

Unit 1: Journey Filipinas

Lesson 2: Where In The World Did We Come From? Developed by Judith Miguel

Background

Movement connects us to many regions and resources from around the world and contributes to the tolerance of diversity. In this lesson, we will look more closely into one of the 5 Themes of Geography, *Movement*, to see how it connects people, places, and resources near and far.

Connections to NCSS Standard

People, Places, and Environment: The students will reexamine their family origin and begin to explain one's self in relation to others from around the world.

Lesson Objectives

The students will be able to:

- locate their family origin on a world map
- analyze culture through artifacts
- understand how appreciating diversity can overcome an obstacle

Time: five 1-hour sessions

Materials

Teacher

- wall map of *The World*
- large inflated balloon
- ball of yarn

Student

- "Journey Through the World" Journal
- An artifact representative of one's family origin or culture enclosed in a paper bag
- Cutout(s) of small triangular flags glued on to toothpick(s), with the students' family names written on them
- tape

Procedure

A. Opening: Motionless Minute

1. Begin the lesson by asking the class the following questions:
 - a. What is movement? Show me movement using your body. Why is being able to move your body important?
 - b. What are other ways in which movement exists? What are examples of large movements being created? How are these movements important?
2. Have the students close their eyes and sit very still at their desks. Close the lights and have the class visualize for a minute or two, "What would our life, our home life, school life, and the world be like if it was motionless and there was no movement being created."
3. After, allow the students to quietly sketch out what they visualized into their "Journey Through the World" Journal.
4. When all the students have finished sketching, have them display their picture along the ledge of the board for the rest of the class to see.
5. Allow time for the students to compare the drawings and share the similarities and differences between them.
6. Have the students complete the sentences in relation to people and people around the world:
 - a. When there's movement...
 - b. Without movement...

B. A Walk Around the World

1. Have the students bring from home, an artifact they believe is representative of their family culture.
2. Prior to the students returning to class, lay some blankets on the floor and arrange all artifacts randomly in a circle, or display items around the classroom like an art gallery exhibition.

3. With their “Journey Through the World” Journal in hand, have the students sit on the outside of the circle, encircling the artifacts, or once given instruction, to disperse themselves throughout the “gallery” and take a “gallery walk.”
4. Ask the students to take 3-5 minutes at a time to observe each artifact:
 - a. Describe and draw object:
 - 5 detailed descriptions using senses
 - sketch of their object
 - b. List 5 possible uses or functions for this artifact
5. After the students have had the chance to observe and reflect on each object, have them review their notes of all the artifacts and think about what all the objects seem to have in common besides their material composition:
 - a. What may have been the function or purpose for each object?
 - b. What can we say about the culture of the people who created them?
6. Encourage the students to think about how they could organize the items under various categories:
 - a. wooden, metallic, plastic
 - b. organic, industrial
 - c. religion, clothing, kitchen tool
7. Next, ask the students how they think all these artifacts ended up in our homes.
8. Explain to the students that as people throughout the world move, we bring with us things that are representative of our family values, beliefs, traditions, and culture.

C. Family Flags

1. Introduce the concept of “movement,” of people and things, from one place to another, and explain that without movement, we all would not be here together, sharing and learning about each other, our families and culture.
2. Allow each student to identify their contributed artifact and share:

- a. Origin of family and item
 - b. Who created “movement” in the family?
 - c. How did the family move?
 - d. What else was being moved along with your family?
 - e. Where were they moving?
 - f. When did they move?
 - g. Why did movement take place?
 - h. How does the item represent his/her family/culture?
3. After each student shares more about their family origin and culture, have them locate their family origin on the world map by taping their family flag directly on to the map.

D. Preserving a Culture

1. Ask the students how artifacts might help to preserve the identity of a culture.
2. Have the students write a list of items that could be preserved.
3. Ask the students to think about what other forms of cultural identity might one be able to preserve to ensure cultural longevity.
4. Ask the students in what ways could cultural identity diminish.
5. Ask the students if it is important to sustain one’s culture and explain why.

E. Closing: Web of the World

1. Have the students sit in a circle on the floor and think about how he/she can continue to help preserve one’s family/cultural identity.
2. When the class is ready, explain to the class that we will be creating a “Web of the World” using a ball of yarn to represent people from all over the world connecting with each other.
3. Begin the “Web of the World” by holding the string at the end of the ball of yarn and sharing how you can preserve the identity of your own culture. Then, keeping hold of the end of the yarn, carefully toss the ball of

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3

- yarn to a student across from you in the circle, and he/she will continue the sharing.
4. Before passing on the ball of yarn, remind the students to keep holding on to their part of the yarn by hooking the yarn with their finger.
 5. After all students have shared, the class will have created a web of interconnecting lines or lives.
 6. Tell the class that, as representatives of the world, we have come together, and can now use and support each other through our own experiences, cultures, skills, and knowledge.
 7. Ask the students to stand up from their place in the circle without letting go of their part of the yarn - holding firmly.
 8. Gently toss the inflated balloon in the middle of the web.
 9. Challenge the class to work together by communicating and encouraging each other to accomplish their goal: To KEEP OUR BALLOON FROM FALLING!

1. "The Five Themes of Geography." (2000). <http://www.nationalgeographic.com/resources/ngo/education/themes.html>
2. On-Line World Maps. www.mapsofworld.com/world-maps/

Suggested Assessment

Each student will articulate in written format, how movement allows for the movement of cultures, things, and information, why artifacts are important to a culture, other ways people can preserve their own culture, and how people can support each other in a diverse community.

Enrichment/Expand

Challenge students to find unusual items at home, whose origin may be from another country. Then have the students go on-line to research the origin and history of the culture that created them.

Resources

Print

1. Preserving a Culture worksheet (pdf file)

Online