

# DOWNLOAD PDF TEACHING GUIDE TO ACCOMPANY THE DEVELOPING WORLD,

## Chapter 1 : A Teacher's Resource to The Children of Willesden Lane | Facing History and Ourselves

*The separately published teaching guide has lessons to accompany each chapter, along with scripts for video slide presentations, additional sources of video materials and educational materials. Worksheets are included for each lesson.*

Daily Routines Japanese I, grade 5: This lesson focuses on the daily routines of individuals in Japan and the U.S. Margaret Dyer uses a variety of activities including TPR, modeling, paired practice, and student-led charades to introduce and review new vocabulary and concepts. Go to this unit.

Fruits of the Americas Spanish I, grade 4: Teacher Carina Rodriguez combines visual media and multisensory activities in a vocabulary-building lesson about familiar and new fruit. Students learn what country the fruit comes from, try to identify the fruit solely through touch, and taste the fruit to categorize it as sweet or sour.

Communicating About Sports Chinese I, grade 6: They practice writing Chinese characters for an ongoing activity – a letter they are composing and sending to Chinese students. At the end of the lesson, the students create skits to perform for their classmates. After preparing her students for new vocabulary, Paris Granville retells a Cajun folktale while students act out the story. Students then create a story map to delve into the different story elements. Granville introduces zydeco music and the instruments typically used to create it, such as the washboard, accordion, and spoons.

Touring a French City French I, grade 8: During the lesson, students take turns role-playing tourists asking for directions and tourist bureau agents giving directions and describing the buildings and the city.

Hearing Authentic Voices Spanish I, grade 8: Later, two native Mexican students visit the class and answer questions about how they spend their free time in Mexico.

Comparing the Weather Arabic Grade 6: Fawzy shows slides of the weather in Chicago and Egypt and asks students about the weather in each place and then has them develop questions of their own.

Food Facts and Stories Spanish I, grade 8: In a small-group activity, students pick a card and asks classmates whether they like doing the activity pictured. Students then poll one another about their free-time activities. They also discuss a Canadian community that they had read about and plan what they would do if they were to visit. Through individual and group-centered activities, students learn to express conditional statements about personal preferences.

Michel Pasquier focuses his class on interpreting and adapting film, literature, and music, using the classic tale *Beauty and the Beast*. The students work in groups to find moral meaning in the Jean Cocteau classic film and compare the film to the original story and a French rap song. This lesson focuses on advanced conversation proficiency with connections to social, political, and pop culture.

Sports in Action German I, grades 9 - Denise Tanner guides her students through graduated activities including a TPR vocabulary review of the body, a grammar segment teaching the German structure *gefallen*, and a discussion of the German medals won at the Winter Olympics. As a culminating activity, students act out a TPR story in front of the class. The class learns new vocabulary words, then practices them during a line dance and a card game. For homework, the students compose letters describing their homes, which they will email to students in Italy. Students pair off, assuming the roles of telemarketers and prospective customers.

Japanese II, grades 10 - As part of a larger unit on the geography and culture of Japan, students learn the major regions and cities and discuss popular tourist destinations. As a culminating project, students create a travel brochure and begin planning a promotional video to attract visitors to Japan. Then the whole class works in pairs to create their own versions of illuminated Latin manuscripts.

Russian IV students are paired with small groups of Russian I students to read a story, gather information, and write their own folktales. Each group shares their tale while the remaining students use their interpretive skills to write down specific information. In a separate activity, Russian IV students debate the role of the leader in Russian history after reading an article about Vladimir Putin.

Routes to Culture Spanish II, grades 9 - This culturally rich lesson falls in the middle of a thematic unit about the African presence in Latin America. Then they work in small groups to incorporate these cultural aspects into skits to be performed by their classmates. In this lesson, students use their interpretive abilities to learn about culture and history

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through art. In a lesson rich with music and visuals, students learn vocabulary to describe the rooms and exterior features of modern and traditional houses in Arab countries. In this lesson, Fran Pettigrew gives her students a letter from a teacher in Chile who plans to bring students to visit the United States. Working with authentic tourist brochures in Spanish and their previous research, student groups plan itineraries for their Chilean counterparts. They prepare to send a follow-up letter to the Chilean teacher sharing their suggestions. Barbara Pope Bennett guides students as they recount the details and discuss their interpretations of the story and its moral message. Students act out segments of the story and then collaborate in groups to come up with alternate endings. *Politics of Art Spanish V*, grade 10 During the debate, students assume the role of Latin American artists whose work they had researched and weigh the pros and cons of boycotting an invitation to exhibit their work in Spain. After the debate, the class votes on whether or not to accept the Spanish invitation. Students converse about what they will be doing in the future, in pairs and expanding to a group of four. Belal Joundeya presents a scenario in which two celebrities negotiate their busy schedules to agree on a dinner date, and then he role plays a similar situation with a student volunteer.

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## Chapter 2 : Resources for Teaching Chemistry

*Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.*

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by this organization. Inexpensive films to accompany the materials also can be purchased. Order a free sample of Crayola OverWriters , markers that can write on top of each other. Just register as an educator on Crayola. Shaping Character is an interactive CD-ROM designed to help teachers incorporate character education into classroom activities. The program is built on three character behaviors: Copies can be ordered online. The Chocolate Dream Machine This online video and teaching guide instructs classes about the making of chocolate. Service Band CDs Many government bands offer free recordings of their music for schools. Find out how to get them!

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## Chapter 3 : "RightNow" :: Leader's Guide Download - It Starts At Home with Matt Chandler, Gary Thomas &

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Population diversity There are over ethnic groups in Africa. This includes Asians, Europeans, and Arabs who have permanently settled thereâ€”for centuries, in some cases. There are also many forms of Christianity and Islam, as well as some Hinduism, practiced in Africa. Agricultural diversity The following crops are only the main ones grown in different regions of Africa. There are many more not listed here. Note the different climate needs for each, and some of the places where these crops are grown. Riceâ€”Grown in sub-tropical climate areas, paddy rice is found in the Nile River delta lands of Egypt, in Madagascar, and in West Africa in coastal mangrove swamps. Wheatâ€”As a traditional crop in North Africa and Ethiopia, these were the main sources of wheat consumed during Roman Imperial times. Wheat is now also grown in South Africa, Zimbabwe, and Kenya, as well as in some irrigated areas of Nigeria. Maize corn â€”Corn is a widespread crop in Africa, grown in tropical, sub-tropical, and temperate latitudes. Sorghum and Milletâ€”Grown in dry savanna lands, these grains are often the main food crops in many parts of Africa. Root cropsâ€”These are widespread throughout the tropics, including the savanna and equatorial lands, and include yams, sweet potatoes, and cassava. Oil palmâ€”A local staple in West Africa which requires hot humid conditions with constant temperatures and heavy rainfall year round. Teaâ€”Tea also requires uniform temperatures year round, though lower than palms, and not as wetâ€”it is often grown in highland areas. Introduced as a cash crop in East and Southern Africa, especially Kenya, tea is now also grown in some parts of West Africa. Coffeeâ€”Thought to have originated in Ethiopia, coffee thrives in tropical often highland climates 20 degrees N and S of the equator , including in Ivory Coast, Ethiopia, Kenya, and Uganda. Wineâ€”Grape vines are characteristic of Mediterranean climates, including portions of the South African coast, as well as Algeria, Tunisia, and Morocco. Sugarâ€”Sugarcane is produced in tropical climates. Tobaccoâ€”Grown throughout temperate and tropical areas, this product originated in North America, but is produced for export in Zimbabwe, Malawi, Nigeria, and Tanzania. Cottonâ€”Cotton is widely grown in tropical and sub-tropical regions in areas that are rain fed and under irrigation. Egypt and Sudan are the main producers in Africa. Sisalâ€”These trees produce a coarse fiber for making rope or twine. As a drought resistant plant, it can survive without large amounts of water. Write a short essay on how these statistics help to show the diversity of Africa. Since Africa is so large, and covers many climate zones, and encompasses over million people, this diversity is to be expected. Using the information here, as well as additional research if needed, develop a paper scavenger hunt where classmates would have to discover where certain items are grown or found in Africa using climate, political, and vegetation maps of Africa. Teachers may wish to combine a study of climographs with this activity. For students to recognize that it is hard to generalize about Africa, because its diversity is great, and each of its 53 countries is unique. Grades 4â€”9 In many places in West Africa, traditional storytelling is done by a griotâ€”a professional oral historian who has learned the histories and stories of a particular family, from past centuries to recent times, from ancestors. Often in the course of telling the story, the audience is encouraged to interject, which assures the teller that all are still awake. For the benefit of the teacher, the more precise areas are listed in parentheses where possible. Teachers may wish to remove the hints from the paragraph and provide each student with a copy of the paragraph that they can read individually first, and then along with the teacher. You may wish to give them a sense of how many mistakes there are to find. The important thing is for students to realize that these generalizations may indeed be true of a few places in Africa but they do not represent the whole continent. As I sat down at breakfast this morning, I poured myself a bowl of cocoa puffs and thought of what my geography teacher had talked about in class yesterday. Much of the chocolate we eat is from Africa. My father drove me to school and he, as always, listened to the news on the radio. I heard that in the country of Africa [where? In geography class today we

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had an African guest speaker. I asked him why it was always so hot in Africa [where? Kilimanjaro, as well as ice in winter months on the high plateaus of Southern Africa ]. One of my friends said that when her family traveled to Africa [where? Later that day, in science class we talked about nuclear energy and learned that Africa [where? After school, I relaxed in front of the television watching old movies on Nickelodeon and drinking a Coke. I remembered my geography teacher having said that the cola flavor comes from kola nut trees grown in Africa [where? I watched an old Tarzan movie and wondered about the African [where? Teachers may want to provide extra credit for students who bring in further examples of such references they hear on the news, in commercials, or in conversations. The more they are encouraged to recognize the problem, the more attuned they will be to avoiding generalizations about the continent of Africa. Grades 3â€™7 Note to teachers: You may wish to enlarge the cutouts to facilitate younger hands cutting out the shapes. In fitting Russia onto the continent, there is a natural break at the Urals where students can cut Russia in two parts, dividing European Russia from Asian Russia. Select from the cutouts to fill the continent. Note that different combinations can be used to fill Africa in. For a special math effort, figure out which countries to use to come closest to the total number of square miles in Africaâ€™11., How many times can you fit India inside of Africa? How many times can you fit France inside of Africa? Have students color in the cutouts, or research climate, resources, religions, and languages which could then be put onto the maps using symbols. They could then compare these characteristics to specific places in Africa. New York; Facts on File, Tom Snyder Productions, Grades 4â€™8 Africa Project. Grades 4â€™10 Boston University. Tales of Maps and Cartocontroversy. Henry Holt and Co. Good information and bibliography on the Peters Map Controversy.

### Chapter 4 : Curriculum Guide: â€œHow Big is Africa?â€• Â» African Studies Center | Boston University

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## Chapter 9 : Navigate Companion Website to Accompany Building Effective Physical Education Programs

*The teaching activities in this guide encourage this kind of reflection. In her memoir, Jiang struggles with questions about her identity and loyalty and the conflicting forces of authority, conformity, and obedience.*