

# Culture Quest



## *School Program Teacher Overview* *Canadian Museum of Civilization*

### **Introduction**

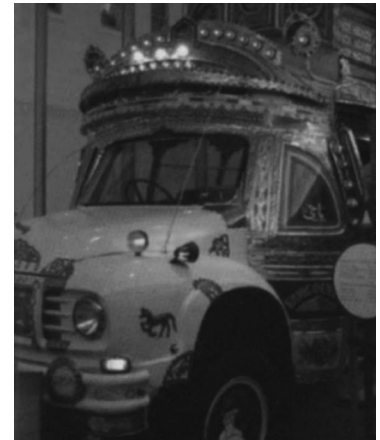
The Culture Quest program has been designed to provide your students with an interactive experience enhancing their knowledge of world cultures. In this program, students become game pieces as we transform our International Village into a giant board game. Your students will work in teams as they hop around the globe on the roll of a die, exploring many different customs and traditions. Through a series of challenges and fun hands-on activities they encounter along the way, they will test their knowledge of the world and gain new insight into the lives of children from other countries.

### **Goals**

The primary goal of this program is encourage students to explore the customs, traditions and daily lives of children around the world. The program has been designed to spark curiosity about other cultures, and to help students make personal connections to children in other lands. In addition, your students will experience working together, as they help one another to learn and find solutions to the challenges they encounter as a group.

### **Program Content**

In the safety of the unique International Village in the Canadian Children's Museum, your students will participate in a journey around the world as they become game pieces in a giant international board game. Your class will be welcomed by our staff, receiving full instructions on how to play before they head out to exhibits reflecting cultural aspects of Nigeria, Japan, Mexico, the Middle East and India. In their smaller groups, your students will use an easy-to-follow map to reach each region, where they will roll a die to land on game spaces. When students land on a space, they will pull out a card hidden inside that space, and perform the activity indicated on the card. For example, trying on a Japanese kimono in the Japanese house. All members of the group must do that activity before the next student can roll the die. Each group will continue this way through all of the regions featured in the game. At the end of the program, students will come back together as a group to share their travel stories and their new knowledge of the regions they have visited.



### **Duration, Times and Reservations**

- 60 minutes
- Tuesday to Friday, 9:15 a.m., 11:00 a.m. and 1:00 p.m., depending on venue availability
- To reserve this program for your class, please call Group Services at 819 776-7014

### **Grade Levels**

- Ontario — Grades 2 to 5
- Quebec — Cycle 1 (Grade 2) to Cycle 3 (Grade 5)

### **Specific Learning Outcomes**

In addition to providing a general appreciation of the diversity of the world's peoples in a way that is both accessible and fun, this program offers your students experiences designed to deepen their knowledge and understanding of different cultures. Through this program, your students will gain:

- An understanding of how children live in Mexico, Japan, the Middle East, India and Nigeria.



- Knowledge of the types of foods and other materials and resources found in these regions, and how these shape everyday life.
- Knowledge of the geographical location of the countries and regions highlighted in the program.
- The ability to express what they have seen and experienced in the different countries.
- An understanding of the global origins of words that are commonly used in the English and French languages.
- The ability to search for and find answers to cultural questions.

## Curriculum Links

In order to support Ontario and Quebec curricula, this program has been tailored to enhance your classroom content. Specific curriculum links for each level are outlined below.

### Ontario

**Grade 2:** Social Studies; Heritage and Citizenship — Traditions and Celebrations

- Discovery of the different traditions and celebrations among people all over the world.
- How heritage and traditions play a role in everyday life.
- The roles of women and men in different societies.

**Grade 2:** Social Studies; Canada and World Connections — Features and Communities

- How communities are built and how traditions are maintained.
- Similarities and differences between Canada and Japan, Mexico, Nigeria, India and the Middle East.

**Grade 3:** Social Studies; Canada and World Connections — Urban and Rural Communities

- Identify geographical and environmental factors that explain the location of various urban and rural communities.
- Compare land use (e.g., housing, recreation, shopping, industry) and access to natural resources (e.g., water, trees) within urban and rural communities.
- Compare transportation in urban and rural communities.
- Compare population density and diversity in urban and rural communities.
- Compare buildings and structures in urban and rural communities.

**Grade 5:** Social Studies; Heritage and Citizenship — Early Civilizations

- Ways in which the natural environment shaped the cultures of various civilizations.

### Quebec

#### Cycle 1 to Cycle 2

- **Competency 1:** understanding the organization of a society and its territory.

- **Competency 2:** interpretation of changes in a society and its territory.
- **Competency 3:** awareness of the diversity of societies and their territories.

## Preparing Your Class

In order to ensure that your class gets the most out of this unique educational experience, we encourage you to consider the following pre-visit activities.

- Study a map of the world and locate the following countries and regions: Nigeria, Japan, India, the Middle East and Mexico.
- Find different pictures in magazines (e.g., National Geographic), which has pictures of people performing daily rituals all over the world; compare these with the students' own daily activities.
- Do some background research on these regions, including such topics as the most popular foods, traditional clothing, and types of homes.
- Ask students to draw up a simple family tree which they can share with the rest of the class; have students ask their parents where their ancestors came from.
- Discuss different family traditions in which students take part at home.
- Divide your group into five teams.

## Post-Visit Activities

To help fix the lessons your students have learned during this Museum program, you maybe want to consider some of the following post-visit activities.

- Have your students make a chart of the similarities and differences among the cultures they learned about at the Museum.
- Build a miniature version of one of the houses they saw during their Museum program, and have students research factors affecting the design (e.g., environment, weather, urban or rural setting).
- Ask each student to write a letter to a fictitious child in another country, with questions the student would like to ask about that country and/or daily life there.
- Have your students design and draw pictures related to one of their activities at the Museum, then create an international collage.
- Hold a "quiz show" in the classroom, asking questions about the countries visited during the program.

## Evaluation

In order to ensure that our programs remain helpful and relevant to your curriculum and to your students, we encourage all teachers to send in a post-program evaluation. Evaluation forms will be provided onsite, and we hope that you will take the opportunity to provide us with important feedback on your Museum experience.