

CONTENTS

Introduction	1
Critical-Thinking Questions	3
Writing Prompts	6
Poster-Based Activities	7
Strategic Reading	21
<i>Bhutan</i>	25
<i>Cuba</i>	27
<i>Mali</i>	31
<i>Kuwait</i>	33
<i>South Africa</i>	35
<i>Mongolia</i>	38
<i>Japan</i>	40
<i>Iceland</i>	43
<i>Thailand</i>	45
<i>Samoa</i>	47
<i>Mexico</i>	49
<i>United States</i>	52
Lecture Notes	55
<i>Bhutan: Namgay Family</i>	56
<i>Cuba: Costa Family</i>	59
<i>Mali: Natomo Family</i>	62
<i>Kuwait: Abdulla Family</i>	65
<i>South Africa: Qampie Family</i>	68
<i>Mongolia: Regzen Family</i>	71
<i>Japan: Ukita Family</i>	74
<i>Iceland: Thoroddsen Family</i>	77
<i>Thailand: Kuankaew Family</i>	80
<i>Samoa: Lagavale Family</i>	83
<i>Mexico: Castillo Balderas Family</i>	86
<i>United States: Skeen Family</i>	89

Student Handouts	93
<i>Bhutan: Namgay Family</i>	94
<i>Cuba: Costa Family</i>	97
<i>Mali: Natomo Family</i>	100
<i>Kuwait: Abdulla Family</i>	103
<i>South Africa: Qampie Family</i>	106
<i>Mongolia: Regzen Family</i>	109
<i>Japan: Ukita Family</i>	112
<i>Iceland: Thoroddsen Family</i>	115
<i>Thailand: Kuankaew Family</i>	118
<i>Samoa: Lagavale Family</i>	121
<i>Mexico: Castillo Balderas Family</i>	124
<i>United States: Skeen Family</i>	127

INTRODUCTION

This curriculum guide is intended to help students analyze the Material World posters. It contains the following components:

- Critical-thinking questions based on Bloom's Taxonomy that get students to delve deeper into the topics and concepts conveyed in the posters
- Writing prompts that offer ideas for paragraph and essay topics related to the posters
- Poster activities that have students organize and analyze statistical information presented in the posters and complete graphic organizers to assist them with their analyses
- Strategic reading exercises that have students read passages from *Material World* and a secondary source, then complete graphic organizers to help them make sense of what they've read
- Lecture notes oriented toward the photos, featuring questions to pose for class discussion on each of the twelve families, their material possessions, and their way of life, along with information to answer those questions
- Three-page, reproducible student handouts for each of the twelve families, with all photos and class discussion questions lettered for easy reference

These components may be used in any order and combination, depending on your classroom needs.

STRATEGIC READING

TEACHER SECTION

These exercises ask students to read various passages from *Material World*, the Library of Congress's Country Studies books, and the U.S. Department of State. For each country, students will read one passage from the book and one from a second source, then complete a graphic organizer in order to demonstrate understanding of what they've read.

Students will complete three types of graphic organizers:

READING GUIDE

The Reading Guide asks students to consider what they already know about a subject, then read about it and assess the accuracy of their predictions. The main purpose of this graphic organizer is to have students carefully read and point to clues in a text to find information that either confirms or challenges their preconceived ideas.

1. Before students read, have them make notes in the “What I think” column. They may do this on their own, in small groups, or as part of a class discussion. If you discuss students' idea as a class, list 20–25 of their ideas on the board and then ask them where they believe they got each of these ideas (e.g., on TV, or from their parents).
2. Ask students to read the two passages, paying particular attention to information about each of the questions in the graphic organizer. As they read, they should take notes in the “What the text says” column.
3. After they have finished reading, they will compare what they learned in the text with their initial thoughts on the subject and complete the graphic organizer by filling in the “Was I right?” column with their assessments.
4. In a full-class discussion, ask students to consider their initial ideas and compare them with what they learned in the readings. Did the readings challenge any of their preconceived ideas? Which reading do they feel provided them with the most new information?

I-CHART

The I-Chart (Inquiry Chart) allows students to make connections between more than one text. It presents several questions that may be answered differently by two different resources.

1. Have students read the questions in the chart before they read the text. These questions will provide students with a focus for their reading.
2. Ask students to read each text and fill in the appropriate sections of the chart.

3. After students have completed their charts, hold a full-class discussion in which you ask them to describe the differences between the texts.
4. Discuss students' findings as a class. In what ways do the two readings differ? In what ways are they similar? What evidence from the readings can students provide to support their answers?

MAKING INFERENCES

It's important for students to develop skills for making inferences so that they can understand the full meaning of what they have read. When making inferences, students look for clues within a text, much as a detective might look for clues to solve a crime.

The Making Inferences Chart asks students to fill in the blanks for the questions regarding the *who*, *when*, *what*, and *why* of a passage they have read. The answers to *who*, *when*, and *what* may appear directly in the text, but students will need to infer the answer to the question *why* from the reading.

1. Have students read the first passage, either individually or as a class.
2. In a full-class discussion, ask students to summarize the information directly provided in the text.
3. Discuss what information a reader might infer from this passage. What can students figure out that the text doesn't explicitly state? What clues do they see in the text that can help them make these inferences?
4. Have students fill out the Making Inferences Chart.
5. Repeat the above steps for the second passage.

On the following page is the Mexico Making Inferences Chart with sample answers.

Notice how only in the third row, in response to the question why, do students have to infer information from the text. The previous two columns simply ask them to read the text carefully and collect some basic facts.

.....

MEXICO MAKING INFERENCES CHART, READING 1

Directions: In the “Who” row, choose one person mentioned in the text. Next, fill in the other rows for that person’s story.

<p>Who (choose one person mentioned):</p> <p>Ambrosio (the father)</p>	<p>Because the reading says:</p> <p>The passage describes Ambrosio’s work and how he relaxes after work.</p>
<p>What:</p> <p>Ambrosio works on the family house, in freelance welding jobs, and at a day job loading produce onto trucks. He works a very long day and relaxes in front of the TV with his family in the evening.</p>	<p>Because the reading says:</p> <p>This is exactly what the text tells us.</p>
<p>Why:</p> <p>Ambrosio probably does all this work because he wants to earn more money for his family to help them lead a more middle-class lifestyle. He also cares about the condition of their home, so he works to finish the house. He probably has a sense of responsibility and obligation as the head of the household, especially since his wife stays home to take care of the children and the housework. Although he works hard, Ambrosio values time spent with his family. He is glad to have a good color TV to provide some inexpensive, relaxing evening entertainment.</p>	<p>Because the reading says:</p> <p>The reading tells us about all the hard work he does and says that he does it “simultaneously.” This means he is busy with several different jobs at the same time. The reading also tells us that “after a hard day [he] is glad to spend the evening in front of the television with his family.”</p>

DIU TAN: NAMGAY FAMILY

LECTURE NOTES • TEACHER SECTION



1. Although the Namgay family is wearing a rainbow of colors, two **dominant colors** appear in the poster. What are those colors, and why are they so **widespread**? (A)
2. What type of **work** do you think the Namgay family does? (A)
3. Do you think they have to **travel** far from their home to do this work? What evidence do you see in the photograph to support your answer? (A)
4. Describe the **appearance** of the house. What materials do you think it is **made of**? (A, B)
5. What **purpose** do you think this **section** of the house serves? Who might **live** in this part of the house (**besides the family** members)? (B)
6. What do you think the family has **placed** above and below the **window**? What **function** (e.g., furniture, food, recreation) might it serve? (C)
7. What do you think the **objects** sitting in **front of the family** are? What **purpose** might they serve? Why do you think they appear in the **foreground** of the photograph? (A)
8. Can you guess what this **food item** might be? (D)
9. Do you notice any **modern technology** in this photograph? What does this indicate about the family's **lifestyle** and **standard of living**? (A)
10. Discuss how the Namgay family's life **differs** from that of most people in the **United States**. (A)
11. Since the photo of the Namgays was taken in 1994, Bhutan has come a long way in bringing **electricity** to its countryside. At the time, only 20 percent of **rural households** had power. Today, the number is nearly two-thirds, including many of those in the Namgays' village of Shinka, which got connected to the grid in 2001. How do you think the intervening years have **changed** the way the family lives? How do you think access to electricity has altered their lives? What **new items** might we see in a photo of the family taken today?

BHUTAN: NAMGAY FAMILY

HANDOUT 3



4:00 P.M., JUNE 7, 1993, SHINKA, BHUTAN

1. Namgay, father, 50
2. Nalim, mother, 47
3. Kinley, son, 17
4. Bangum, daughter, 14
5. Zekom, daughter, 2
6. Sangaym, daughter, 29
7. Sangay Khandu, her husband, 33
8. Choeda, their daughter, 9
9. Chato Namgay, their son, 7
10. Sangay Zam, their daughter (on porch, near steps), 5
11. Chato Gyeltshen, their son, 3
12. Tandin Gyeltshen, their son, 2
13. Kinley Dorji, mother's brother (unmarried), 61
14. Kado, father's cousin (visiting monk, on ground), 27

OBJECTS IN PHOTO

Foreground, left to right

- *Bumpas* (2, with peacock feathers, hold water in purification rituals)
- *Jeles* (2, double-reeded ceremonial clarinets)
- *Choeps* (14, metal bowls for water offerings)
- Book of Buddhist teachings
- *Chodom* (table used by visiting religious functionaries)
- *Troe* (on *chodom*, cast bronze ceremonial vessel)
- Statue of Nāmtose, god of wealth (on *chodom*)
- Lamp (on *chodom*, uses butter as fuel)

- Shakyamuni Buddha statue with silk robe (on *chodom*)

Left of family

- Corn plants
- Hoes and cultivators (9)
- Basket for winnowing grain (with drying red peppers)

Ledge on house, left to right

- Basket and bag of rice (2)
- Ladder to attic (hewn from tree)
- Clay pot for water
- Pantry cabinet (left of door)
- Wind socks for temple decoration (3, hanging from rope)

- Storage chests (3, for clothes)
- Blankets (3, folded)
- Sewing machine (treadle type)
- Pig (tied under steps)

Porch, behind family, left to right

- Rugs (5, for altar room)
- Wheat (for making bread and alcohol)
- Pitchfork (wooden)
- Butter churn and cooking pots (by first daughter)
- Storage baskets (11)
- Wood (being hewn with adz into yoke for bulls)
- Pumpkin
- Cows (6, staked outside)