

# JOURNEY AROUND THE GLOBE

Ages 8 to 10 (Level 2)

<b>Description:</b>	In this project, the learner will learn about similarities and differences of countries around the globe by exploring the concepts of travel and trade
<b>Leading question:</b>	Where is your favorite sport originally from?
<b>Age group:</b>	8-10
<b>Subjects:</b>	Social science, mathematics
<b>Total time required:</b>	4 hours over 4 days
<b>Self-guided / Supervised activity:</b>	Medium supervision
<b>Resources required:</b>	pen/pencil, paper, scissors

Day	Time	Activity and Description								
1	5 minutes	In this project, we will learn about how connected our world is and explore how travel and trade have shaped our lives. We will also create our own atlas!  Ask the learner: do you like to travel? How many countries, cities, or villages have you traveled to or heard about and would like to travel to? The learner will write down the names of each country, city, or village they have visited or would like to visit								
	10 minutes	Ask the learner: do you know how many countries there are in the world? Let her/him guess, then say: 195! Can you count to 195? The learner will draw 195 dots (or any other shape) on a blank piece of paper to indicate countries on the map. Learners can also do this activity using states, cities and villages in their own country if preferred  If the learner is older, she or he can identify the place value of each digit in the number 195 using the table below:								
		<table border="1"> <tr> <td>Number</td> <td>1</td> <td>9</td> <td>5</td> </tr> <tr> <td>Place</td> <td></td> <td></td> <td></td> </tr> </table>	Number	1	9	5	Place			
Number	1	9	5							
Place										
	5 minutes	Some countries/cities/villages are very far from each other and others are very close. Do you know any countries close to yours? What about those that are very far?								

10  
minutes

The learner will write down the name of one or more countries/cities/villages that are very far and very close.

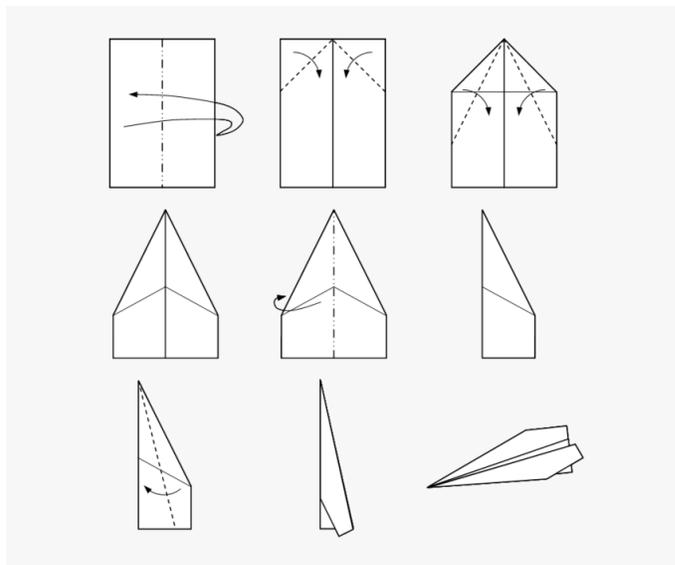
Ask the learner: how can we travel to some of these places? The learner will reflect and identify 3-4 different ways we can travel to other states, villages, cities or countries. Explain that we can travel in 3 different ways - by air, by water, and by land. Ask the learner to classify the examples based on the category they fall under. An example has been done below

Mode of travel	Water	Land	Air
Example 1	Ship		
Example 2			

15  
minutes

Let's travel to some of these countries! Ask the learner: how long do you think it will take us to travel to these countries? We should be able to travel to the countries that are closer to us faster!

The learner will make a paper plane or draw and cut out a plane to use for traveling



source: [https://www.pngitem.com/middle/mwmwhw\\_make-paper-airplane-step-by-step-hd-png/](https://www.pngitem.com/middle/mwmwhw_make-paper-airplane-step-by-step-hd-png/)

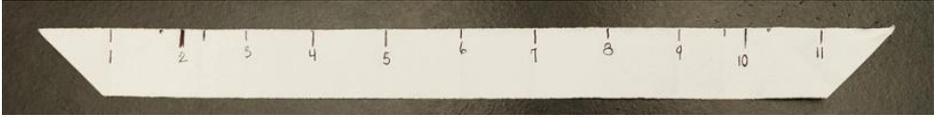
15  
minutes

Now it's time to travel!

- The learner will select two "destinations" in the room, one very far and one closer to her/him. The one that is closer represents the country/city/village



	<p>20 minutes</p>	<p>Every country has something that makes it unique or special. The learner will find out from adults around them (or the internet) things that make the following countries unique:</p> <ul style="list-style-type: none"> <li>● Tanzania</li> <li>● China</li> <li>● Mexico</li> <li>● Saudi Arabia</li> <li>● Australia</li> </ul> <p>For example, China makes more gold than any country in the world!</p> <p>The learner can also come up with their own list of countries and write or draw one or two things that are only found in those countries. The learner should choose countries based on their interest and for which they have access to information. The learner can also focus on one country and complete a more detailed report on any country of his or her choice covering the following sections:</p> <ul style="list-style-type: none"> <li>● Name of country (or draw its flag)</li> <li>● Continent it is in</li> <li>● Currency</li> <li>● Popular sport</li> <li>● Popular traditional dish</li> <li>● One fun fact about that country</li> </ul> <p>The learner will draw a map of the world on the third page of their atlas and locate the countries on his or her list on the map. Mark them with different shapes or symbols. Learners can choose not to draw continents that are not represented by the countries' list.</p> <p>Learner will then locate the countries on the list above (or their own list):</p> <ul style="list-style-type: none"> <li>● Learners will look at the world map in the appendix</li> <li>● Using cardinal directions (North, East, South, West), learners will identify the general location of the countries. Older/advanced learners can use more specific directions such as Northeast, Southwest etc.</li> </ul> <div data-bbox="516 1459 852 1795" style="text-align: center;"> </div> <p><small>shutterstock.com • 1011439111</small></p> <ul style="list-style-type: none"> <li>● Learners will label the countries on the map</li> </ul>
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	<p>10 minutes</p>	<ul style="list-style-type: none"> <li>Hints: Tanzania is in East Africa, China is in East Asia, Mexico is in the southern region of North America, Saudi Arabia is in Southwest Asia (directly west of Northeast Africa), and Australia is its own continent located south of South Asia</li> </ul> <p>Now create a number line and cut it out so that you have a thin rectangular shape with numbers from 1 to 20. Make sure that the space between each number is equal by using a ruler or any small object in between numbers to create an equal distance. Example:</p>  <p>Use your number line to find out the distance between these different countries. You can also place the middle of the number line (say number 6) on a country that is in the “middle” of the map. Now, find out how many steps to the right, left, up, or down we need to take to reach the other countries. For example, if you place it on Tanzania, you will need 7 steps to reach China.</p> <p>Note: you can also use a ruler instead of the number line</p>
<p>3</p>	<p>5 minutes</p> <p>20 minutes</p>	<p>Yesterday, we learned about what makes different countries unique. Today, we will learn about what they have in common!</p> <p>Before we had planes, do you think people traveled to faraway countries such as the ones we talked about yesterday? How do you think they traveled? One way was using ships! The learner will draw a ship.</p> <p>When people traveled to different countries, they discovered things they have never seen before in their own countries. Today, we actually use many things that actually came from other countries! For example, potatoes were first grown by humans in a country called Peru in South America. Now we use them all over the world!</p> <p>The learner will locate the continent where Peru is found on the map they created</p> <p>Ask the learner to reflect and answer: how do you think potatoes came to us? The learner can illustrate this by drawing someone loading potatoes on a ship</p> <p>Coffee originated in Ethiopia, which is in Africa. Can you locate its continent on the map? (Or, tea came from China, Asia. Locate China’s continent on the map)</p>

	<p>15 minutes</p> <p>5 minutes</p> <p>10 minutes</p>	<p>Give the learner 3-5 more similar examples. Hint: learners can explore where a. printed books, b. writing, and c. paper originated. Answers: Greece, Iraq, and China. Learners will locate these countries on the map.</p> <p>Explain that in the past, when people traveled to new countries and found things they had never seen before, they brought it back to their home. These days, countries buy things they don't have at home from other countries that have plenty of those things.</p> <p>The learner will identify 5-10 things from their house or surroundings that were made or originated in other countries. With the help of an adult, find out from labels, packages, or the internet where the items came from and make an illustrated list with a drawing of the item and its name. Mark these countries of origin in your atlas. You can draw the item on the map as well to illustrate a popular product of that country.</p> <p>Reflection:</p> <ul style="list-style-type: none"> <li>● How do you think those items got here? Through trade with other countries. Trade is when something is exchanged for money or for something else</li> <li>● What do you think our country trades in? What does it get from outside? What does it send to other countries?</li> </ul> <p>Numeracy extension: the learner will locate each country on the map (approximately - as a dot on the continent). Using the number line you created on day 1, find the distance of each country from the learner's own country. If you do not have a map, draw dots at different distances depending on how far you think countries are from each other (use the help of an adult to estimate this). Then, find out how far each dot is from the other. For example, one country can be represented by a dot in the upper right corner of a piece of paper and another by a dot in the center.</p>
<p>4</p>	<p>10 minutes</p>	<p>Today, you will create your own global exhibition!</p> <p>There are so many things we have borrowed from other cultures. Yesterday, we looked at common household items. Now, let's think about what other things we borrowed from different cultures:</p> <ul style="list-style-type: none"> <li>● Do you practice any religion or moral philosophy? Where did it originate? Example: Buddhism originated in India.</li> <li>● What is your favorite sport? In which country was it invented or first played? Example: football (soccer) originated in the United Kingdom</li> <li>● What is your favorite food? Where did it or its main ingredients, spices etc. originate? Example: Pizza originated in Italy</li> </ul> <p>Learners will ask family members for help in answering these questions.</p>

5 minutes	<p>Learners will decide on a theme. Some suggestions include:</p> <ul style="list-style-type: none"> <li>• Words and vocabulary including poems, folk tales etc. or words used in everyday language that originated in different countries</li> <li>• Food and spices</li> <li>• Music and musical instruments</li> <li>• Sports</li> <li>• Customs and traditions (religions, festivals, weddings etc.)</li> </ul>								
15 minutes	<p>After you decide on a theme, write down or draw a list of items you want to include in your atlas and write the country of origin next to it</p> <table border="1" data-bbox="418 634 1351 1075"> <thead> <tr> <th colspan="2" data-bbox="418 634 1351 718">Theme: sports</th> </tr> <tr> <th data-bbox="418 718 886 781">Item</th> <th data-bbox="886 718 1351 781">Country of origin</th> </tr> </thead> <tbody> <tr> <td data-bbox="418 781 886 1012">                     Football   </td> <td data-bbox="886 781 1351 1012">                     England   </td> </tr> <tr> <td data-bbox="418 1012 886 1075"></td> <td data-bbox="886 1012 1351 1075"></td> </tr> </tbody> </table>	Theme: sports		Item	Country of origin	Football 	England 		
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30 minutes	<p>The learner will then decide on the layout of the exhibition. Suggested layouts:</p> <ul style="list-style-type: none"> <li>• a table with different items with country of origin labels</li> <li>• a poster of a festival or sports stadium (depending on selected theme) with different items labeled by country of origin</li> </ul> <p>Learners create and finalize the design of their atlas and share it with their family. Learners must present each item and say where it originated.</p>								
30 minutes	<p><b>Optional:</b> learners can simulate how countries trade with each other by playing the following game using their food items on display or by creating cards with different food items drawn on them:</p> <ul style="list-style-type: none"> <li>• Items or cards needed: salt, oil, cheese, potatoes, bread, tomatoes, chicken</li> <li>• The goal of the game is to get the highest number of points by making any of these dishes: pizza (10 points), burger (10 points), cheese fries (5 points)             <ul style="list-style-type: none"> <li>○ To make pizza you need 2 tomatoes, 2 cheeses, 1 oil, 1 salt and 1 bread</li> <li>○ To make cheese fries you need 2 potatoes, 2 oil cards, 1 salt and 1 cheese</li> <li>○ To make a burger you need 2 chicken cards, 2 breads, 1 oil, 1 cheese and 1 salt</li> </ul> </li> <li>• Prepare all the cards or items and at least 3 countries (for 3 players)</li> </ul>								

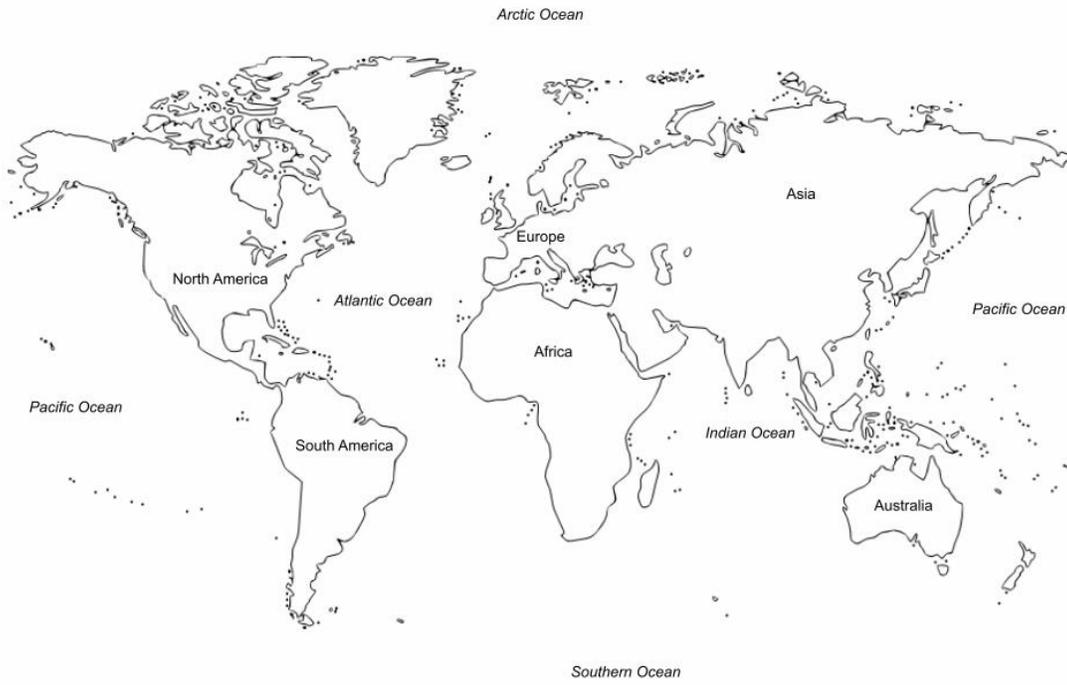
	10 minutes	<ul style="list-style-type: none"> <li>● Assign the items to different countries. For example, the player representing Mexico gets salt, oil, and bread. Cambodia gets chicken, tomatoes, and cheese etc.</li> <li>● After the countries (players) have been assigned an equal number of cards, the game begins and they can start trading their cards</li> <li>● The first player/country to get all the ingredients to make a dish wins. If more than one player/country gets a complete set of cards for a recipe, the player/country that can make the dish with the highest points wins.</li> </ul> <p>Reflection:</p> <ul style="list-style-type: none"> <li>● Countries trade with each other because no country has all the resources it needs to develop. Some countries are naturally rich in resources like oil, gold, certain fruits and vegetables etc., so they sell them to other countries that need them. They then buy whatever they cannot make on their own.</li> <li>● Depending on resources, it is also cheaper for some countries to buy readymade products from other countries than to make it on their own.</li> <li>● What do you think our country sells to other countries? What does it buy?</li> </ul>
Assessment Criteria:	<ul style="list-style-type: none"> <li>- Accuracy in identifying countries or continents</li> <li>- Critical thinking demonstrated in comparing countries or cultures</li> <li>- Creativity demonstrated in the selection of the global exhibition theme and items and design</li> <li>- Clear understanding of examples of cross-cultural contributions</li> <li>- Appreciation for diversity, multiculturalism, and global interconnectedness</li> </ul>	

Learning outcomes:	Introduction to diversity, interconnectedness and trade, tolerance of religious, cultural difference, methods of interview, consideration of culture
Required previous learning:	
Inspiration:	
Additional enrichment activities:	<ul style="list-style-type: none"> <li>- Learners can do the following activity to understand how the use of imported items changes in the importing country:             <ul style="list-style-type: none"> <li>● Learners will visit their neighbor, friend, or relative's house and ask for a recipe of a dish that is commonly made in that house.</li> <li>● The learner will then read the recipe and think about what they can add or change using ingredients found in their own kitchen</li> <li>● The learner will make the dish with the help of an adult</li> <li>● Discussion: many dishes are "borrowed" from other cultures, but the taste is different from one country to another because the ingredients that are available in each country differ. An example is pasta, which originated in China, but has been adopted in many countries and became a staple in different cuisines around the world, especially Italian cuisine.</li> </ul> </li> </ul>

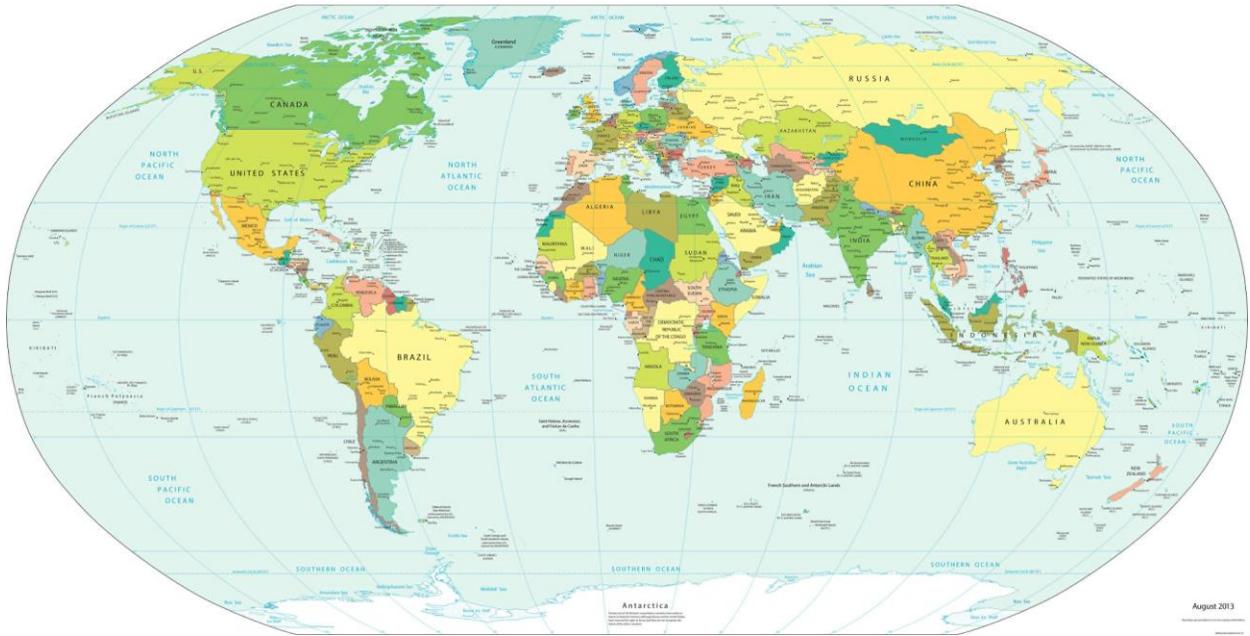
	<ul style="list-style-type: none"><li>- Learners can extend the atlas by identifying geographical features of their selected countries including rivers, oceans, mountains, deserts etc.</li></ul>
Modifications for simplification:	<ul style="list-style-type: none"><li>- Activities can be limited to neighboring countries</li><li>- Activities can be limited to understanding of trade between countries and creating poster of items in the learner's house that come from other countries</li></ul>

## APPENDIX

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Source: [https://www.printablee.com/post\\_printable-world-map-not-labeled\\_295079/](https://www.printablee.com/post_printable-world-map-not-labeled_295079/)



Source: <https://www.worldometers.info/world-map/>