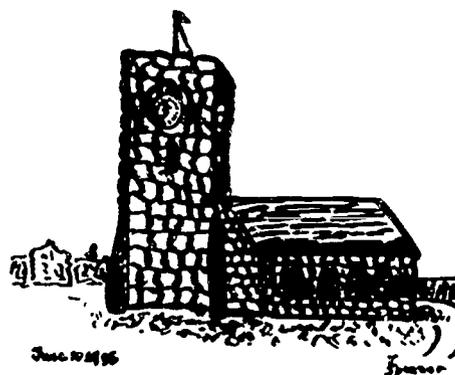
7. Have students put appropriate signs and advertisements on the model or mural, then have them read aloud the signs and advertisements.
8. Have students write a paragraph pretending that they are a stranger from America entering a host nation town for the first time. Stress the first things the stranger needs to find out and know.
9. Have students present a little skit where functional host nation language or directions are used. They should be taught how to ask for and give directions in the host nation language.
10. Dictate to students simple directions in the host nation language and have a treasure hunt at school, playground, or in the community.
11. For a game activity make language cards of all words learned. Each card should have one word such as "where-is-the-post office." Have students make new sentences from the cards available. Cards with words can be added when new host nation vocabulary is learned.
12. Take a study trip to an unknown host nation community and identify the different buildings and other facts of the town by reading signs and other physical markings.
13. Students may decorate the classroom, the model, or mural in appropriate manner when a host nation festival occurs. They might create their own festival in the manner or style of the host nation using foods, costumes, music, dances, and other typical features of the host nation.
14. Have students add new words to the class or student dictionary.



Alex Sterling  
Escuela Primara  
de, Balboa, Panama

TOPICS:

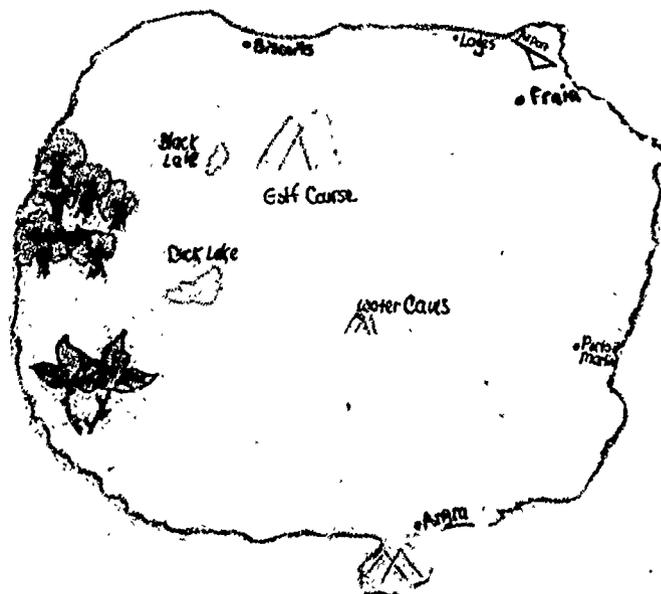
- B. The local town
1. Buildings
  2. Service centers
  3. Restaurants
  4. Museums or historical sites
  5. Monuments
  6. Factories



Taura Spencer  
Lakenhealth Elementary School  
England

OBJECTIVES:

- o Identify and become familiar with the nearest local town.
- o Use or make simple map of the local town.
- o Locate important landmarks, buildings, monuments, and other historical sites.
- o Show pictures of monuments or other characteristic landmarks of town.
- o Give examples of any unusual characteristics of a town.
- o Play games to become more familiar with local town.
- o Describe traffic safety rules in the local town.
- o Read simple words and simple sentences in the host nation language.
- o Relate the sound of the host nation language to the written word.
- o Practice host nation customs and traditions.
- o Organize an exchange program with a school in the local town.
- o Design host nation arts and crafts projects.
- o Use idiomatic expressions of the host nation language.



## ACTIVITIES:

1. Display a map of the local town and identify service centers on the map.
2. Take pictures of the local town to display in classroom, show slides of the town, or find small pictures or post cards to display with or on the map.
3. Develop a game such as the following:
  - a. Divide students into two teams.
  - b. Have two maps available of the town for each team.
  - c. Each team then secretly writes down the directions to a specific place in town.
  - d. Teams exchange directions.
  - e. Object: See which team can "find" the place first.
4. Visit the local town and explore certain areas. Students should be encouraged to sketch, take notes, and/or take pictures while visiting the town. These products will be used for later assignments. They might eat a meal in a town restaurant or take along lunches to eat in a park on a study trip to the town.
5. Allow students to select a project to be developed using their notes, pictures, and sketches recorded while on a study trip in the town. They could role play a scene in a restaurant using the host nation language and menu. Students discuss and decide which of the foods on the menu come from the local community. A mother who is from the host nation could be invited to the class to give the recipe of a dish from the menu.
6. Consider having your own restaurant at school. Imitate the host nation restaurant as close as possible. Invite parents and/or school staff. Involve the classroom teacher and/or parents.
7. Participate in a festival of the local town.

Monica Orta  
Escuela de Diablo  
Panama



TOPICS:

- C. Community members in the town
  - 1. Official persons
  - 2. Service persons
  - 3. Local celebrities

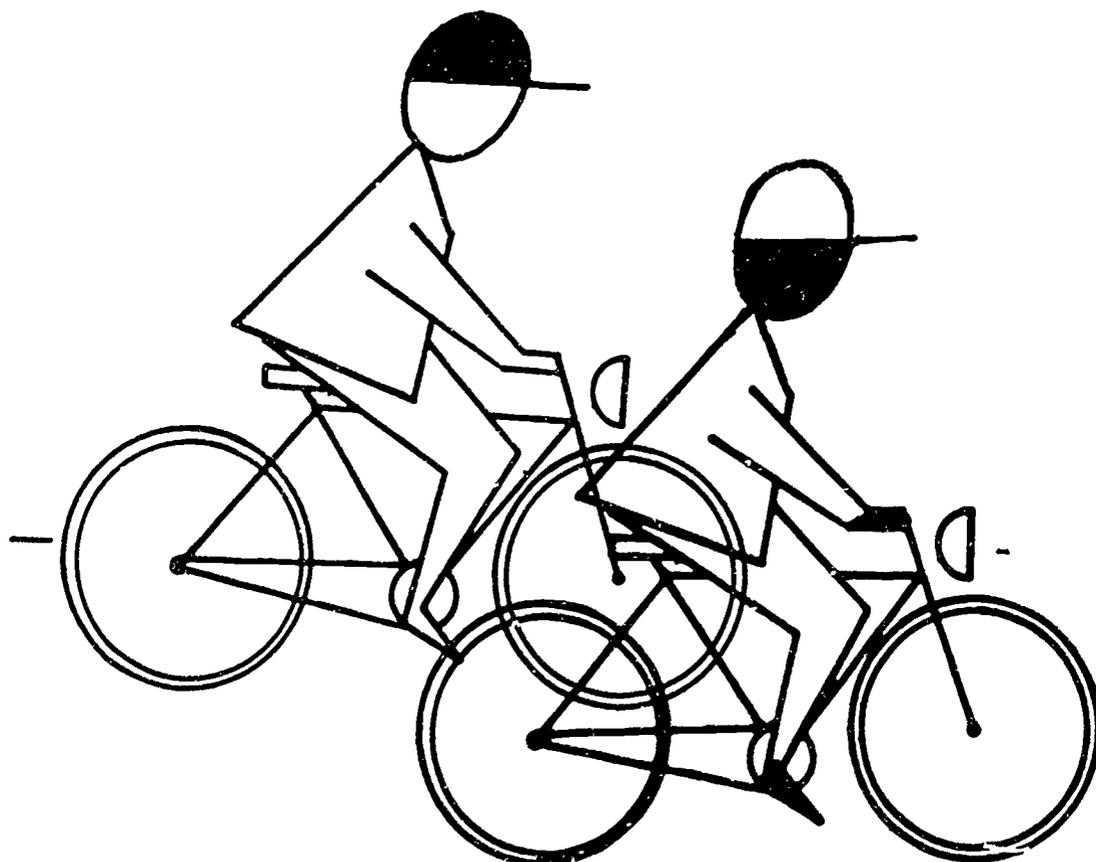
OBJECTIVES

- o Identify community members.
- o Practice the host nation language with native speakers.
- o Show an interest in using the host nation language.
- o Read simple sentences in the host nation language.
- o Join in directed dialog in the host nation language.



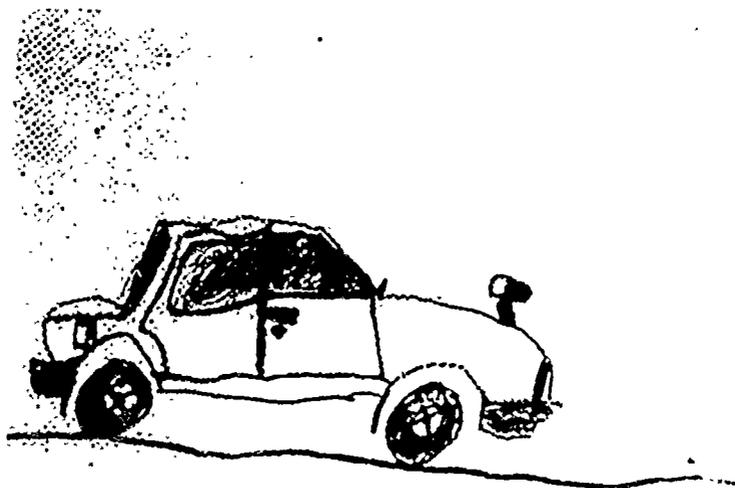
## ACTIVITIES:

1. Have students cut out pictures of community officials from a newspaper, and make a bulletin board with the identification of each official in the host nation language.
2. Make finger puppets of service personnel, such as law enforcement personnel, fire fighters, doctors, mail personnel, soldiers, etc., and have appropriate uniforms on puppets.
3. Invite law enforcement personnel to speak on traffic safety emphasizing bicycle safety.
4. Have children visit the host nation fire station and learn the emergency phone number
5. Have children make masks and hats to use in role playing skits using the host nation language. This could be done with the finger puppets.
6. Try to find folktales about certain members of the community; e.g., chimney sweeps, merchants. Have students illustrate a folktale.
7. Have students write short paragraphs about local celebrities.
8. Have students report on the performing arts in the community.
9. Have students visit an art show or see an artist at work in the town.



TOPICS:

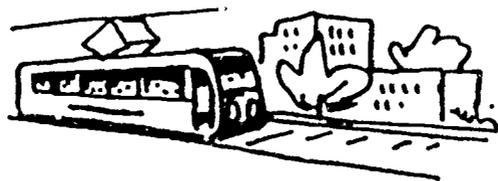
- D. Transportation in the town/community
1. Bus
  2. Train
  3. Taxi



Marcus Sluiter  
Matthew C. Perry School  
Japan

OBJECTIVES:

- o Identify the public transportation facilities.
- o Practice using with a group various means of transportation in the host nation country. Working in small groups is suggested.
- o Write simple words and phrases in the host nation language.
- o Recite simple poems and stories in the host nation language.
- o Practice a directed dialogue in the host nation language.



ACTIVITIES:

1. Have students list and post the means of public transportation in the community. They could relate experiences in using public transportation.
2. Show pictures of transportation officials in uniform and discuss their duties.
3. Arrange for students to experience the use of some kind of public transportation.
4. Have students write a short paragraph or draw an illustration depicting their experiences in using public transportation.

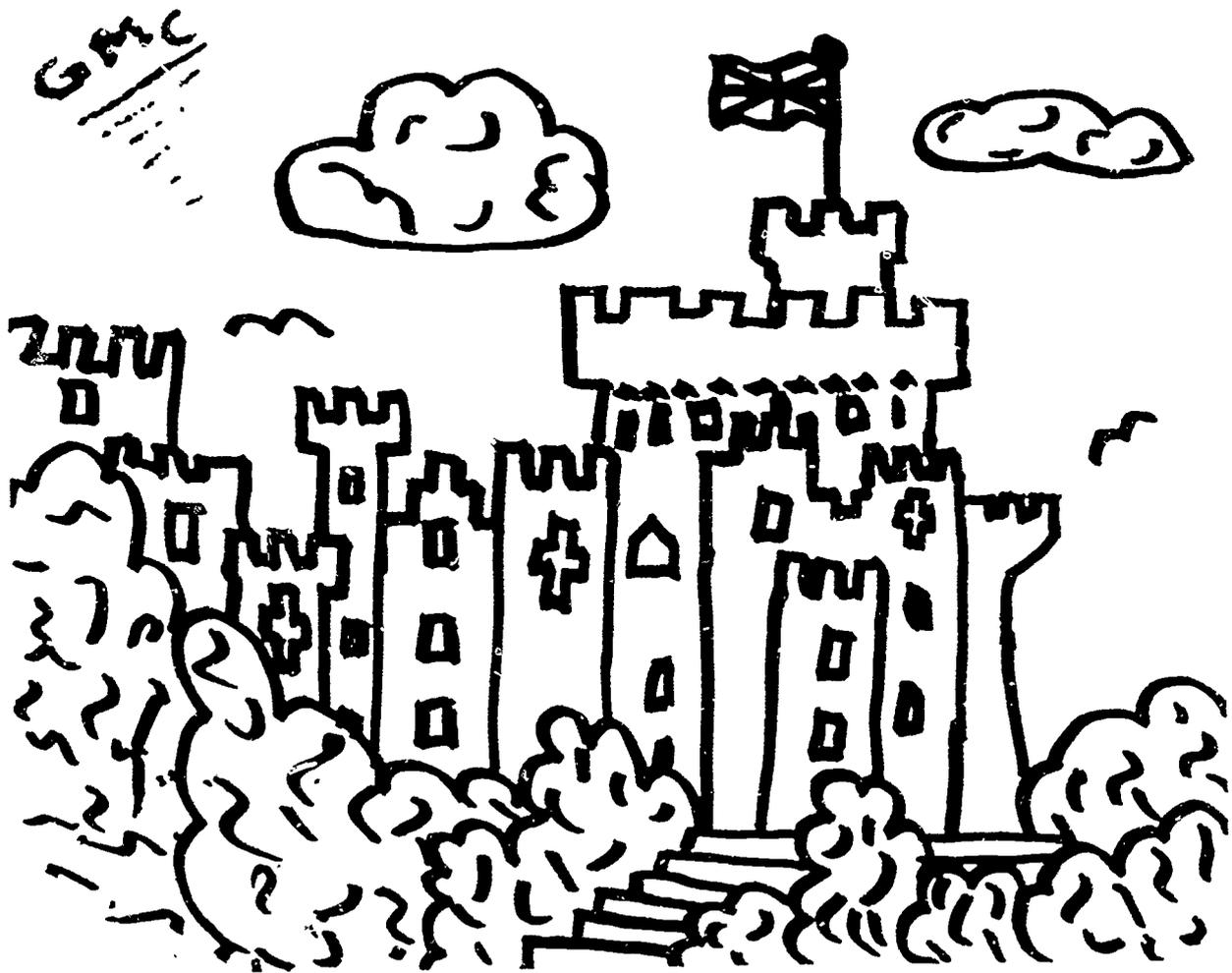


TOPICS:

E. History of the town

OBJECTIVES:

- o Identify places of historical importance in the local community.
- o Describes contributions of community members in the historical development of the town.
- o Recognize the symbol or coat of arms representing the local town.
- o Demonstrate knowledge of stories, songs, dances, games, holidays, and celebrations of the host nation country.
- o Write simple words and sentences in the host nation language.
- o Join in host nation customs and traditions.



Glenn Clark  
Lakenheath Elementary School, England

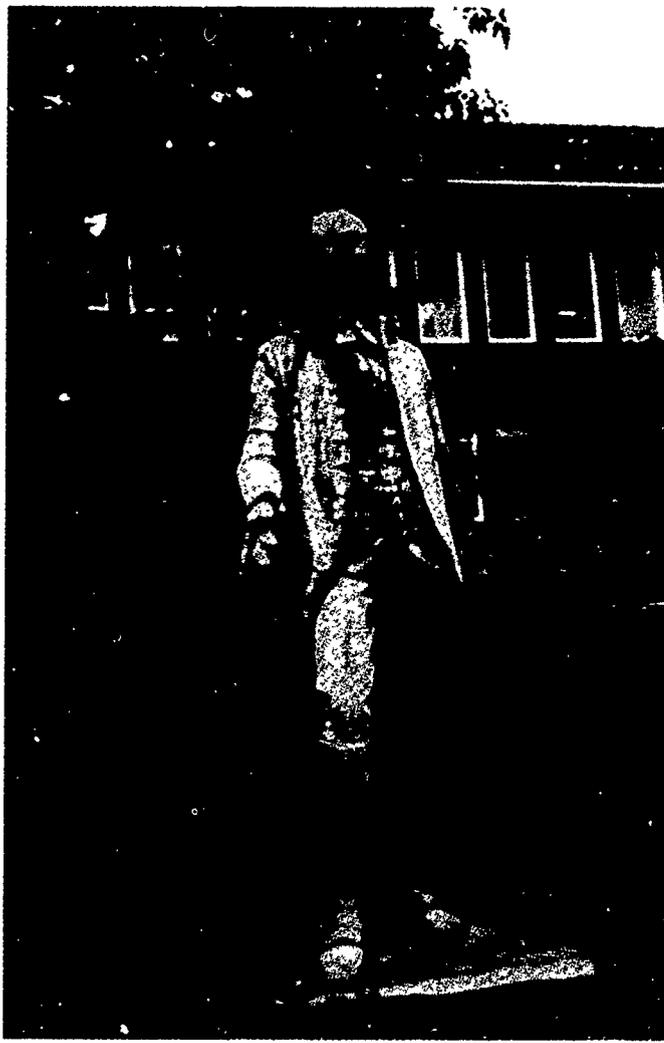
## ACTIVITIES:

1. Make a picture bulletin board of places of historical importance depicting the places on the map of the town. Explain to students historical events which make these places significant. After hearing about the events have students illustrate in cartoon form the historical events which had been explained. This could be a group project which could later be put together as a humorous creative account of historical events.
2. Create a trivia game based on historical sites and events of the community.
3. Present literature or tell stories of famous community members.
4. Put together a slide presentation and have students narrate a tape. This could be shown to new students.
5. Have students listen to host nation songs which are appropriate to the history or historical time being discussed.
6. Invite amateur dancers to show folk dancing.
7. Have students learn basic dance steps.
8. Have students go on a video guided tour of historical sites in the town. Older students/parents may assist with the project.
9. Invite a theater group or other members of the performing arts to recount historical events.



Mike Pritchard  
West Ruislip Elementary School, England

10. Arrange a study trip to local historical sites in the town.
11. Discuss the background of the town symbol or coat of arms and have students create their own symbol or coat of arms.
12. Inquire about the historical background of festivals or holidays special to the local community. Have students arrange a similiar host nation festival for the class.



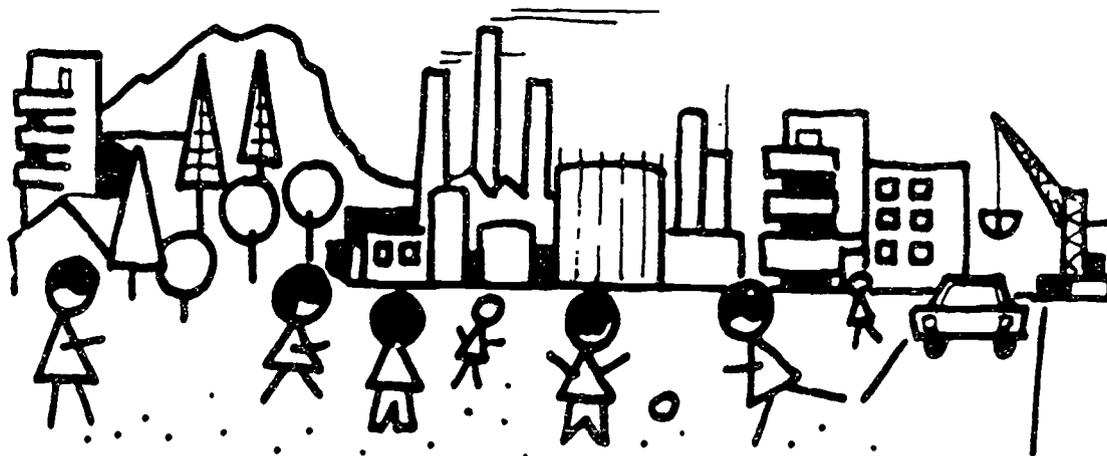
Adam Shoet  
Muenster Elementary School  
Germany

TOPICS:

- F. Children in the town/community
1. Home environment
  2. Play environment
  3. Work environment

OBJECTIVES:

- o Identify the characteristics of the host nation peer group's home environment.
- o Identify the characteristics of the host nation peer group's play environment.
- o Identify the characteristics of the host nation peer group's work environment.
- o Assist in organizing an exchange with a partner class.
- o Read simple sentences in the host nation language.
- o Use idiomatic expressions.
- o Interpret simple expressions and phrases.
- o Practice the host nation language with native speakers.



ACTIVITIES:

1. Plan a student exchange program with individual host nation students in private homes.
2. Refer to the curriculum guides for first and second grade for further activities for host nation home environment.
3. Learn indoor and outdoor host nation games.
4. Participate in some host nation sports or games with or without a partner school.



5. Have an exchange with a partner school and compare the two school systems.
6. Show host nation children at work in a community through AV media and printed materials.
7. Discuss the outside of home responsibilities and work of the host nation child; e.g., caring for pets.



Kim Van Houten  
Kubasaki High School  
Okinawa

TOPICS:

III. The urban community

A. Physical characteristics:

1. Buildings
2. Streets
3. Traffic signs
4. Advertisements
5. Government buildings
6. Restaurants, other dining and social business
7. Problems of the city

OBJECTIVES:

- o Identify the characteristics of a host nation urban community.
- o Recognize traffic safety rules in a city.
- o Copy words and simple sentences in the host nation language.
- o Read aloud simple sentences in the host nation language.
- o Relate the sound of the host nation language to the written word.
- o Practice host nation customs and traditions.
- o Write familiar words from dictation.
- o Describe a situation in which it is important to ask questions and follow directions in the host nation language.



Matthew Sweet  
Muenster Elementary School  
Germany

## ACTIVITIES:

1. Discuss the difference between a town and city. Have students identify the buildings a town and a city have in common, emphasize the names of the building or establishments in the host nation language.
2. Have students identify the establishments and buildings which are found in a city and list these in the host nation language.
3. Have students discuss the interdependence and relationships between a town and a city near the school.
4. Make a bulletin board of the nearest host nation city.
5. Discuss some of the unique characteristics of the host nation city. Compare it to a city in the United States.
6. Have students bring in a map of the city for their own use and locate unique features such as rivers, bridges, parks, and buildings.
7. Have students do a mural of the city in sections.
8. Have students paint a silhouette of a city block/street emphasizing the characteristics of the host nation city.
9. Discuss the different traffic safety rules needed in a city. Have students role play city traffic. One child may pretend to ride a bicycle while the other students are the city traffic. This is a good playground activity.
10. By using the city newspaper or magazine have students research through photo advertisements what leisure activities are offered in the host nation city.
11. If possible, have students obtain copies of menus when they eat at a restaurant in the city. Have students describe the taste of a host nation food they have experienced and make a collage by using the more positive adjectives and pictures of local foods.
12. Refer to Topic II of this curriculum guide on towns for further activities which can be used to study the city.
13. Have the students add new host nation words and sentences to the class or student dictionary.



Conor Richard  
Muenster Elementary School  
Germany

TOPICS:

B. History of the host nation city

OBJECTIVES:

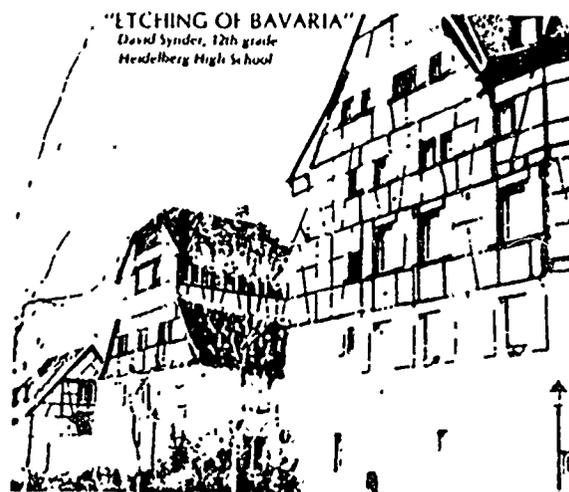
- o Identify places of historical importance in the host nation city.
- o Describe the historical development of the city.
- o Describe contributions of city citizens to the history of the host nation city.
- o Demonstrate knowledge of host nation songs, dances, games, stories, holidays, and celebrations.
- o Recite simple poems and stories in the host nation language.
- o Recognize monuments in the city dedicated to historical figures.
- o Recognize the symbol representing the city.
- o Read aloud simple sentences in host nation language.
- o Copy host nation words and simple sentences.



Anthony Birchfield  
Muenster Elementary School  
Germany

## ACTIVITIES:

1. Make a picture bulletin board display of places of historical importance, and indicate where they are located on the map. Explain the historical events which make these places significant. After having discussed the historical events have students illustrate in cartoon form the historical events discussed. This could be a group project which could later be put together as a humorous creative account of historical events, or a book might be developed to which all third grades could contribute.
2. Present literature or tell stories of famous people in the city's history.
3. Create a trivia game based on historical sites and events of the city and community. Pictures of sites and people are matched up with the name and event.
4. Create a bingo game with the names of places and people on the card. The teacher then reads the event or description which matches the name or person.
5. Make a dice game with a board map of the city which depicts a path from one historical place to another. When a player lands on a site, or a picture of a person along the path, the player must say the name or what makes the place or person historically important in order to gain a chance to continue. If the player does not know the correct answer the dice is passed to the next player.
6. Put together a slide presentation of the city to be shown and narrated for incoming students.
7. Present songs and dances from the city. Have students learn and perform for an audience.
8. Add new host nation vocabulary and sentences to class or student dictionary.
9. Refer to Topic II, the history of the town, of this curriculum guide for further activities.



TOPICS:

- C. Members of the city community
1. Official persons
  2. Service persons
  3. Local celebrities

OBJECTIVES:

- o Identify urban community members.
- o Practice host nation language with a native speaker.
- o Relate the sound of the host nation language to the printed word.
- o Read aloud simple sentences in the host nation language.
- o Copy words and simple sentences in the host nation language.
- o Form simple sentences in the host nation language.
- o Use idiomatic expression in the host nation language.
- o Show an interest in applying host nation language skills.



## ACTIVITIES:

1. Have students cut out pictures of city officials from a newspaper and make a bulletin board with the pictures labelled in the host nation language. After the bulletin board is completed have a class discussion and outline the duties of these city officials. Students should try to identify how the officials work to improve the city.
2. Have students make paper dolls of service personnel such as police, fire fighters, doctors, nurses, post office personnel. They can create a dialogue for these dolls depicting situations in which a citizen might have to call for their services. The paper dolls can be placed on a map of the city indicating the location of their offices or stations.



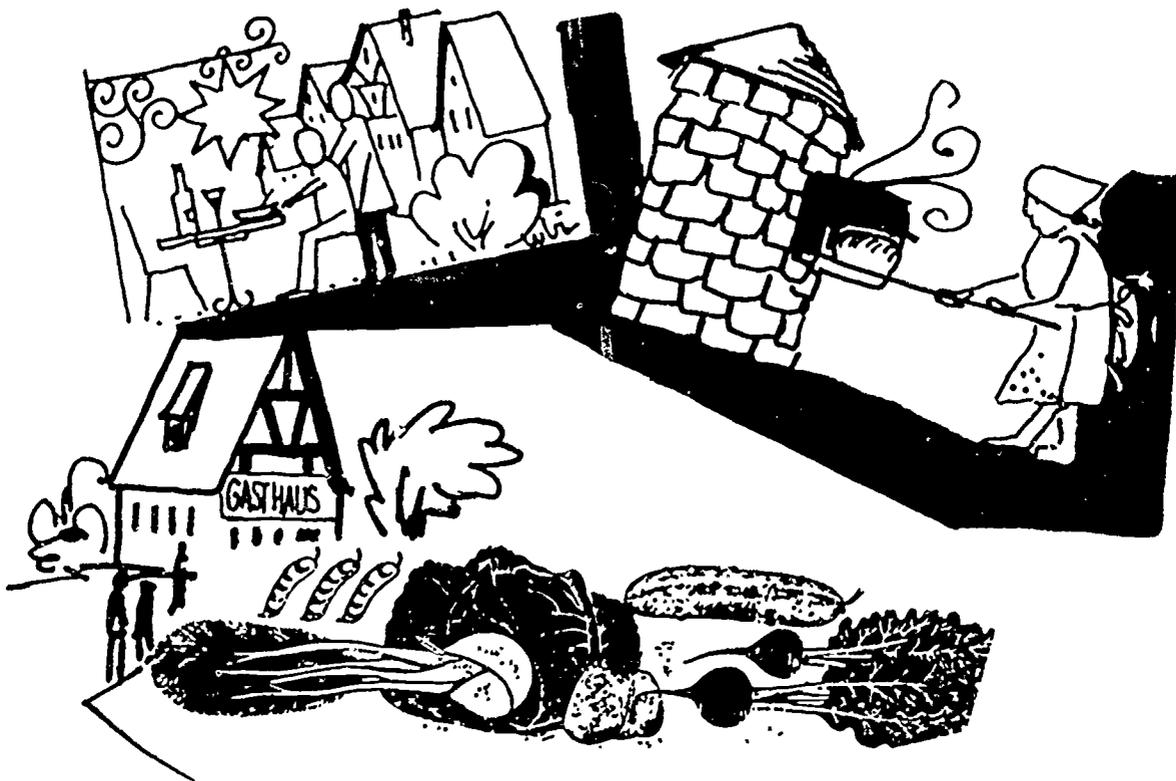
3. Through local newspapers and magazines have students identify local celebrities. Have students write small paragraphs describing these celebrities and their work.
4. Have students do a pamphlet on the celebrities in the performing arts.
5. Arrange a study trip to an art show so students can view art work by local artists. If a study trip is not practical, art books and guides might be used.
6. If possible, arrange for a study trip to view local artists at work.
7. Have students add new host nation words and sentences to class or student dictionary.

TOPICS:

- D. Industries in the host nation city
1. Factories
  2. Construction industries
  3. Tourist industries
  4. Other industries

OBJECTIVES:

- o Describe some different local industries of the host nation city.
- o Identify some of the products of local factories.
- o Give examples of construction material used in buildings.
- o Explain the importance of the tourism industry.
- o Form simple sentences in the host nation language.
- o Describe a poem or a story in the host nation language.
- o Interpret simple expressions or phrases.
- o Relate the sound of the host nation language to the printed word.
- o Read aloud simple sentences in the host nation language.
- o Copy words and simple sentences in the host nation language.



## ACTIVITIES:

1. Locate the different factories on the city map. Have students make a list of some of the products from these factories. If possible, bring examples of these products into classroom. Students could cut out pictures and make a collage of the products produced in the factories of the host nation city.
2. Use media to show the manufacturing of products.
3. Take a study trip to a local factory and have students write or illustrate an account of the trip.
4. Discuss the material used in construction of buildings. The class might investigate which of these materials are available locally or need to be imported. If possible, arrange for the class to observe the construction of a building or house.
5. Display brochures of tourist attractions in the city and investigate products produced for the tourist industry. Samples of these tourist industry products might be brought in for display.
6. Make a tourist pamphlet of the host nation city which emphasizes the attractions which appeal to third graders. Plan a study trip to the city calling attention to the sights the students emphasized in the pamphlet.
7. Add new host nation language words and sentences learned in the unit to the class or student dictionary.

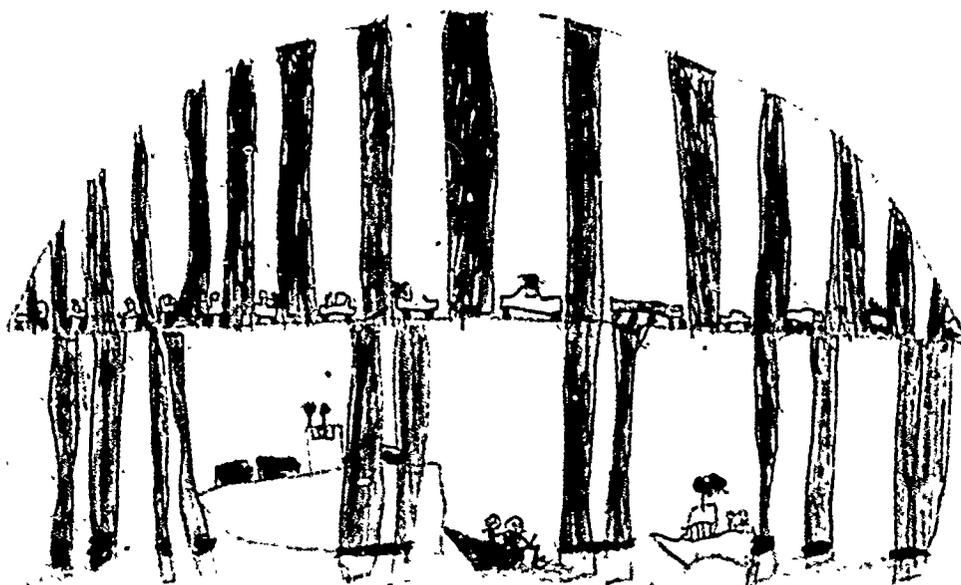


TOPICS:

- E. Transportation in the city
1. Bus
  2. Train
  3. Taxi
  4. Metro or subway

OBJECTIVES:

- o Study public transportation in the city.
- o Practice using various means of transportation with a group in the host nation community.
- o Show an interest in applying host nation language skills.
- o Form simple sentences in the host nation language.
- o Use idiomatic expansions in the host nation language.
- o Read aloud simple sentences in the host nation language.
- o Copy words and simple sentences in the host nation language.



Sean Angermuller  
Escuela Primaria  
de Balboa  
Panama

ACTIVITIES:

1. Discuss transportation in the host nation city and have children relate their experiences of using public transportation in the host nation. Students can make a collage of different modes of transportation using pictures from magazines and newspapers. A role play activity related to public transportation could be used to help students learn simple host language terms needed in using the transportation system.
2. Plan a study trip to provide students with experience in using public transportation.
3. Have students add new host nation words or sentences to the class or student dictionary.

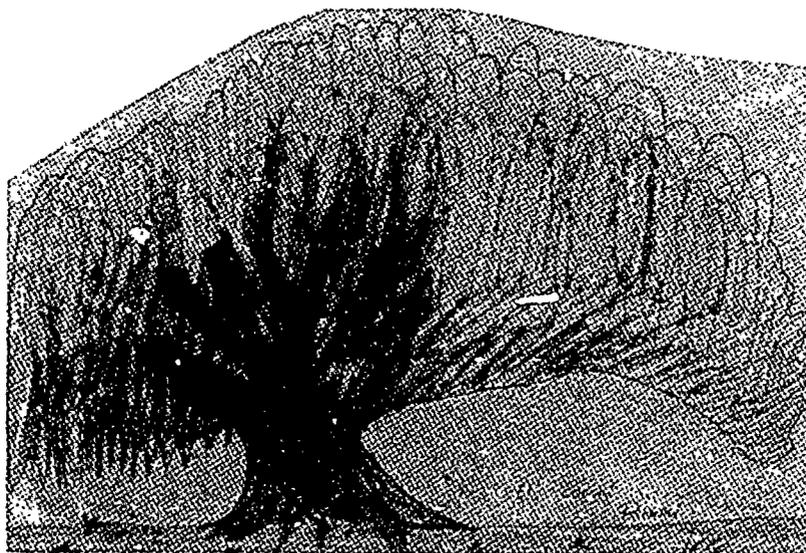


TOPICS:

- F. Children in the city
1. Home environment
  2. Play environment
  3. Work environment

OBJECTIVES:

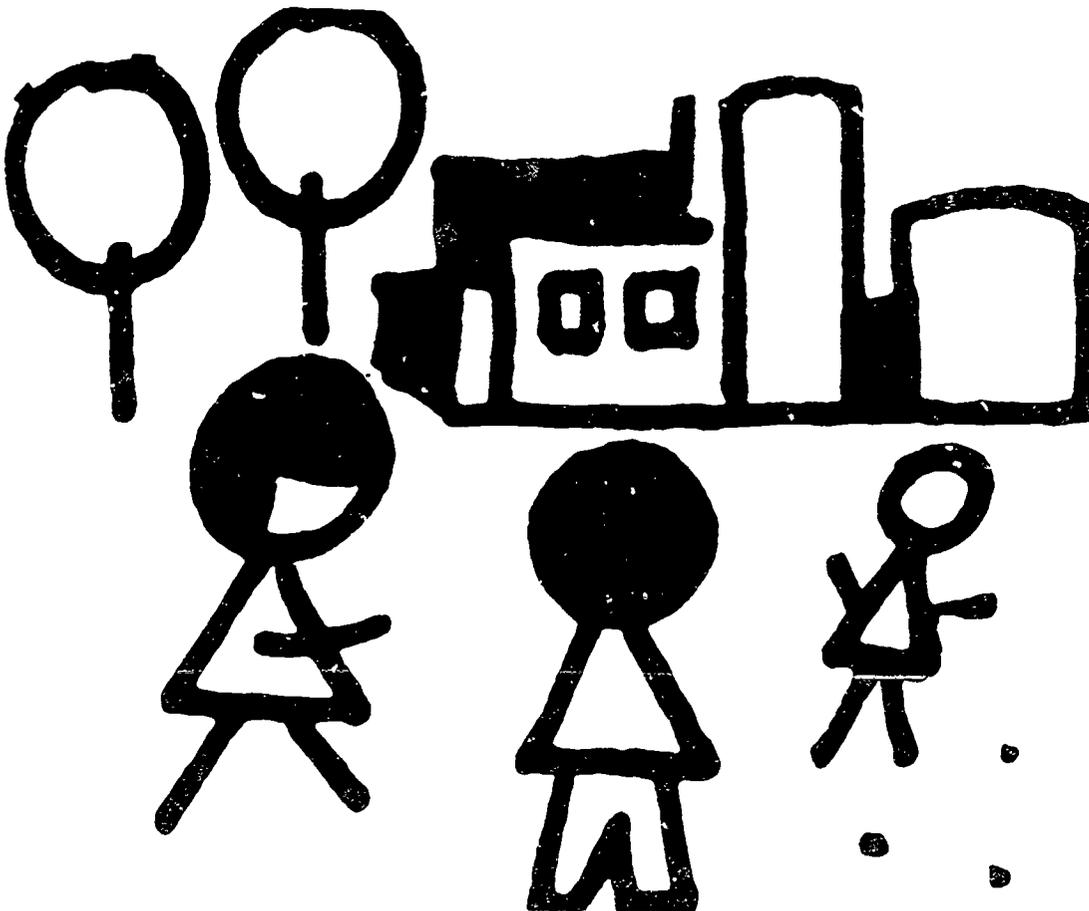
- o Identify the characteristics of the host nation peer group's home environment.
- o Identify the characteristics of the host nation peer group's play environment.
- o Identify the characteristics of the host nation peer group's work environment.
- o Assist in planning an exchange with a host nation partner school.
- o Copy simple words and sentences in the host nation language.
- o Practice the host nation language with a native speaker.



Tara Gill  
Escuela Primaria  
de Balboa  
Panama

ACTIVITIES:

1. Compare home, play, and work environments in a rural, town, and city community in the host nation.
2. Refer back to first and second grade activities for comparisons of host nation and American home environments, play environments, and work environments.
3. Discuss the host nation child's responsibilities outside of the home. Describe the play areas available to children of the host nation city such as parks, playgrounds, etc. Have students investigate leisure activities of the city child.
4. Plan an exchange with a host nation partner school in the city.
5. Add new host nation words and simple sentences to the student or class dictionary.

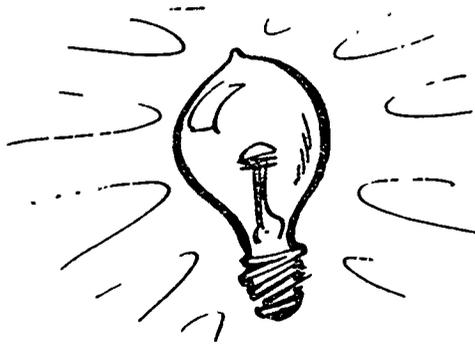


TOPICS:

- G. Problems of the host nation city
1. Expansion
  2. Crime
  3. Traffic
  4. Transportation
  5. Energy

OBJECTIVES:

- o Identify the problems of cities.
- o Point out the problems of a host nation city.
- o Describe the effects of an expanding population on the city.
- o Describe actions of law enforcement agencies in preventing crime.
- o Explain the traffic problems of a city.
- o Describe the energy uses of a city.
- o Identify means of energy conservation.



## ACTIVITIES:

1. Discuss the problems of most cities. Make a list of city problems. Distinguish between the problems of American cities and the problems of host nation city.
2. Have students discuss crowded conditions of a city. Have students point out on a city map the areas where housing construction is taking place. Investigate with students the amount of land available for future expansion of the city. Try to meet with city officials to inquire about plans for the city's expansion. Plan a study trip and have students identify the differences in the new and old architecture of the city.
3. Have students relate their knowledge of recent crimes in the city. Investigate what measures law enforcement agencies take in crime prevention. Invite law enforcement officers to talk to the class about personal safety measures that citizens need to take in order to prevent crime and minimize temptations.
4. Invite law enforcement agencies to explain traffic safety rules for the pedestrian in the city. Refer to traffic safety activities in tours under Topic II.
5. Have students imagine and describe a city without public transportation and discuss the difficulties that would result. Discuss the public transportation available in the host nation city. Have students suggest improvements for the public transportation system, and investigate city plans for public transportation improvement.
6. Discuss what is meant by energy conservation in a city, and how the host nation city uses energy. Have children describe experiences in which energy or power failures have occurred.
7. Have students add new host nation words to the class or student dictionary.



TOPICS:

IV. Changes people make in the environment

- A. Nature untouched
- B. Farm
- C. Town
- D. City

OBJECTIVES:

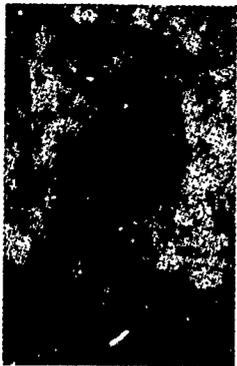
- o Explain the environments of the host nation.
- o Identify the changes people have made in the environment of the host nation.
- o Discover the problems resulting from people's expansion into the natural environment of the host nation.
- o Describe the actions the host nation is taking in the programs against pollution.



Marvin Dugue  
Wurtsmith Elementary School  
Philippines

## ACTIVITIES:

1. Have students make a series of drawings:
  - a. Nature unspoiled.
  - b. The same natural setting with a farm.
  - c. The farm setting with a town.
  - d. The town grown into a city.
2. Have students view old photographs of a nearby town or city and discuss the changes.
3. Have students make a series of posters by:
  - a. Cutting out of magazines a landscape to present nature untouched by man.
  - b. Cutting out pictures of a farm to show the way people effect the environment.
  - c. Cutting out houses to represent the development of a town.
4. Discuss the changes needed in the natural environment for people to live in the area.
5. Discuss the results of the changes people make in the natural environment on the wildlife of the host nation.
6. Discuss the importance of the awareness of the effect people have on the natural environment.
7. Show films on the ecology in the host nation.
8. Define pollution, and discuss the importance of pollution awareness. Investigate with the class the rules and regulations concerning pollution in the host nation community and the military community. Have students identify polluted areas in the community and, if possible, trace the causes of that pollution. The class could make antipollution posters.
9. Read to the students a poem about pollution in English. Have students write a poem as a caption to an illustration or antipollution posters. The bilingual students may be able to write a poem of three or four lines in the host nation language.



Julie Ziegler  
Kadena High School  
Okinawa

Distribution: X, Q (1 per Intercultural teacher, K-8; 1 per grade level, K-8)



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