

Teacher's Guide for FACES® *WORLD ON A PLATE*

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MATERIALS

October 2006 FACES® issue: *WORLD ON A PLATE*; World Map, city or town map, computers, Internet connection, post-it circle stickers, yellow pages, poster board, index cards, yarn

GEOGRAPHY

Divide the students into small groups. Assign or have them pick an article to read.

Made All Over P.4-5

Fast Food Around the World p. 6-7

What is Globalization p.8-11

Borrowing Brains p.12-15

When the World Calls p.16-19

Basketball without Borders p.24-27

Playing Everywhere p.28-30

Nefertiti and You p.34-37

Global Groceries p 40-42

Birds: The Natural World's Ambassadors p.42-45

Give world maps to the groups and have them glue it in the middle of the poster board. Using the information found in the article, write it on the index cards, glue it on the poster and using the yarn and circle sticker connect to the place on the world map it was found or came from. Have students find a picture of the item that they are reading about on the poster. For example, if the group is doing the SUV, put a picture of a SUV on the poster. Have each group do a presentation on their article and use the poster as a visual.

RESEARCH

Using the article on page 20, Words Around the World, have the students find other words and their origins. For example, where did the world ketchup come from?

Make a chart with the headers...WORD COUNTRY... then after listing the words, categorize the words as to food, animals, clothing, etc. Post around the room for students to add on throughout the year when they discover a new word.

Using the Yellow Pages, find the different ethnic restaurants in your city or town. Have the students do a map similar to the world map using a city or town map. If from a small town, you might want to do a county map. Ask students who are going to be eating at these restaurants to try and bring in a take-out menu.

On a trip to the grocery store, have the students see where the fruits and vegetables come from. Have them write down the name of the food and where it was grown. Also have them look in other areas of the store for more ethnic food and make a list.

Anyone going to the automotive store could look and see where the parts were made and make a list of the part and country of origin.

When this information is brought in, put on chart paper. Have the students in small groups use this data to create a visual that will display it in an organized manor.

The article in the magazine talks about Basketball without Borders. Are there other sports this article could have been written about? Have the students research other sports that could have been written about and list reasons why they chose the sport.

Have the students research and complete a family tree.

WRITING

Have the students in each group write a summary of their article.