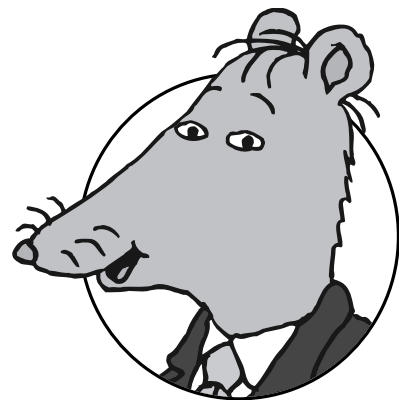




# Arthur's World Neighborhood



**Building Global and Cultural Awareness**



**Dear Educator:**

Libby's® Juicy Juice® has been a proud sponsor of the award-winning PBS series ARTHUR® since its debut in 1996. Like Arthur, Libby's Juicy Juice, premium 100% juice, is wholesome and loved by kids.

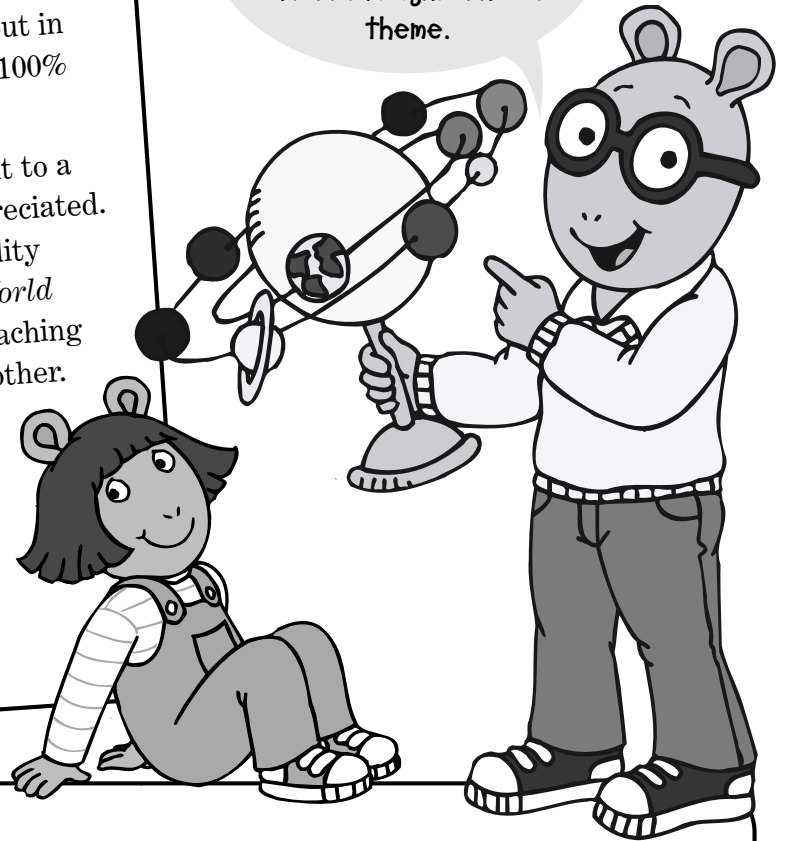
Libby's Juicy Juice shares ARTHUR's commitment to a world in which all children and cultures are appreciated. We applaud the efforts of PBS in producing quality educational television and hope that *Arthur's World Neighborhood* will be a valuable resource for teaching children to understand and reach out to one another.

Enjoy!

**Libby's Juicy Juice**



Keep checking the ARTHUR Web site for new games with the World Neighborhood theme.



**Contents**

**About This Guide** ..... 1

**Around the Block** ..... 2  
Examine diversity within your community

**Around the World** ..... 6  
Everyday Life in Many Cultures: An overview of world diversity  
Delve Deeper: Explore a specific culture

**Dear Pen Pal** ..... 10  
Build personal connections through a pen pal exchange

**More Curriculum Connections** ..... 14  
Infuse your curriculum with global and cultural awareness

**Reflections** ..... 15  
Reflect on and share what you have learned

**Resources** ..... 16

# About This Guide

“We live in a world in which we need to share responsibility. It’s easy to say ‘It’s not my child, not my community, not my world, not my problem.’ Then there are those who see the need and respond. I consider those people my heroes.”

*Mister Rogers, in a 1994 interview*

© 1994, Fred Rogers. Used by permission.

Here are some ways you can use this guide.

As children reach the early elementary years, their “neighborhood” expands beyond family and friends, and they become aware of a larger, more diverse world. How are they similar and different from others? What do those differences mean? Developmentally, this is an ideal time for teachers and providers to join children in exploring these questions.

The ARTHUR television series can serve as a partner and a useful resource in this pursuit. “Dear Adil,” the opening episode this season, introduces the World Neighborhood theme. Arthur becomes pen pals with Adil, a boy who lives in Turkey. The relationship goes through some rocky moments when Buster convinces Arthur that everyone in Istanbul rides camels and eats lamb’s eyes, just like in his comic book. Luckily, Arthur and Adil manage to sort out the misunderstandings and establish a lively pen pal friendship. The World Neighborhood theme continues to be developed through other episodes, including “Flea to Be You and Me” and “Postcards from Buster.” For a fuller list, see *Resources* on page 16.

The activities in this guide invite kids to explore their world neighborhood in concrete, child-centered ways. Kids gather information through personal contact (interviews, surveys, letter exchanges with pen pals) as well as through books, Web sites, and maps. Discussions and thoughtfully selected materials help them question stereotypes and grow more familiar with a global range of cultural diversity. They share what they learn through art, charts, maps, and a variety of written work.

We encourage you to use this guide as a flexible resource. Choose and adapt activities to fit your own interests, curriculum, and time. For example:

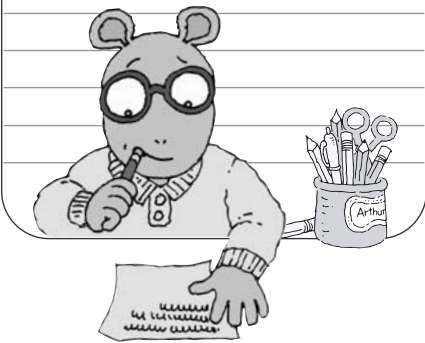
- **Take a tour through the guide.** Start with some activities from *Around the Block*, followed by an activity from each section of *Around the World*. This allows children to begin with the familiar, then build on their acquired experiences and knowledge.
- **Personalize your social studies curriculum.** Choose activities from *Around the World* (pages 6–7) to learn more about cultures you are studying. On the ARTHUR Web site, check *Arthur’s World Neighborhood “Bibliography for Kids”* for books on specific countries: [pbskids.org/arthur/grownups/teacherguides/world](http://pbskids.org/arthur/grownups/teacherguides/world)
- **Reinforce key skills.** Choose activities that focus on specific skills such as interviewing, mapping, or letter writing. In *More Curriculum Connections* (page 14), you’ll find additional ideas for exploring math, geography, and language arts topics through a global awareness lens.
- **Center your activities on a pen pal relationship.** See *Dear Pen Pal* on pages 10–11. Read books to learn more about the country where your pen pals live. Do related art and cooking projects (see *More Curriculum Connections*, page 14).
- **Conclude your personalized World Neighborhood study.** See *Reflections* on page 15 for wrap-up activities.

# Around the Block

Explore the commonalities and differences within your class, school, and local community.

## Local Pen Pals

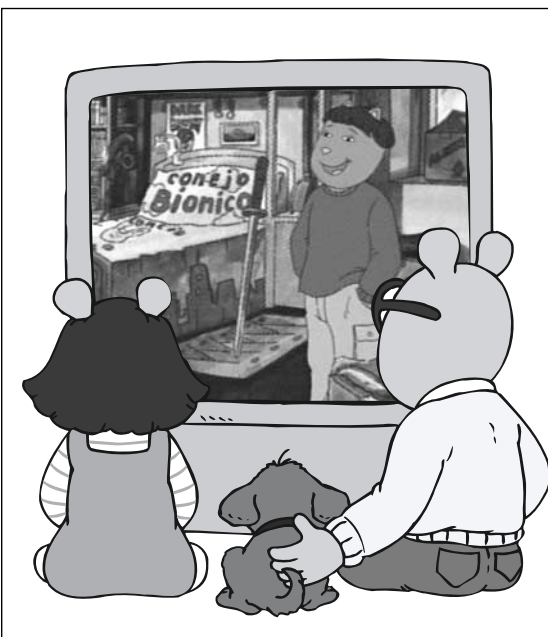
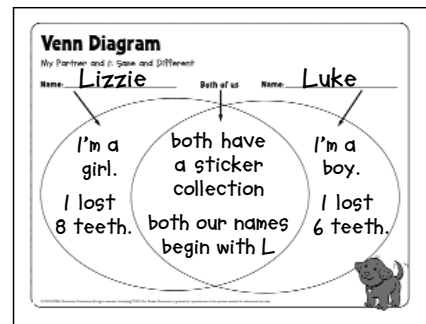
Consider establishing a pen pal relationship with a nearby school or program that has different demographics from your own. Include your pen pals in activities such as Alike and Different Surveys.



**Alike and Different.** Ask: *What are some ways all the kids in this class are alike? What are some ways you are different?* Chart children's responses. Brainstorm questions kids could ask to learn more about each other and the diversity that exists within the classroom, for example: *What do you call your grandmother? (Nana, Bobci, etc.) What chores do you do at home?* Help student groups choose questions, conduct surveys, and create web charts to show responses.

**Class Directory.** Create an information form for each child to complete. Items can include name, birthday, three words that describe you, your favorite thing, your *least* favorite thing. Provide space for drawing a self-portrait. Assemble all the forms in a class directory. Encourage children to browse through the pages, discovering similarities and differences.

**Partner Interview.** Distribute copies of the Venn diagram provided on the ARTHUR Web site ([pbskids.org/arthur/grownups/teacherguides/world](http://pbskids.org/arthur/grownups/teacherguides/world)). Partners will interview each other and record their similarities and differences. Have partners ask each other questions to learn more about one interesting "difference." Model this process with a volunteer. Let children take home a copy of the Venn diagram and interview a family member or neighborhood friend, as well.



## Watch Arthur<sup>®</sup>

Videotape\* these programs to share with the children. Check [pbskids.org/arthur/grownups](http://pbskids.org/arthur/grownups) for local dates and times. "Los Vecinos" is also available on the ARTHUR home video, *Arthur's Family Fun*.

**Los Vecinos.** Arthur and his family are looking forward to meeting their new neighbors, but they're also a bit nervous. The Molinas are from Ecuador. Will they have enough in common to be friends?

**Postcards from Buster.** Arthur, Buster, and Buster's dad explore the neighborhoods of New York City. They watch hip hop dancers, chat with a chalk artist, and visit a Latino bakery. Buster tapes it all on his new video camera!

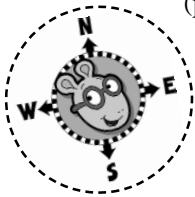
\* You may tape ARTHUR episodes and share them with children for up to one year.

**On the Map.** Have children find out where members of their families live or used to live, then attach labels to a large world map, identifying those places. Keep adding to this world map display, writing new labels for pen pals, classroom visitors, and the places kids visit in books.

**Sharing Stories** (*handout on page 4*). Hearing stories about children's lives a generation or two ago helps kids understand that cultures change over time. Distribute the family activity sheet and review directions. This handout is available in Chinese, Vietnamese, and Tagalog on the ARTHUR Web site: [pbskids.org/arthur/grownups/teacherguides/world](http://pbskids.org/arthur/grownups/teacherguides/world). Read *How My Family Lives in America* by Susan Kuklin to spark discussion about the rich cultural diversity found within this country.

**Classroom Visitors.** Invite family, school staff, or community members who grew up in another country or a distant part of this country to visit your class and share stories about their childhood. Encourage them to bring show-and-tell items (photos, objects, music, books). You may want to use The Frensky Star interview activity (page 8) in preparation for the visit.

**North, South, East, West.** Bring in compasses and show children how to read them. Help kids tape an ARTHUR compass rose to their desks (provided on the ARTHUR Web site:



[pbskids.org/arthur/grownups/teacherguides/world](http://pbskids.org/arthur/grownups/teacherguides/world)).

Have them use a compass to locate magnetic north, then turn their compass rose in that direction. Lead a movement activity: *Point north. Turn and face west. Mia, walk ten steps south and two steps east. Where are you?*

Children can give each other similar directions.

**My Town** (*handout on page 5*). Distribute the activity sheet. Point out the map key and compass rose. Have children work in pairs to answer the questions at the bottom of the page. Give directions orally to other places on the map. (Invite students to do this, as well.) Then have children draw maps of their community. They may want to exchange maps with pen pals.

**A classroom mom shows children how to play Go, a traditional Asian game.**



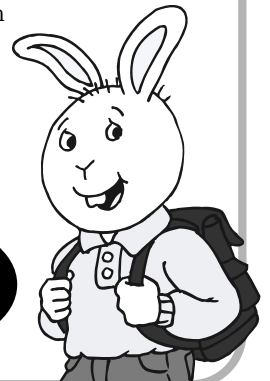
Photo by Lisa Tanner

## POSTCARDS from BUSTER

### A new TV series from PBS KIDS

Buster's dad has been hired to pilot a Latin rock group on their North American tour and he's invited Buster to come along! With Buster as your guide, travel across the continent meeting kids and families from diverse cultures. POSTCARDS FROM BUSTER is an innovative blend of animation and live action (real kids and adventures).

Tune in for lots of laughs and learning!



Premiering  
Fall 2004

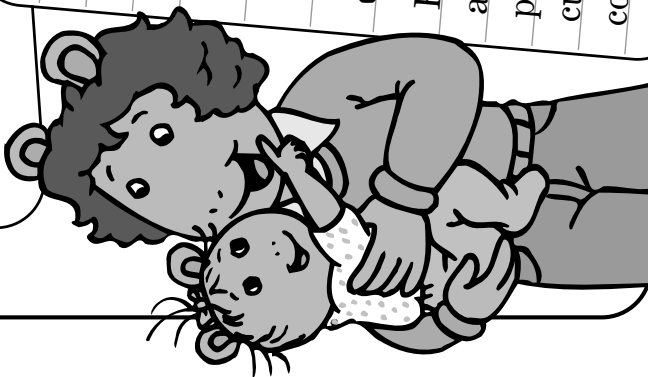
# Sharing Stories / Compartamos cuentos

## Dear Grown-Up,

Please tell a story about when you were a kid. For example:

- ✓ a favorite memory
- ✓ a family tradition
- ✓ a school experience

Together, draw a picture to go with the story. With your permission, the child will share this story and drawing with the class.



## Muy apreciado adulto:

Por favor cuente un cuento de cuando usted era niño.

Por ejemplo:

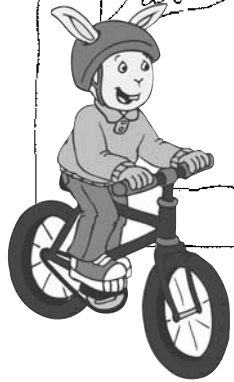
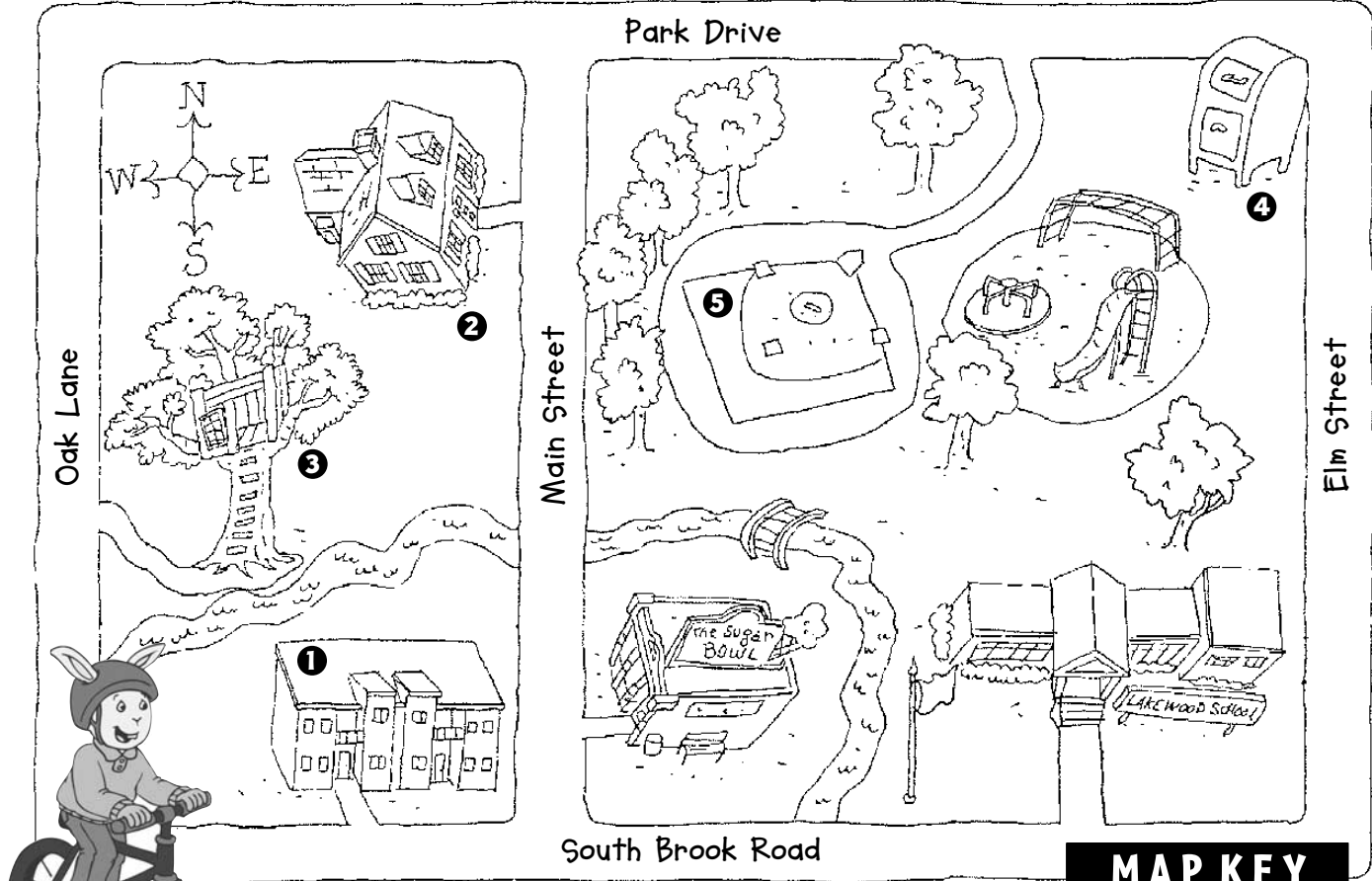
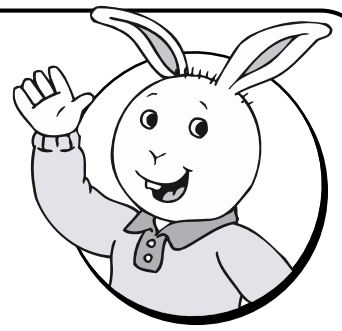
- ✓ un recuerdo favorito
- ✓ una tradición de la familia
- ✓ una experiencia en la escuela

Hagan juntos un dibujo para acompañar el cuento. Con su permiso, el niño compartirá el cuento y el dibujo con sus compañeros de clase.

A large rectangular box with rounded corners, intended for drawing and writing. It has a small pencil icon in each of the four corners. The box is currently empty.

# My Town by Buster

Welcome to my town!



## Map Challenge

★ Buster's mom sends him on an errand. He bikes east on South Brook Road and turns left on Elm Street. He bikes one block then stops at the corner. Where is he? Draw an "X" on the map.

What did Buster's mom ask him to do? \_\_\_\_\_

\_\_\_\_\_

★ Buster calls Arthur at home. "Meet me at the treehouse," he says. On the map, draw the paths Buster and Arthur walk.

Which one of them walks south to get to the treehouse?

\_\_\_\_\_

### MAP KEY

- 1 BUSTER'S HOME**  
My mom and I live here.
- 2 ARTHUR'S HOME**  
This is where my best friend lives.
- 3 TREEHOUSE**  
This is where my friends and I hang out.
- 4 MAILBOX**
- 5 BALLFIELD**  
Once Arthur and I found a mysterious key here.

# Around the World

*Everyday Life in Many Cultures* offers an overview of diversity around the world. *Delving Deeper* suggests ways to explore a specific culture and place in greater detail. We encourage you to try activities from both sections.

## Teacher to Teacher

In teaching about world communities, consider the following:

- Focus on everyday contemporary life, not special events or traditional clothing that can cause children to create stereotypes.
- Help children make connections between their own life experiences and those of children elsewhere.
- Show the geographic, ethnic, and economic diversity that exists within a country by featuring more than one child and family.
- Use a variety of current sources: nonfiction and fiction books, photos, video, and Web sites.

—Susan Welch, grade 2 teacher  
Newton, MA

## Everyday Life in Many Cultures

**Read, Explore, and Reflect.** The Global Awareness books listed on page 16 are wonderful sources of information. Here are some strategies for making the most of these books.

- **Navigating nonfiction books.** Preview the sections of a book together and let kids choose which ones to read. Draw attention to charts, maps, pictures, and captions.
- **Compare and contrast.** Compare the lives of the different children featured in a book. For example, ask: *Which families fetch their water from a well? Which families have TVs? Which children wear uniforms to school?* Have children make comparisons to their own lives as well. How would their lives be different without running water or TV? Point out that most families in the world do not have these things.
- **Travel journals.** Locate the countries you read about on a globe or world map, then have children color and label the countries on their own world map (page 13). What interesting facts did they learn about each country? Children can create travel journals with a page about each country.
- **Photo opportunities.** Many of the Global Awareness books feature photos. Spend time examining the photos; they often contain a wealth of information and help children feel connected to families in diverse cultures. Ask: *Who do you think the people in the photo are? How are they related? What are they doing? What do you think they're going to do next? Does this photo remind you of something or someone in your life? Explain or draw a picture of that.*

**Community Connections.** Former Peace Corps volunteers are often happy to share their experiences with children. Go to [www.rpcv.org/pages/groups.cfm?category=2](http://www.rpcv.org/pages/groups.cfm?category=2), scroll to “Geographic Groups” and click on the city or state affiliation nearest to you. The group will help you find an appropriate guest speaker.

**The Frensky Star** (*handout on page 8*). Have children role-play the interview with Alberto then discuss what they learned. Make arrangements for kids to conduct individual or group interviews with family members, neighbors, or classroom guests. Help children write interview questions that will elicit thoughtful, interesting answers. Publish the interviews in a class newspaper.

**World Wide Web Adventure** (*handout on page 9*). Have children work in small groups to complete the World Wide Web Adventure. To prepare, bookmark the Web sites on your computer. Provide time for groups to compare and discuss their adventures.

Read books about families around the world and about the country your class is going to study.





# Delving Deeper: Study a Country

**1 Choose a Country.** Pick a country featured in your social studies curriculum, a “sister city” of your town, the homeland of a cultural group in your community, or the country where your class pen pals live. The Bibliography for Kids on the ARTHUR Web site recommends resources for specific countries ([pbskids.org/arthur/grownups/teacherguides/world](http://pbskids.org/arthur/grownups/teacherguides/world)). Use [yahooligans.com](http://yahooligans.com) to find additional Web sites.

**2 Create a K-W-L Chart.** Draw three columns: *Know*, *Want to Know*, *Learned*. In the *Know* column, list what kids think they know about a country you are studying. During your study, some of these preconceptions will be confirmed, others will be corrected. Next, ask children what they would like to learn. Write their questions in the *Want to Know* column. Search for answers as you read books, visit Web sites, and write pen pals. Help children enter answers and other interesting facts in the *Learned* column.

**3 Examine Preconceptions.** Use one of the following ARTHUR episodes— “Dear Adil” (episode 801), “Sue Ellen Moves In” (episode 121), “Francine Goes to War” (episode 506)\*—or the book *Gila Monsters Meet You at the Airport* by Marjorie Weinman Sharmat, to examine how stereotypes arise and how they can be dispelled. As you watch or read, pause to discuss the characters’ misconceptions.

- What ideas, or preconceptions, did the characters have about each other?
- How did the characters come up with these mistaken ideas?
- What caused their ideas to change?
- What ideas did you use to have about the country we are studying? How have your ideas changed?

\* You may videotape ARTHUR episodes and share them with children for up to one year. For local TV listings, go to [pbskids.org/arthur/grownups](http://pbskids.org/arthur/grownups)

**4 Geography and Globes.** Discuss geography terms and concepts as you locate the country you are studying on a globe. *Is it on the equator or north or south of it? What continent is it on? What other countries are on that continent?* Trace different ways to travel from the U.S. to the country. *Can you get there traveling only over land? What is the shortest route? What oceans and/or continents do you cross?* Consider making a Balloon Globe (see page 15) and explore the Maps and Geography resources (page 16).

**5 Share What You’ve Learned.** Kids can choose to express what they have learned in a variety of ways. They can draw and label pictures, write a poem, or create a *Did You Know?* poster with interesting facts about the country they are studying. Working in a group, they can make a picture glossary of words in the language of the country, construct a chart comparing life in that country with their own lives, or create a class book modeled on *A Is for Africa* by Ifeoma Onyefulu, (an alphabet book about Nigeria), the *Colors of the World* series or the *Count Your Way* series. (See *Resources*, page 16, for details.)

“To thrive, even to survive in the 21st century, children will need critical thinking skills, empathetic attitudes, and comfort with a range of human diversity.”

*Louise Derman-Sparks, Director, Anti-Bias Leadership Project, Pacific Oaks College, Pasadena, CA*



Second graders studying Mexico created these bilingual word cards.



# The Frensky Star

Arthur's World Neighborhood

ACTIVITY SHEET

pbskids.org/arthur

## New Kid in Town

BY FRANCINE FRENKY

*Alberto Molina and his family just moved from Ecuador to Elwood City. I decided to find out all about the new kid in town.*

Where is Ecuador, Alberto?

*Alberto:* Ecuador is in South America. The equator runs right through the country. Actually, the word Ecuador means "equator" in Spanish.



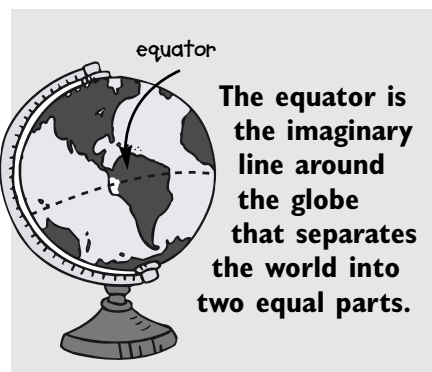
ALBERTO MOLINA, NEW KID

I've heard kids from South America are crazy about soccer. Are you a soccer star?

*Alberto:* Lots of kids in Ecuador play soccer, but I like playing Ecua-volley. It's like volleyball but each team has only three players and you can catch the ball before you bat it back over the net. ★

Wow! It must be really hot on the equator.

*Alberto:* In many places it is hot on the equator, but not everywhere. It depends how high up you are. In the mountains in Ecuador, it's cool all year round because it's so high.



Who would you like to interview? Write two interview questions. After your interview, write a report for your class newspaper.

1.

2.

# World Wide Web Adventure



**1** Go to: [oxfam.org.uk/coolplanet/teachers/ywmw/snapshots.htm](http://oxfam.org.uk/coolplanet/teachers/ywmw/snapshots.htm)

Click on a photo to find out about that child's life.

Name of child \_\_\_\_\_

Country \_\_\_\_\_

List one way you and the child are alike. \_\_\_\_\_

\_\_\_\_\_

List one way you are different. \_\_\_\_\_

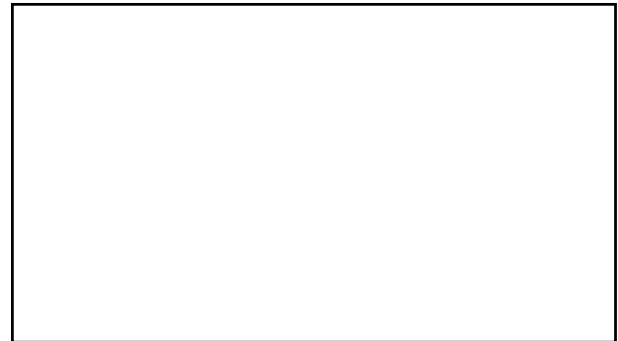
\_\_\_\_\_

**2** Go to: [plcmc.org/forkids/mow](http://plcmc.org/forkids/mow)

Find the flag of that child's country.

Click on "View alphabetical list of countries."

Find and draw the flag.

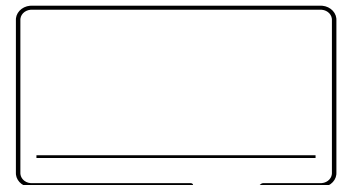


Country \_\_\_\_\_

**3** Go to: [www2.lhric.org/pocantico/vietnam/vietnam.htm](http://www2.lhric.org/pocantico/vietnam/vietnam.htm)

This site was made by a second grade class. Read "Schools in Vietnam" or "Visit Vietnam—A Picture Book." What is the most interesting thing you learned about Vietnam?

\_\_\_\_\_  
\_\_\_\_\_



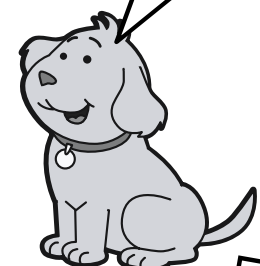
**BONUS!** Go to: [georgetown.edu/faculty/ballc/animals/animals.html](http://georgetown.edu/faculty/ballc/animals/animals.html)

Click on the word "dog" to teach Pal how to say "bow-wow"

in a different language. Write the word in Pal's speech bubble.

Write the name of the language you chose in the sentence below.

I taught Pal to say "bow-wow" in \_\_\_\_\_.



# Dear Pen Pal

A pen pal relationship gives children a personal connection and valuable insights into another culture.

"I really like learning about the differences and things that are the same about me and kids in other countries. At home I just like to lie down and think about what it would be like to be a kid in another country."

Malini, grade 2

Help children learn to address and stamp their mail correctly!



## Tips for Success

- **Start early!** Finding international pen pals can take some time, so start this process as soon as possible. e-PALS at [epals.com](http://epals.com) is a well-established organization linking classrooms around the world. The Peace Corps World Wise Schools Correspondence Match Program offers a special opportunity to connect with children in seventy nations. For details, go to [peacecorps.gov/wws/correspond/index.html](http://peacecorps.gov/wws/correspond/index.html)
- **Be a reliable and creative correspondent.** Answer your pen pals promptly. Send group letters and individual letters (addressed to the class or to specific partners in the other class). Do projects together, exchanging pictures and poems as well as data charts and graphs. Some topics and ideas are suggested below.
- **A Letter from Adil.** Watch "Dear Adil" (ARTHUR episode #801). Then use the handout on page 12 as a tool for teaching friendly letter format: date, greeting, body, and closing. Adil's letter also suggests topics kids can write about. For more ideas, see "Seven Ingredients for Cooking Up a Great Letter" on the ARTHUR Web site ([pbskids.org/arthur/games/postcards/helper.html](http://pbskids.org/arthur/games/postcards/helper.html)). ARTHUR postcards, for email or regular mail, are provided at [pbskids.org/arthur/games/postcards](http://pbskids.org/arthur/games/postcards)

## Shared Explorations

The activities below can be done with pen pals, or children can broaden their perspectives through research and family connections.

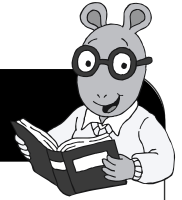
### Exploring Names

**Class Activity 1.** What are the most common boy and girl names in your grade, school, or country? Take a poll. Or, make an alphabetical graph of the names in your class. Which letter is the most common first initial? Ask your pen pals to do this project too, and exchange data.

**Class Activity 2.** ARTHUR is broadcast in 90 countries and 30 languages. Ask your pen pals if they have seen the show. What is Arthur's name in the language of their country? Gather the name for *Arthur* in as many languages as you can.

**Student Letter Topics.** Write to a pen pal or classmate. Tell a story behind your name, for example: Who chose your name, or your nickname, and why? What's the meaning of your name? For inspiration, read *What's Your Name? From Ariel to Zoe* by Marilyn Sanders.

**Extensions.** Ask an older adult: *What were the most popular names when you were little? How did you get your name?* Share your findings with the class.



## Book Links

### PEN PAL BOOKS

*Around the World: Who's Been Here?* by Lindsay Barrett George

*Arthur and the Pen-Pal Playoff* by Marc Brown

*Dear Juno* by Soyung Pak

### EXPLORATION BOOKS AND SOFTWARE

*Games Around the World* by Louise Orlando

*Strategy Games of the World*, computer software published by Edmark

*Back to School* by Maya Ajmera and John D. Ivanko

*Me on the Map* by Joan Sweeney

*Neighborhood Map Machine*, simple mapping software published by Tom Snyder

## Exploring Fun and Games

**Class Activity.** Teach children how to play *Ampe*, a game from Ghana. Two players stand facing each other. One is “Evens” the other is “Odds.” Players clap and count, “One, two, three!” As they say “Three!” they jump and stick out a foot. If players stick out facing feet (one right foot, one left foot) the “Evens” player scores one point. If players stick out opposite feet, the “Odds” player scores. The first player to get 11 points wins. (Source: *Games Around the World* by Louise Orlando). Does *Ampe* remind kids of a game they’ve played before? How is it the same or different?

**Student Letter Topics.** Write to a pen pal or classmate about your favorite sport or toy, or your favorite TV show or music group. Or, tell how you choose which team goes first in a game, or which player is “it” in a game of tag. Ask how your pen pal does it.

**Extensions.** Learn more international games (see Book Links on this page).

## Exploring School Time

**Class Activity 1.** Collect some schoolwork to send to your pen pals. Send some typical school supplies as well.

**Class Activity 2.** Chart your school schedule. Ask your pen pals to send you a similar chart. Go to [www.timeanddate.com/worldclock](http://www.timeanddate.com/worldclock), or make copies of the time zone map found in the front of a phone directory. Ask: *What time is it where our penpals are? What are they doing now?*

**Student Letter Topics.** Describe a school project you are working on. What is your favorite or funniest school memory? Or, write about your dreams for the future. What would you like to do? Where would you like to go?

**Extensions.** Kids from around the world drew and wrote about their dreams for the Wake Up World! Gallery ([oxfam.org.uk/coolplanet/kidsweb/wakeup/gallery.htm](http://oxfam.org.uk/coolplanet/kidsweb/wakeup/gallery.htm)). Send in your submissions as well.

## Exploring the World Around Us

**Class Activity 1.** Create maps of your community. Use the mapping resources in Book Links or use Buster’s My Town map (page 5) as a guide. Exchange maps with your pen pals.

**Class Activity 2.** Chart your local weather for a couple of weeks. Ask your pen pals to do the same. Exchange and compare the data.

**Student Letter Topics.** What do you see when you look out your window? What’s your favorite outdoor place, or your favorite season? Draw and write.

**Extensions.** Go to [wunderground.com](http://wunderground.com) to check the daily weather in the country you are studying. Compare to your local weather.

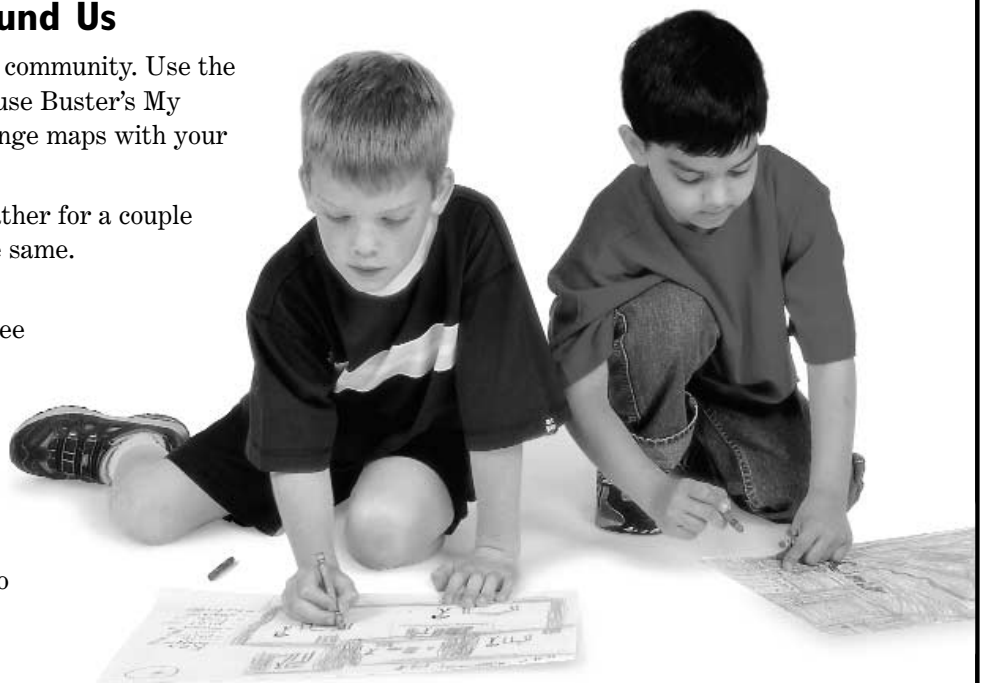


Photo by Lisa Tanner

# A Letter from Adil

This letter is to my pen pal, Arthur. He lives in Elwood City, USA. That's a long way from Turkey where I live, but we have a lot in common.



August 10, 2003

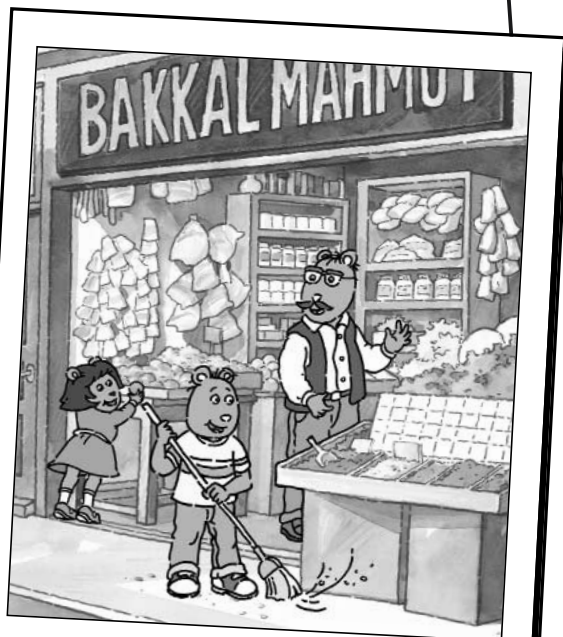
Dear Arthur,

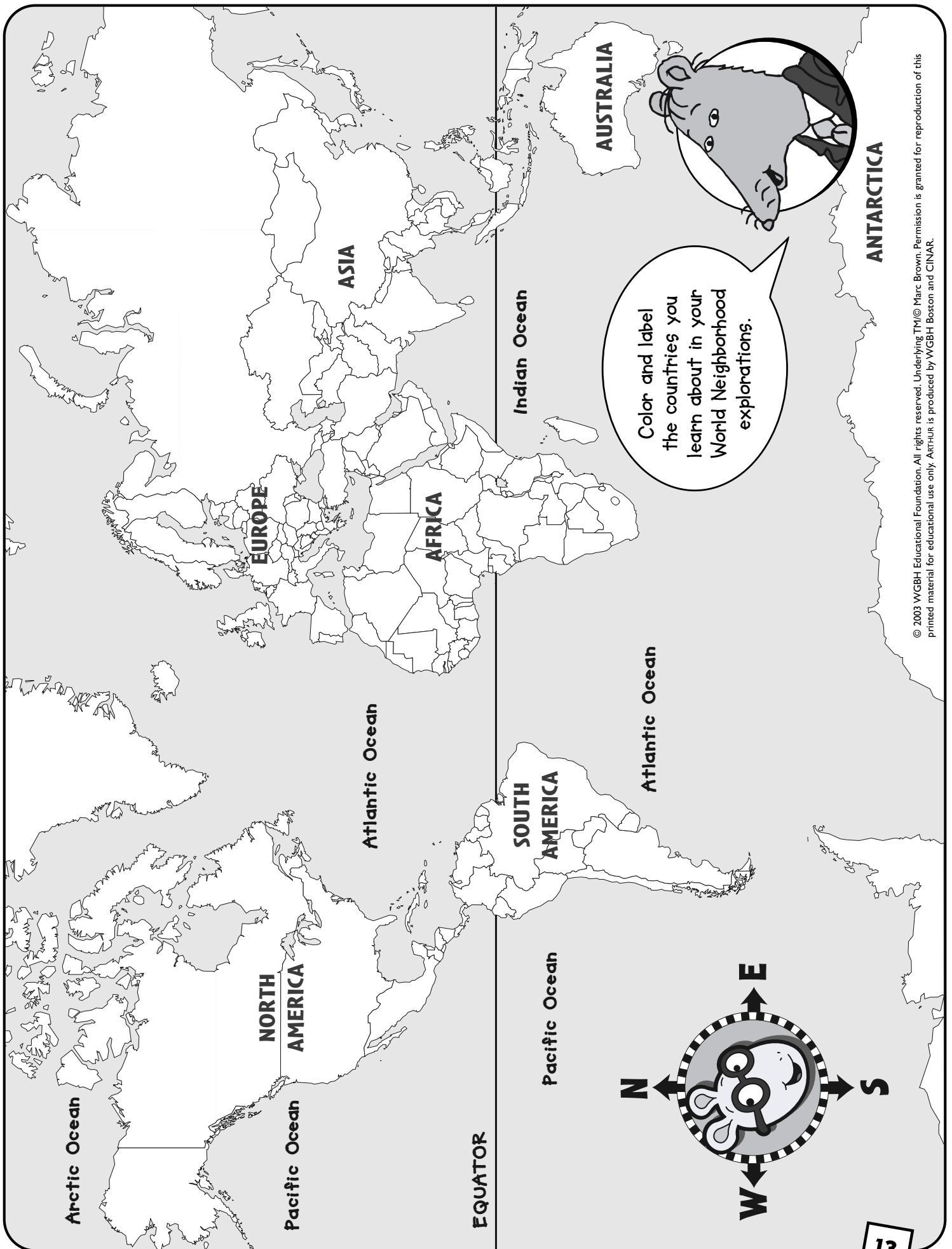
How is everyone in Elwood City? Thanks for sending me that picture of you and Buster in front of the Sugar Bowl. It was funny! You both look a little different than I thought you would. Was Buster really eating Calamari Crunch ice cream? We don't have that flavor here in Turkey. My favorite dessert is *sutlaç*, which is Turkish rice pudding. You should try it sometime.

After school, my friends and I listen to music or play soccer or basketball. This week my friend Onder and I are practicing for a big chess tournament. Onder is a better player than I am. He'll probably win.

Sometimes after school I help out at my dad's grocery store. In Turkish, we call it a *bakkal*. Here's a picture of me helping out. My sister Ayse is trying to help, too. Please write back soon.

Your friend,  
**Adil**





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# More Curriculum Connections

Enrich your curriculum with global awareness and an appreciation of cultural diversity.



Photo by Annie Valva

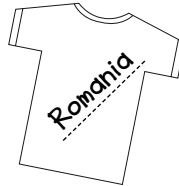


Kids can keep a photo journal of Arthur's travels.

**Travels with Arthur (Language Arts).** Let children borrow a backpack with a class mascot (an Arthur doll or toy animal) and a travel journal. Each child will spend a day or a weekend with the mascot, then write an entry in the journal describing where they went and what they did together. Browsing through the journal, kids can enjoy these glimpses into their classmates' out-of-school life and family cultures.

**Fun with Folk Tales (Language Arts).** **1.** Invite children (and their families) to share folk tales from their home cultures. **2.** Read and dramatize folk tales from the country you are studying. **3.** Compare similar tales from different cultures, then create your own variations on the tale! Both Judy Sierra and Pleasant deSpain have compiled fine collections of international folk tales, retold simply. On the Web, [darsie.net/talesofwonder](http://darsie.net/talesofwonder) offers simple folk tales from many lands. Your librarian can help you locate additional resources.

**World Connections (Geography).** Our toys and clothes come from many parts of the world. Ask each child to bring in a small toy. Have children check the manufacturer's labels on the toys and on their clothes to see where they were made. Let kids write the name of each country on a paper cutout shape and create a chart, sorting the shapes according to countries and/or continents. Or children can attach their shapes to a world map. (You may want to use the map on page 15.) Discuss your findings. *On which continent(s) are most clothes and toys made? Why do you think that is?*



**Global Figures (Math).** **1.** Use the scale of miles on a map to calculate distances between places in the country you are studying. **2.** For a thought-provoking, kid-friendly introduction to statistics, read and discuss the book *If the World Were a Village* by David J. Smith. **3.** Introduce fractions as kids measure and prepare food from the country they are studying. *The Kids' Multicultural Cookbook* by Deanna F. Cook offers easy recipes with kid-centered culture notes. **4.** For more ideas on infusing cultural awareness into your math curriculum, see works by Claudia Zaslavsky, including her children's book, *Count on Your Fingers African Style*. Articles and a bibliography are available at [www.math.binghamton.edu/zaslav/cz.html](http://www.math.binghamton.edu/zaslav/cz.html)

**World Neighborhood Symbols (Art).** Invite children to design a postage stamp or a flag with the theme of *Arthur's World Neighborhood*. For inspiration, go to [www.un.org/cyberschoolbus/gallery/pfp/index.asp](http://www.un.org/cyberschoolbus/gallery/pfp/index.asp) and view Peace Flags created by children around the world. Click on the child's name under each flag to read the description he or she has written.



# Reflections

Use these activities to help children personalize and apply what they learned.

**Class Quilt.** Have each child make a paper quilt square showing something he or she learned about the country you are studying. Tape all squares together and display.

**¡Hola!** Invite families to help make posters of ways to say “hello,” “thank you,” and “one, two, three” in the languages spoken in your community.



Spanish



French



Korean

**International Bread Basket.** Arthur’s dad is a chef. He loves to try recipes from other parts of the world. Join in the fun! Read about different types of bread eaten around the world (see Book Links, this page). Let groups of children choose one of these breads (pocket bread, tortillas, bagels, etc.) to research. *In what country is the bread traditionally eaten?* (Have children locate the country on a map.) *What is the bread made of?* *Traditionally, what do people eat with the bread?* Make several of these breads with the children or bring in an assortment to enjoy together.

**Balloon Globes.** You’ll need: large blue balloons, continent cutouts (provided on the ARTHUR Web site at [pbskids.org/arthur/grownups/teacherguides/world](http://pbskids.org/arthur/grownups/teacherguides/world)), scissors, glue sticks and thick black permanent markers—fine tips puncture the balloons!

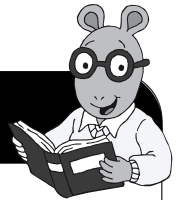
1. Help kids locate, color in, and label the countries they have studied and their own home on the continent cutouts. (Refer to a globe or world map.)
2. Have each child blow up a balloon and use a marker to draw an equator line around the middle.
3. Help children glue the continents to the balloon. (Directions are provided on the continent cutout sheets.)

**Variation:** Make a papier-mâché globe, using a balloon as a base.

**Dear Family.** Create a postcard template. (Divide a piece of paper into an address and message area, and indicate a place for a stamp.) Ask children to pretend they are visiting the country they have studied. Have them write a note to their family telling them about their visit, then draw a picture on the reverse side. Help children address their postcards.

**Cultural Arts.** Bring in traditional and contemporary music from the cultures you are studying. For art and craft projects inspired by cultural art forms, see *Hands Around the World* by Susan Milord and *The Kids’ Multicultural Art Book* by Alexandra M. Terzian.

## Book Links

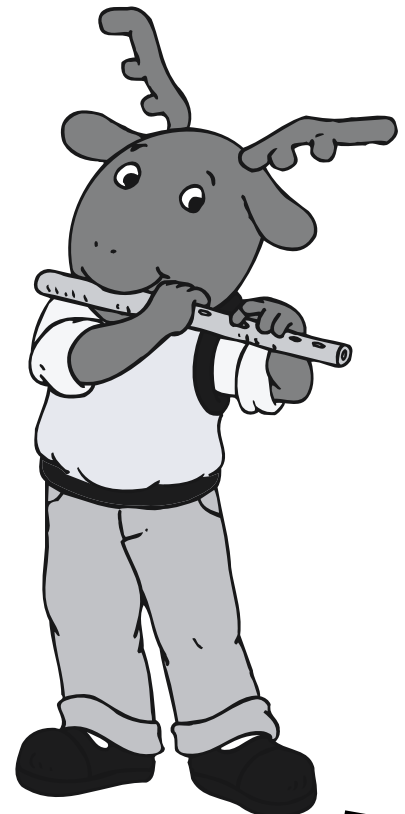


*Bread, Bread, Bread* by Ann Morris

*Everybody Bakes Bread*  
by Norah Dooley

*Jalepeño Bagels* by Natasha Wing

*The Kids’ Multicultural Cookbook* by Deanna F. Cook



# Resources



## GLOBAL AWARENESS BOOKS

The following books give children an overview of everyday life around the world, focusing on commonalities and differences. For books about specific countries, refer to the Bibliography provided on the ARTHUR Web site:

**[pbskids.org/arthur/grownups/teacherguides/world](http://pbskids.org/arthur/grownups/teacherguides/world)**

Ajmera, Maya, and Anna Rhesa Versola. *Children from Australia to Zimbabwe: A Photographic Journey Around the World*. Charlesbridge, 1997.

Ajmera, Maya, and John D. Ivanko. *Back to School*. Charlesbridge Publishing, 2001. (Also: *To Be a Kid*)

Baer, Edith. *This Is the Way We Eat Our Lunch*. Scholastic, 1995. (Also: *This Is the Way We Go to School*)

*Colors of the World* and *Count Your Way* series. For a list of titles, go to [www.lernerbooks.com](http://www.lernerbooks.com). Under "Browse by Subject," choose "U.S. and Countries Studies."

Hollyer, Beatrice. *Wake Up, World! A Day in the Life of Children Around the World*. Henry Holt, 1999.

Kindersley, Barnabas, and Anabel Kindersley. *Children Just Like Me*. DK, 1995.

Johnson, Anne Akers. *String Games Around the World*. Klutz Press, 1996.

Lewin, Ted. *Market!* Lothrop, Lee & Shepard, 1996.

Menzel, Peter. *Material World: A Global Family Portrait*. Sierra Club Books, 1994.

Morris, Ann. *Play*. Lothrop, Lee & Shepard, 1998. (Also: *Bread, Bread, Bread; Houses and Homes; On the Go; Tools; Families; Work*)

*Postcards from ...* series. For a list of titles, go to [www.steckvaughn.com](http://www.steckvaughn.com)

Smith, David J. *If the World Were a Village: A Book about the World*. Kids Can Press, 2002.

## WEB SITES FOR KIDS

The following Web sites are engaging and informative. For kid-friendly sites related to specific countries, see the "Countries A to Z" list at

**[www.cantonpl.org/kids/country.html](http://www.cantonpl.org/kids/country.html)**

### Africa for Kids

**[pbskids.org/africa/index.html](http://pbskids.org/africa/index.html)**

In "My World," students from South Africa, Uganda, Ghana, and Kenya have created photo journals about their schools. Check out their email exchange with students in the U.S.

### Breaking Down the Walls

**<http://library.thinkquest.org/CR0212302/index.html>**

Created by 4th and 5th graders in Wisconsin. Click on "A Kid's Life in..." to learn about daily life in 25 countries.

### In Search of the Ways of Knowing Trail

**[www.brookfieldzoo.org/pagegen/wok/index\\_f4.html](http://www.brookfieldzoo.org/pagegen/wok/index_f4.html)**

An interactive journey through the Ituri Forest in central Africa.

### Cool Planet

**[oxfam.org.uk/coolplanet/kidsweb/children.htm](http://oxfam.org.uk/coolplanet/kidsweb/children.htm)**

Learn about the everyday lives of kids from many countries.

### India for Kids

**<http://home.freeuk.net/elloughton13/india.htm>**

Visit five different locations in India. Each visit includes a kid-friendly slide show, a bedtime story, and more.

### Japan for Kids

**[jinjapan.org/kidsweb/index.html](http://jinjapan.org/kidsweb/index.html)**

Check out the Q&A section under "Schools" and the "What's Cool" listings.

### Mexico for Kids

**[elbalero.gob.mx/index\\_kids.html](http://elbalero.gob.mx/index_kids.html)**

Explore Mexico from a child's point of view. Lots of topics; easy to navigate.

### Vietnam: A Children's Guide

**[www2.lhric.org/pocantico/vietnam/vietnam.htm](http://www2.lhric.org/pocantico/vietnam/vietnam.htm)**

Created by a second grade class.

## MAPS AND GEOGRAPHY

Chiarelli, Brunette. *The Atlas of World Cultures*. Peter Bedrick Books, 2001.

Cobb, Vicki. *Imagine Living Here* series. Walker and Company. Includes *This Place Is Cold; This Place is Dry; This Place Is Wet; This Place Is High*.

Leedy, Loreen. *Mapping Penny's World*. Henry Holt, 2000.

Sweeney, Joan. *Me on the Map*. Crown, 1996.

*National Geographic Beginner's World Atlas*. National Geographic Society, 1999.

**WorldAtlas.com**. Good source of simple, clear maps. For a time zone map, go to [timeanddate.com/worldclock](http://timeanddate.com/worldclock)

## ARTHUR'S WORLD NEIGHBORHOOD EPISODES

Videotape these episodes to share with children. For local dates and times, go to **[pbskids.org/arthur/grownups](http://pbskids.org/arthur/grownups)**

"Arthur's Perfect Christmas"  
(available on home video)

"Big Horns George"

"Dear Adil"

"Flea to Be You and Me"

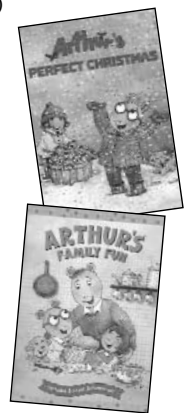
"Kids Are from Earth;  
Parents Are from Pluto"

"Los Vecinos"  
(available on the home video,  
*Arthur's Family Fun*)

"Postcards from Buster"

"Sue Ellen Moves In"

Educators interested in purchasing the video or DVD of *Arthur's Perfect Christmas* or *Arthur's Family Fun* (includes "Los Vecinos /The Neighbors") can call 1-800-949-8670 or write WGBH Boston Video, PO Box 2284, South Burlington, VT 05407-2284. Mention the keycode "ARTWN" to get 10% off each video. Offer expires December 31, 2003.



## Dear Educator:

Post® Alpha-Bits® cereal is proud to sponsor the PBS ARTHUR® television series. Programming like ARTHUR provides a perfect mix of education and fun, both of which are critical to fueling a child's desire to explore and discover all that the world has to offer.

Post Alpha-Bits is especially committed to the importance of reading. Our unique letter-shaped cereal provides kids with all 26 letters of the alphabet they need to spell words and feed their imaginations and minds. We are pleased to support *Arthur's World Neighborhood* and the opportunities it offers for kids to communicate with people from different cultures—an invaluable skill for any child in today's diverse world.

Post Alpha-Bits hopes that you and your students find these materials to be helpful and enjoyable.

Sincerely,

## Post Alpha-Bits



## Dear Educator:

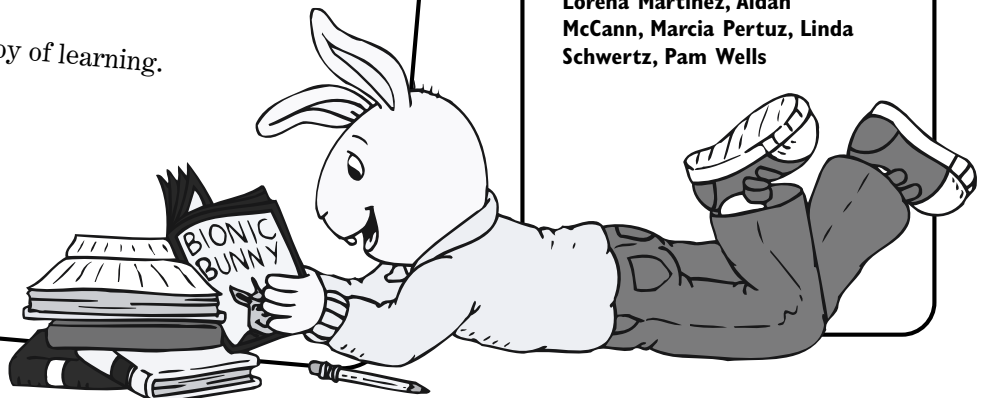
Chuck E. Cheese's is proud to sponsor ARTHUR, the award-winning PBS television series. Like the creators of ARTHUR, we at Chuck E. Cheese's recognize that having fun is an integral part of a child's development.

Chuck E. Cheese's is especially proud to support *Arthur's World Neighborhood* because of our commitment to foster wholesome, empowering, inclusive environments that encourage all children to communicate and interact in enjoyable ways, regardless of their age, sex, ethnic background, or their physical or emotional challenges.

Chuck E. Cheese's hopes this guide will help students explore and appreciate the rich cultural diversity that exists within their own communities and throughout the world.

Here's to ARTHUR and the joy of learning.

## Chuck E. Cheese's



# Credits

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