

CHINO VALLEY ADULT SCHOOL

E. L. Civics Student Workbook

Beginning Low – Beginning High Levels 1-2



CIVIC OBJECTIVE 11.6:

Research and describe the cultural backgrounds that reflect the local cross-cultural society and that may present a barrier to civic participation.

Name: _____

Instructor: _____ **Level:** _____

Table of Contents

Title:	Page:
TASK 1 STUDENT ACTIVITIES & INFORMATION	1-2
TASK 1 VOCABULARY: IDENTIFY AND DESCRIBE CULTURE	3-5
WORLD MAP VOCABULARY AND IDENTIFICATION	6-9
INTRODUCTION: WHERE ARE YOU FROM?	10-11
INTRODUCTION: IDENTIFY AND DESCRIBE CULTURE	12
INTRODUCTION: INTERVIEW CLASSMATES ABOUT CULTURE	13-14
EL CIVICS 11.6 TASK 1 PRACTICE (BL-BH): IDENTIFY AND DESCRIBE CULTURE	15-16
EXTENSION ACTIVITY: CREATE A POSTER ABOUT YOUR NATIVE COUNTRY	17
TASK 2 STUDENT ACTIVITIES & INFORMATION	18-19
TASK 2 VOCABULARY: CULTURE	20
CONVERSATION QUESTIONS: CULTURE	21
INTRODUCTION: CULTURAL CUSTOMS & TRADITIONS	22-23
TASK 3 PRACTICE ACTIVITY: HOLIDAY TRADITIONS	24
INTRODUCTION: TECHNOLOGY ACROSS CULTURES	25
PRACTICE ACTIVITY: TECHNOLOGY ACROSS CULTURES	26
ENGLISH IN AMERICA: “DIVERSITY” MODULE	27
CUSTOMS & TRADITIONS: SIMILARITIES	28
CUSTOMS & TRADITIONS: DIFFERENCES	29
TASK 2 PRACTICE: REPORT ABOUT YOUR COUNTRY	30-31
EL CIVICS 11.6 TASK 2 PRACTICE (BL-BH): REPORT ABOUT YOUR COUNTRY	32



TASK 1 STUDENT ACTIVITIES

11.6: DESCRIBE A CLASSMATE'S CULTURE

EL Civics Obj 11.6/Diversity
Level: Beginning (Levels 1-2)
Task 1: Identify & Describe a Classmate's Culture

Language & Literacy Objectives:

1. Write and/or report personal information: name, place of birth, native language, etc.
3. Interview classmates about cultural information.
4. Identify classmates' countries of origin on a map.

INTRODUCTION

In this lesson, students will learn conversational techniques to find out where their classmates are originally from. They will get practice reading world maps, identifying the location of their home country & continent, and identifying the location of their classmates' home countries.

ASSESSMENT TASK

Student will use a map to locate and name his/her country and continent of origin, and one other classmate's country of origin.

SUGGESTED CLASSROOM ACTIVITIES

- ✓ <http://maps.google.com> (Google Maps)
Show students a demonstration of how to enter your native country (and town?) and your name. Have each student enter his/her information on the map. Display map each day as students walk into the class, or during the break.
See directions in Additional Resources.

VOCABULARY: IDENTIFY & DESCRIBE CULTURE

Adapted from Longman Dictionary of Contemporary English Online (www.ldoceonline.com)

belief: what you feel is true or right.

Example: My belief is that family should always come first.

culture: system of beliefs, values, rules and customs that is shared by a group.

custom: something that is done by people in a particular culture because it is traditional.

Example: It's the custom for the bride's family to pay for the wedding.

habit: usual and repeated behavior or custom.

Example: My family has dinner together every Sunday.

home (native) country: where you were born and/or grew up.

stereotype: a belief or idea of what a particular type of person or thing is like. May be unfair or untrue, or partially true. *Example: All Californians have blond hair, blue eyes and tanned skin.*

typical behavior: common or usual among many, but not necessarily all, people in a culture.

Example: Many Americans leave home when they are 18 years old.

value: belief or idea that you consider important or desirable.

Example: Relationships with family are most important to me.

Helpful Phrases

My name is...

What is your name?

Where are you from?

I'm from...

INTRODUCTION: WHAT IS CULTURE?

In each country, culture is a made of many different things, including:



CONVERSATION QUESTIONS: CULTURE

Adapted from: © 1997-2010, The Internet TESL Journal (<http://iteslj.org/questions/culture.html>)

- What defines a culture? For example, music, language, ...
- Why is culture important?
- What do you like about your native culture?
- What would you change about your native culture?
- Are there many people of different cultures in your home country?
- What parts of American culture do you like?
- What parts of American culture confuse you?

INTRODUCTION: WHERE ARE YOU FROM?

Directions: Using the world map in your classroom, or a handout from your teacher, find your home country and circle it. What is the name of your native country? On which continent is your country is located?

World Mercator Projection Map with Country Outlines

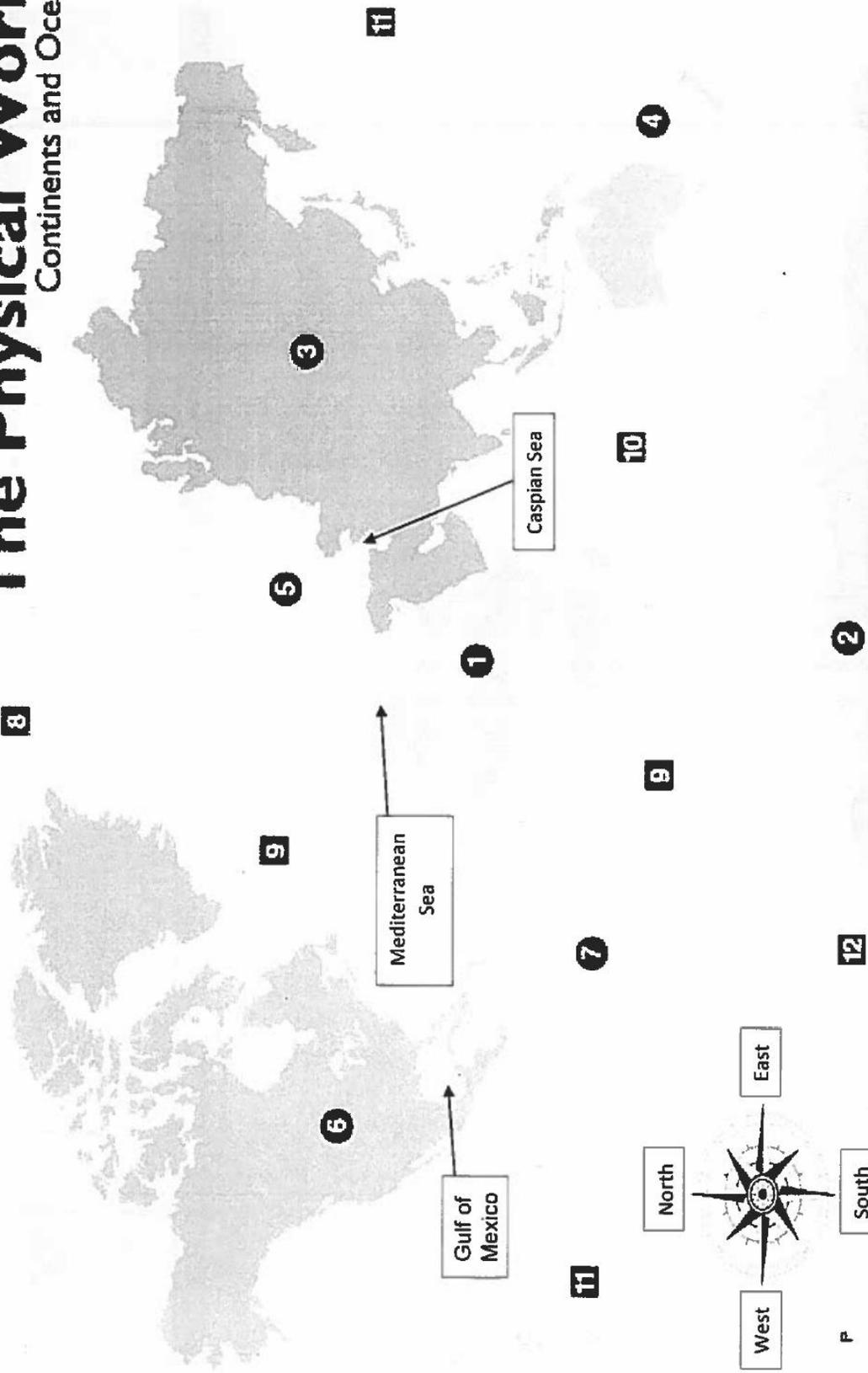


The name of my native country is _____.

It is on the continent of _____.

The Physical World

Continents and Oceans



Name the Continents

- 1** Africa
- 2** Antarctica
- 3** Asia
- 4** Australia
- 5** Europe
- 6** North America
- 7** South America

Name the Oceans

- 8** Arctic Ocean
- 9** Atlantic Ocean
- 10** Indian Ocean
- 11** Pacific Ocean

World Map Vocabulary and Identification

Directions: Look at the world map in your book or on your phone. Identify and label your map with the words in the box below.

WORD LIST

Label your map with these words in the appropriate place.

Continents:	Water:	Directions:
Africa	Pacific Ocean	North
South America	Atlantic Ocean	East
North America	Arctic Ocean	South
Europe	Indian Ocean	West
Asia	Caspian Sea	
Australia	Gulf of Mexico	
Antarctica	Mediterranean Sea	

After you label your map with the continents, water and directions walk around the classroom and ask your classmates where they are from. Have them point to their country on the map and then write the name of their country on your map in the appropriate place.

On the computer: If you would like to get more practice identifying countries on a world map try the website www.worldmapmaker.com.

The Physical World

Continents and Oceans



Name the Continents

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

Name the Oceans

8 _____

9 _____

10 _____

11 _____

PRACTICE: WHERE ARE YOU FROM?

In the U.S., we have people who are from many different native cultures. Think about meeting someone for the first time. We cannot assume we know where they are from based simply on the way they look, dress, or speak. To find out where someone is from, we must ask them. Below is a sample dialog:

ENRIQUE: Hello. My name's Enrique. What's your name?
JANET: Janet.

ENRIQUE: Where are you from, Janet?
JANET: I'm from Seattle. Where are *you* from?

ENRIQUE: I'm from Madrid, Spain.
JANET: Is that in Europe?

ENRIQUE: Yes, it is. Are you American?
JANET: Yes, I am.

ENRIQUE: Nice to meet you, Janet.
JANET: Nice to meet you, too, Enrique.

Now, write your own dialog here. Use the model above for ideas:

SPEAKER1: _____
SPEAKER2: _____

PRACTICE: WHERE ARE YOU FROM? (Continued)

Directions: On this map, circle your native country (where you were born). Circle the native country of one classmate.



1) Write the name of **your** native country & continent:

your native country continent

2) Write the name of the native country of **your classmate**:

classmate's native country

INTRODUCTION: IDENTIFY & DESCRIBE CULTURE

Directions: Answer the questions about your native country. When finished, introduce yourself to at least 2 other students in class and share your answers with them.

What is your name?

What country are you from?

What is your native language?



- What is your favorite holiday from your country?

- What is a special dish or traditional food in your country?

- What are some interesting places to visit in your country?

- What is the most popular sport or game in your country?

TASK 1 PRACTICE: INTERVIEW CLASSMATES ABOUT CULTURE

Directions: Find 2 classmates to work with. They should be people you don't know very well, preferably from different native countries than your own. Choose 4 questions from the previous list, then write your classmates' answers below. One question must be a civic question.

Question 1:

Classmate's Response (1):

Classmate's Response (2):

Question 2:

Classmate's Response (1):

Classmate's Response (2):

Question 3:

Classmate's Response (1):

Classmate's Response (2):

TASK 1 PRACTICE: INTERVIEWING CLASSMATES ABOUT CULTURE (cont.)

Question 4:

Classmate's Response (1):

Classmate's Response (2):

EL CIVICS 11.6 TASK 1 PRACTICE BL-BH: IDENTIFY AND DESCRIBE A CLASSMATE'S CULTURE

Directions: Interview a classmate about their culture and write their answers.

My classmate's name is: _____.

My classmate's country of origin is: _____.

My classmate's native language is: _____.

My country of origin is: _____.

Ask your partner these questions and write their answers:

1. What is the most important holiday in your country? Describe it.

2. What is a special dish or traditional food in your country? Describe it.

3. What are some interesting places to visit in your country? (3 places)

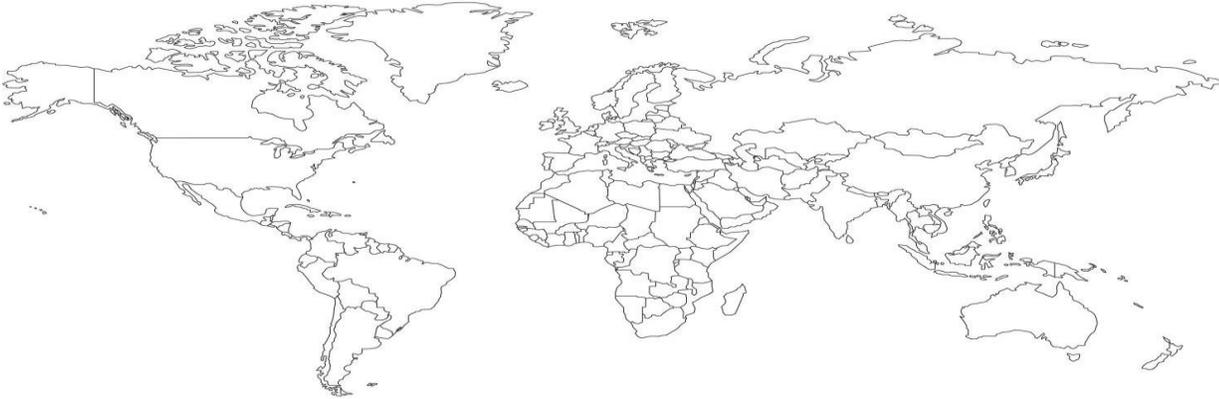
4. What is the most popular sport or game in your country?

TASK 1 PRACTICE: IDENTIFY AND DESCRIBE CULTURE

Directions: Write the names of the countries, then circle each one on the map below:

- Your native country: _____
- One classmate's native country: _____

World Mercator Projection Map with Country Outlines

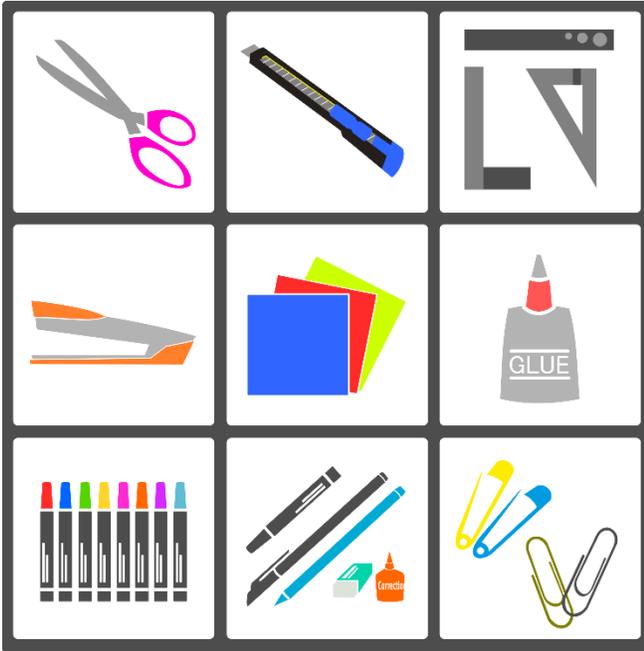


Directions: Interview another student in your class.

Ask your classmate 4 questions about his or her native country. Write the answers here:

- 1) _____
- 2) _____
- 3) _____
- 4) _____

EXTENSION ACTIVITY: CREATE A POSTER ABOUT YOUR NATIVE COUNTRY



Directions: This ***optional*** activity can be completed in groups for the multicultural celebration but is not required for EL Civics.

Students with the same native country should be grouped together to make posters.

Once finished, each group can present their poster to the class.

Make sure to include these on your poster:

- ✓ Write your first and last name in the bottom corner of the poster. If you use a different alphabet than is used in the U.S., use your alphabet to write your name.
- ✓ Write the name of your native country across the top of the poster.
- ✓ Draw or print a picture of a map of your native country.
- ✓ Write the name of the continent on which your country is located.
- ✓ Write the name of your country's capital city and the language most people speak.
- ✓ Draw or print a picture of your country's flag.
- ✓ Write 3 products that are from your country. Draw or print a picture of each product.
- ✓ Name two holidays that are celebrated **only** in your country.
- ✓ Write the names of some foods that are traditional in your native country. Draw or print a picture of each food.
- ✓ Write two interesting places to visit. If possible, include photos of both places.



TASK 2 STUDENT ACTIVITIES

11.6: REPORT ABOUT YOUR COUNTRY

EL Civics Obj 11/Diversity
Level: Beginning Low (2) & Beginning High (3)
Task 2: Report About Your Country

Language & Literacy Objectives:

1. Write and/or report personal information: name, place of birth, native language, etc.
3. Interview classmates about cultural information.
8. Report orally or in writing about one's cultural background.

INTRODUCTION

In this lesson, students will explore typical customs and traditions in their own culture and those of their classmates. They will also look for similarities and differences between cultures, especially as they relate to the following topics: Education, Food, Medical Care, Money and Work.

ASSESSMENT TASK

For this task, each student will describe 5 customs from their native country that are the same as or different from customs in the U.S.

SUGGESTED CLASSROOM ACTIVITIES

- ✓ Multicultural Fair @ TAS: Work with other classes at your site (or between sites) to plan and organize a Multicultural Fair that would highlight the similarities and differences between cultures. Students would determine theme & activities, plus be responsible for marketing and logistics.

VOCABULARY: CULTURE

Adapted from Longman Dictionary of Contemporary English Online (www.ldoceonline.com)

- activities:** things people do for fun, or to reach a goal.
- celebrate:** to show that an event or occasion is important by doing something special or enjoyable.
- custom:** something that is done by people in a particular society because it is traditional.
- different:** when people or things are not like each other.
- holiday:** time of rest from work, school, etc. for example, Christmas, New Year's Day
- similar:** alike; almost the same.
- tradition:** a belief, custom, or way of doing something that has existed for a long time.
- typical:** someone behaving or something happening in the usual way you expect.
- value:** the importance or usefulness of something.

CONVERSATION QUESTIONS: CULTURE

adapted from The Internet TESL Journal (<http://iteslj.org/questions/culture.html>)

- What is culture? (Music, language, sports ...)
- Why is culture important?
- What do you like about your native culture?
- Are there people of different cultures in your country?
- What American customs do you like?
- Are there any American customs you do not like?

INTRODUCTION: CULTURAL CUSTOMS & TRADITIONS

One way to learn about the people living in a country is to look at their customs and traditions. Many have been passed down for generations.

What is a custom?

A custom is the usual way of behaving or acting. For example:

	In the United States, most brides wear white on their wedding day. White is a symbol of purity.
	The traditional wedding gown in China is bright red with gold. These colors symbolize luck for the new couple.

What is a tradition?

A tradition is a custom passed from one generation to another. For example:

	In Spain on New Year's Eve, it is traditional to eat twelve grapes, one for each month of the new year.
	In Britain, it is traditional to drink tea with milk in the afternoon.

- What customs do you practice?

- What are your favorite customs?

INTRODUCTION: CULTURAL CUSTOMS & TRADITIONS (cont.)

What is a holiday?

A **holiday** is a day set aside to honor a person or remember an event. It usually involves rest from work. Holidays often include culture-wide activities and rituals.

Examples (from <http://www.earthcalendar.net>):



July 4 – Independence Day in United States

Celebration of America's independence from England in 1776. Traditions include picnics and fireworks.



May 5 – Cinco de Mayo in Mexico

Commemorates the Mexican army's surprise victory during a battle with French soldiers in 1862. Cinco de Mayo means "Fifth of May" in Spanish.

Think about some popular holidays in your native country and the U.S. ...

Which ones are your favorites?

How are those holidays typically celebrated?

Which U.S. holidays do you enjoy the most?

\

WORKSHEET – HOLIDAY TRADITIONS

Directions: Write about a holiday in your country. Interview another student and learn about a holiday in his or her native country.

	My Country: _____	Classmate's Country: _____
Name & date of holiday:		
Who celebrates:		
Food:		
Customs:		

INTRODUCTION: TECHNOLOGY ACROSS CULTURES



Many people have cell phones. Some people are **polite** when they use their phone. Others are **rude**. Are you a polite cell phone user?

Directions: Work with a partner to answer the questions below.

Cell Phone Etiquette

1. With your partner, think of 2 places it is **OK** to use a cell phone.

Is it the same in your home countries and the U.S.?

2. With your partner, think of 3 places it is **not OK** to use a cell phone.

Is it the same in your home countries and the U.S.?

ACTIVITY: TECHNOLOGY ACROSS CULTURES



Polite or Impolite?

Is it polite/safe to use your cell phone _____?

Yes, it is.

No, it isn't.

Directions: Interview a partner. Ask him to compare customs in his home country *and* the U.S. Share with the class & create a chart with all the results.

- 1) Is it polite to use your cell phone at the movies?
- 2) Is it polite to use your cell phone on the bus?
- 3) Is it polite to use your cell phone in English class?
- 4) Is it safe to use a cell phone while driving?
- 5) Is it polite to use your cell phone at the supermarket?
- 6) Is it polite to use your cell phone at a restaurant?
- 7) Is it polite to use your cell phone on a date?

INTRODUCING THE TOPIC

Name: _____

1a Read what the people say about a special holiday in their country. Then answer the questions.



I'm Alonso from Belize. It is a small country. September 21 is a big day in Belize. It is Independence Day. There are parades, concerts, and lots of parties.

I'm Ling from China. China is a very big country. The Moon Festival is an important festival in China. On this day people eat small cakes called moon cakes. They also give these cakes to family and friends to wish them a long and happy life.



I'm George from Ghana. Africa Day, May 25, is a special day in Ghana. There are parades with music and dancing.

1. When is Independence Day in Belize? _____
2. Why do people give moon cakes to friends? _____
3. Where is George from? _____
4. How do people in Ghana celebrate Africa Day? _____

1b Tell a partner one thing you learned about each country in Exercise 1a that you didn't know before.

I didn't know that Independence Day in Belize is on September 21.

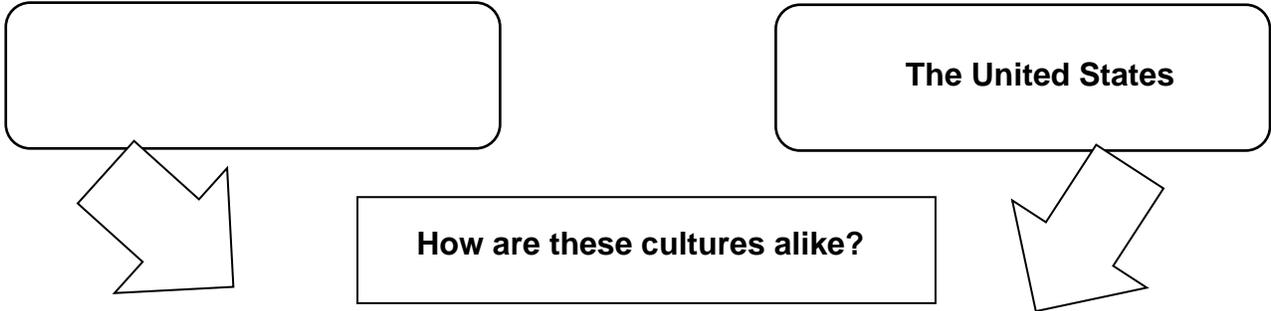
I learned that ...

2 Tell a partner something about the country you come from.

I'm from ...

WORKSHEET – CUSTOMS & TRADITIONS: SIMILARITIES

Think about life in your native country and life in the U.S. How are they similar? Fill in the chart below.

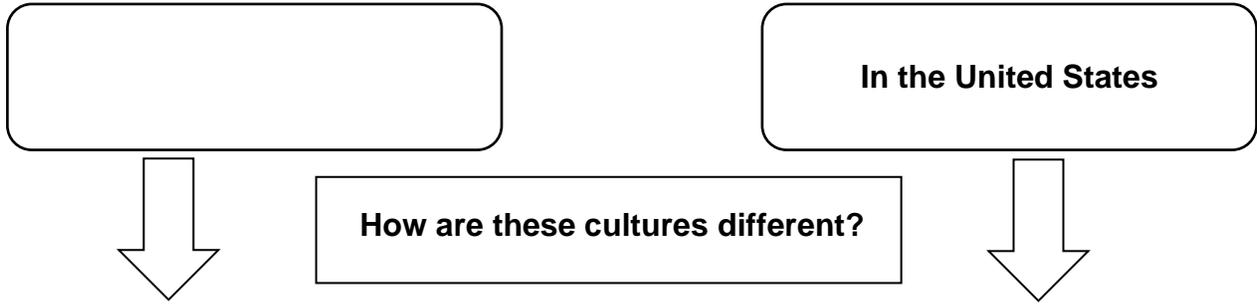


WITH REGARD TO ...

EDUCATION:	
FOOD/COOKING:	
TECHNOLOGY:	
HOLIDAYS & GIFT GIVING:	
WORK:	

WORKSHEET – CUSTOMS & TRADITIONS: DIFFERENCES

Think about life in your native country and life in the U.S. How are they different? Fill in the chart below.



	With regard to ...	
	EDUCATION 	
	FOOD 	
	TECHNOLOGY 	
	HOLIDAYS & GIFT GIVING 	
	WORK 	

TASK 2 PRACTICE: REPORT ABOUT YOUR COUNTRY

Directions: Describe 5 customs from your home country that are **different from** customs in the United States.

<p>EDUCATION</p> 	<p>In my home country,</p> <hr/> <p>In the U.S.,</p> <hr/>
<p>FOOD/COOKING</p> 	<p>In my home country,</p> <hr/> <p>In the U.S.,</p> <hr/>
<p>TECHNOLOGY</p> 	<p>In my home country,</p> <hr/> <p>In the U.S.,</p> <hr/>
<p>HOLIDAYS & GIFT GIVING</p> 	<p>In my home country,</p> <hr/> <p>In the U.S.,</p> <hr/>
<p>WORK</p> 	<p>In my home country,</p> <hr/> <p>In the U.S.,</p> <hr/>

TASK 2 PRACTICE: REPORT ABOUT YOUR COUNTRY

Directions: Describe 5 customs from your home country that are **the same as** customs in the United States.

<p>EDUCATION</p> 	<p>In my home country,</p> <hr/> <p>In the U.S.,</p> <hr/>
<p>FOOD/COOKING</p> 	<p>In my home country,</p> <hr/> <p>In the U.S.,</p> <hr/>
<p>TECHNOLOGY</p> 	<p>In my home country,</p> <hr/> <p>In the U.S.,</p> <hr/>
<p>HOLIDAYS & GIFT GIVING</p> 	<p>In my home country,</p> <hr/> <p>In the U.S.,</p> <hr/>
<p>WORK</p> 	<p>In my home country,</p> <hr/> <p>In the U.S.,</p> <hr/>

EL CIVICS 11.6 TASK 2 (BH-BL): REPORT ABOUT YOUR COUNTRY

Directions: Choose 5 customs from your home country that are **the same as or different from** customs in the United States

<p>EDUCATION</p> 	<p>In my home country,</p> <hr/> <p>In the U.S.,</p> <hr/>
<p>FOOD/COOKING</p> 	<p>In my home country,</p> <hr/> <p>In the U.S.,</p> <hr/>
<p>TECHNOLOGY</p> 	<p>In my home country,</p> <hr/> <p>In the U.S.,</p> <hr/>
<p>HOLIDAYS & GIFT GIVING</p> 	<p>In my home country,</p> <hr/> <p>In the U.S.,</p> <hr/>
<p>WORK</p> 	<p>In my home country,</p> <hr/> <p>In the U.S.,</p> <hr/>

