



Suggested Guide
For
Culture Box
Use in the Classroom

WorldOregon Global Classroom Program
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TABLE OF CONTENTS

Culture Boxes

- **What are Culture Boxes?** 4
- **Culture boxes Make Countries Come Alive** 6
- **How will Culture Boxes enhance my student’s Global and Multicultural Perspective throughout the year?** 7

Stereotypes

- **How can I avoid reinforcing stereotypes and incorporate an anti-bias attitude?** 8

Using Culture Boxes

- **Culture Box Care Guidelines** 10
- **Classroom Ideas for Using Realia** 11
- **Inquiry Approach to Realia** 12
- **How to “Read an Object”** 13
- **Teaching Culture Through Inquiry: Using Cultural Realia Boxes** 14

Activities

- **Cultural Realia Bingo.....Object, Materials, Use** 17
- **Playing Archeologist.....A Beginning Probe** 20
- **In Praise of Hands** 21

Resources

- **From Closets, Cupboards & Trunks..... Sources of Realia** 25
- **List of Possible Culture Box Contributions** 27
- **Global Education Resources in Your Community** 28

What are Culture Boxes?

Culture Boxes are multi-media, interdisciplinary collections of realia, artifacts and resource material designed to familiarize students with the traditions and cultures of countries around the world and the multicultural nature of American society.

Culture Boxes can be borrowed by:

- Students (individually or as a group)
- Classroom teachers (individually or as a grade level)
- Entire schools as the centerpiece of a school-wide experience
- Community & youth organizations (i.e. Scouts, Campfire, etc.)
- After School Programs (Portland Impact, SUN, etc.)
- Faith groups
- Families or individuals

Culture Box Sets address the following categories:

General Information

- Local & Regional
- Geography
- Governance
- History
- Indigenous Peoples

The Arts

- Architecture
- Arts & Crafts
- Folktales & Literature
- Music & Dance
- Theater

Daily Life

- Festivals & Food
- Language
- Medicine
- Money & Stamps

Plants & Animals
Sports
Toys & Games
Traditional Belief Systems
Traditional Dress
Women & Family

***Culture Box Sets can contain:**

Activities
Books (general and folktale)
CD's and DVD's
Current Cultural Information
Files (categories, general info, activities)
Flags
Lesson Plans
Magazines & Newspapers
Maps
Pictures & Posters
Realia (sample arts, crafts, clothing, food, utensils, games, housing, musical instruments, toys, etc.)

****Please Note:*** *Culture Boxes Sets are always in various stages of development, ranging in size from one to four boxes. So, you will not find information or items on every category in every box.*

Culture Boxes Make Countries Come Alive! By Grace Kuto

Teachers inform and
culture boxes inspire.

Teachers give content and
culture boxes enrich and bring alive that content.

Teachers encourage and
students start to embrace learning about other cultures.

Teachers challenge and
culture boxes offer a glimpse of the answers.

Teachers help explore and
students make discoveries.

Teachers bring the awareness and
students transform the awareness to action.

Teachers give advice and
students drive the learning experiences.

Teachers plant the seed and
students cultivate the seed.

Teachers see the potential and
students actualize the potential.

Teachers have the dreams and
students interpret the dreams.

Teachers prepare the feast of learning and
students partake in the feast.

In time, teachers and students
pull together to become the change this world needs!

Culture boxes are the key to the windows and doors of
other cultures around the world.

Teachers who use them
stretch, enrich, and empower the imaginations
of their students into deeper learning
and appreciation of other cultures.

Teachers are a gift to their students and their students are a gift to the future!

**Grace Kuto: Harambee Centre President, "Africa is NOT a Country" Author, Kenya Culture Box Creator*

How will Culture Boxes enhance my student's global and multicultural perspective throughout the year?

Children learn by doing. Their ego-centric nature makes lectures “out” and a “hands-on” approach imperative to the first level of knowledge building.....
AWARENESS!

The “hands-on” materials and activities found in WorldOregon's Global Classroom Culture Boxes can initiate an awareness of how people in other cultures around the world live on a daily basis. (i.e. the foods they eat, games they play, toys they have, songs they sing and the community and houses they live in)

This information becomes easier to learn because it relates to knowledge that children already possess about themselves so they can see how much they are alike as well as different from children in other cultures. According to the Children's museum in Boston, “An understanding of objects and artifacts acts as a link to the people, the culture and the time period that produced them.”

WorldOregon's Culture Boxes readily fit into teaching plans and can easily help to satisfy school curriculum guidelines. Culture Box materials can be used to amplify a text, stimulate questions and engage children in the learning process by bringing “something real” into the classroom for them to understand and remember.

In addition, by providing children with special cultural items and objects representative of the world around us, Culture Boxes appeal to all types of learners to promote understanding as well as stimulate curiosity. Using Culture Box materials as a springboard, teachers and students both can discover, collect and creatively use their hands-on realia in the classroom setting and become culturally aware together.

How can I avoid reinforcing stereotypes and incorporate an anti-bias attitude?

Examine Your Own Values.....

A good place to begin is to examine your own values before making an effort to help children understand other people. Most adults are so accustomed to stereotypes that they don't even recognize them as such.

Develop Your Own Cultural Awareness.....

Do some reading and enter into discussions with others to increase your own knowledge and understanding of various cultures.

Address The Concept of Stereotyping.....

Use Culture Box realia as an opportunity to talk about ways that cultural groups are stereotyped and what words and actions are hurtful. (i.e. all Mexicans wear sombreros or all Hawaiians wear grass skirts)

Teach Anti-Bias Behavior.....

It is our job as educators to teach children to become "anti-biased". Use Culture Box materials to teach culturally sensitive behavior, i.e. review books for bias and make a collection of "fair and unfair" pictures. Our **Global and Multicultural Resource Center Library** contains an entire section on **Anti-bias, Anti-racist, Equity and Social Justice** books and activities for the classroom. Click here to take a look at this list, then make appointment with the Culture Box Manager to borrow these amazing resources. www.worldoregon.org/global_classroom.

Put Traditional Items In Perspective.....

Stress that traditional items are an important part of a cultural heritage and are used on special occasions. For example, most children from other cultures wear ordinary clothing on a daily basis, perhaps even blue jeans and sneakers!

Avoid “Once Over Lightly”.....

Borrow Culture Boxes throughout the year to avoid token recognition of holidays, etc. Make linkages between the cultures you have studied whenever possible referring to what you have learned previously about the same or a different culture.

Point Out “Commonalities”.....

Emphasize items and use activities that children have in common with children of other cultures, i.e. food preparation, clothing, musical instruments, toys and games, counting systems, housing, greetings, etc. This way they can relate new information to knowledge they already have and see similarities as well as differences.

Develop “Critical Thinking” Skills.....

When using objects and artifacts, leave it up to the students to learn from them. The included “Playing Archeologist – A Beginning Probe” is an excellent way to introduce children to learning about an “unknown” culture through its realia. If you are unsure of the background of an object, research it, or refer it to the Culture Box Program Manager for further study.

Emphasize That Everyone Has A Culture.....

Culture is “shared human experiences”. It is not rigid or static. It does not lend itself to a display nor can it be shared on demand. It is the part of culture that cannot be seen, tasted, smelled or heard but is equally important to impart. It is the full vitality of real people. It is important to keep this in mind when sharing the more superficial aspects of a culture with children.

Each Culture Has Its Own Diversity.....

There is as much diversity within each culture as there is between cultures. Keep this thought in mind as you try to teach about a cultural group with accuracy and without succumbing to over generalizations.

Sources: A Closer Look at Culture, Mako Nakagawa, Your Public Schools
Anti-Bias Curriculum, Tools for Empowering Young Children, Louise Derman Sparks.
Multicultural Education, A Pathway to Global Harmony, Verna Hildebrand, Michigan State University

Cultural Box Care Guidelines

While Culture Boxes are in your care, please...

USE CULTURAL SENSITIVITY – Please read the [Suggested Guide for Culture Box Use](#) for ideas on how to present materials in a culturally sensitive way and how learn from an object.

INVITE GUEST SPEAKERS – Our boxes are meant to be a catalyst for further exploration, which should include the opportunity to meet people from diverse backgrounds in person and hear their stories. *Please contact us to help you make arrangements for a guest to visit your classroom.*

HANDLE WITH CARE – Many people have lovingly contributed to the evolution of our Culture Boxes. We ask that you share in our appreciation of their efforts by teaching your students to handle the enclosed materials respectfully. *Adult supervision is required for primary aged children!*

ENJOY VIRTUAL CULTURE BOXES - Additional online resources are available for you online to enhance the hands-on culture box experience. www.worldoregon.org/global_classroom

TELL US YOUR STORY – Please return our brief follow up survey when it arrives! Your ideas and experiences are invaluable to us!

PLEASE REPACK the Culture Boxes as you found them! Here's how....

1. **TAKE A PICTURE** of how box contents are arranged BEFORE you remove items.
This will be a big help when you repack!
2. **Then RE-ORGANIZE** according to the red ink arrows and topics on the box side.
3. **COPY THE LID INVENTORY LIST** to be sure items are in the correct box packet.
 - Packet items are listed in the boxes on bottom half of the inventory list.
 - Books, files, individual items, posters and AV are listed on the top half.
4. **RETURN** each item to its proper **BOX NUMBER and PLASTIC BAG**.
 - Each item is numbered.
 - Each packet lists what should be inside.
5. If you are **LEFT-HANDED**, please be sure to return items to packets from the right side.
6. Be sure that all **FILE TABS** are **UP and FACING FORWARD**.
7. **STAND** individual files behind packets.
8. **STAND** thinner packets in front of individual files.
9. **LIE BULKY PACKETS** in front of thinner packets, standing if possible.
10. **PLEASE FOLD CLOTHES NEATLY** and place carefully in plastic bags!!
11. **OPEN CD & DVD** containers to be sure disks are actually in there!
12. **REMOVE** tape and sticky clay from back of posters and pictures.

Please set aside anything you are unsure of and we will replace it for you!

Questions? Email Karen Ettinger at karen@worldoregon.org
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Classroom Ideas for Using Realia

Realia may be used to make mini-museums, to write stories, or to draw pictures. They may be used as a basis for math lessons on measurement, for lessons introducing and studying other cultures. If the objects are antique, they may be used for lessons in history.

How might a teacher begin a lesson with objects?

First have students collect objects in the classroom. They might be objects from pockets, objects from student or teacher desks. Rather than making a random collection, give students a definite focus. You might have them choose a favorite object, an object that has a specific use, an object that appears old or one that is new. Once you have a collection, use one of the following suggestions for a class activity:

- Have students write a 2-3 sentence physical description of the objects, or have them write a description that explains use, again in 2-3 sentences.
- Do a lesson in classification. Organize the objects as to use, or size, or shape, by how they were made.
- Design a time capsule to be opened in the year 2132. Decide what should be included. Have students write short explanations for each object so that anyone opening the capsule will learn about life in 2022.
- After you have worked with objects from the classroom expand object experiences by asking students to bring things from home, perhaps objects that they feel are unique to our culture. Use these items as the basis for further lessons using realia.

Inquiry Approach to Realia

Students need to develop their abilities to formulate good questions. Here is another idea for using realia as a means to stimulate interest in a culture and to develop student questioning skills.

Purpose: To develop curiosity about cultural items
To learn how to ask good questions
To learn how to use imagination
To recognize that sometimes we judge the use of certain items from another culture based upon how WE use it.

Materials: Arrange a group of cultural items on a table in front of the classroom.

Directions: Hold up an object.
Encourage students to ask questions that can be answered by the teacher with only a “yes” or a “no.”
Encourage students to build questions on previous answers.
Periodically, have someone restate what is known about the cultural item.

How to “Read an Object”

What do you know about the object?

Observe closely. Try to tell something about materials, construction, age, use and culture.

What would you like to know about the object?

There are many ways to read an object. The primary purpose is to make one see more clearly and, through this greater perception, understand the work. Fred Schroeder in “Designing Your Exhibits” (Technical Leaflet 91, AASLH, Nashville, Tenn.) discusses seven strategies to be used in interpreting objects.

1. Study an object for how it was made.

Read about it.

Look at it in detail.

Recreate a similar object.

2. Discover the use of the object.

Learn how it was used in society.

Learn the needs that dictated its existence.

3. Place the object in context.

Set the object in its environment.

Relate the object to things that would have been around it.

4. Place the object in chronology.

How the idea of the object progressed through time

5. Place the object in relation to other cultures.

The object is related to similar ones in other cultures.

Compare and contrast uses in each culture.

6. Show the historical influences of the object

How objects of other times contributed to design or decoration

7. Values of an object

Evaluate the importance or the need of the object whether it be functional, sociological or aesthetic.

Discovery is the key to finding out about an object. By combining two or more of Schroeder’s techniques, the viewers focus is changed which allows one to see in different ways.

Teaching Culture Through Inquiry: Using Realia Boxes

Dr. Linda Tamura

What is this object? How is it used? What does it tell about how people live? If you could select three items which best represented your own lifestyle, what would you choose – tennis shoes? A Big Mac wrapper? Tickets to the symphony? A computer disk? If those objects were given to someone who did not know you, how accurately would that person be able to draw some conclusions about you? What other information would be necessary?

Artifacts can be useful in helping students of all ages to understand abstract concepts through hands-on, multisensory activities. By examining common objects used by any person(s), students utilize skills in observing, hypothesizing, data gathering, analyzing and drawing conclusions. When students put these inquiry skills to use in learning about those from another culture, the exercise can also lead to more informed understandings of issues of cultural bias, ethnocentric assumptions and stereotyping.

You might begin by having students select cultural items which represent themselves individually. Exchange objects anonymously with partners in the classroom. Guide them in using the inquiry process to try to identify their partners, making guesses about their likes, dislikes, lifestyles.

Help their partners to suggest other sources of information to guide students to more accurate predictions. What misunderstandings were evident based on limited information? What assumptions did we have based on our own cultural norms? As a class, students might then create a realia box representing their town or state and exchange it with a class from an unknown state or country.

Inquiry Process:

1. Identify the Problem

What is this object?

What does it look like?

How would I describe it?

2. Develop Hypotheses

What guesses can I make about what the object is and how it is used?

3. Investigate Resources

What additional sources of information do I need to check my predictions? (books, pictures, interviews, letters, diaries, newspapers, photos, folklore, children's literature, etc.)

4. Analyze Data (Test Predictions)

After checking other resources, how should I adjust my predictions?

5. Develop Generalizations

What generalizations might I make now, based on a variety of sources?

Other Questions to Ask:

1. Details: How would you describe the object?

What features are distinctions?

From what materials was it made?

2. Context (place and time):

In what setting would we find this object?

How would that dictate its use?

How old is this object?

How has its use or meaning changed through time?

3. Value: Why was the object made?

What was its purpose?

What cultural/societal needs does this object fulfill?

What does this object convey about this culture's values, beliefs and attitudes?

What other objects convey those same values?

4. Cross-cultural comparisons:

Are there parallel objects in our culture? In other cultures?

Considerations for Discussion*:

***Diversity** and differences are not “bad” or “wrong.” They can make us each special and interesting. Begin by examining how we are alike, THEN explore our differences. Avoid “us” vs. “them” discussions which reinforce ethnocentric, self-centered attitudes.

***Generalizations** help us to develop understandings but, to avoid stereotyping, we need to understand that there are always individual differences in any culture, e.g., not all Americans love baseball.

***Cultures change.** What we observed about people a few years ago may be very different today, e.g., do saddle shoes and bobby sox represent today’s youth in America? Lifestyles change through time.

***Cultures are complex.** There is not always a single answer or explanation, and viewpoints can vary. Respect the fact that any statement or hypothesis represents one view, which may change with time and additional experiences. Gain multiple perspectives based on a variety of resources and opinions. Encourage broad understanding.

***Distinguish between facts and opinions.** Facts are true; hypotheses are only guesses based on available evidence and require continued and open-minded investigation. Most of us interpret artifacts through our own cultural norms and assumptions. We must be aware of our own biases and ethnic assumptions as we view unfamiliar objects and actions.

***Value judgments** impose our personal views on situations. It is important to respect diversity and the freedom of others to make their own choices.

**Adapted from “Activities for the Elementary Classroom,” SPICE, Stanford University.*

Activity: Cultural Realia Bingo...Object, Materials, Use *

Goal: To help students become more aware of the materials, both raw materials and tools, used in producing these cultural items and uses for them. To help students articulate their knowledge of needs common to all human beings and to examine artifacts as expressions of these needs.

Objectives: Students will make observations, record data, classify data, and then invent a game using their data bank.

Time: One class period

Materials: Culture Box, Paper and pencils, attached **BINGO** Game sheets and paper scraps for playing

Procedures:

1. Students should divide a piece of paper into thirds and label with the following headings: **Objects, Materials, Uses**
2. Students should be given a set amount of time (7-8 minutes) to give a name to all the objects they see, all the materials used in making these objects (both natural resources as well as tools), and imagined uses for these objects.
3. At the end of this time period, the students should compare lists. The teacher might give commendation for the longest list, the most creative, the most thorough, the most accurate. All answers can be listed either on the white board, an overhead projector, or butcher paper. Such lists might include the following data:

Objects: A bag to carry seeds, a whistle to soothe a crying child, a gourd which is a “history book”, a carving to honor their llamas, a weaving of the night sky and constellations, a “photograph” of their hat business, a little platter for serving roasted seeds

Materials: Wood, clay, llama fur, gourds, cotton, wool, seeds, plant dyes, water looms, carving knives, ideas, hands, eyes, people

Uses: Amusing children, making music, carrying vegetables, expressing inner need, creating beauty, reflecting nature, keeping warm, being humorous, dreaming, telling stories, serving food, holding up clothes, communicating, honoring animals household shrines for praying

4. Bingo Game: From the collective list, students should choose enough different categories to fill up a 5x5 square BINGO sheet (with a middle Free Space). Students should choose from any of the three categories—objects, materials, uses. The teacher should then ask questions and students can cover up the answer if it appears on their bingo card.

Questions might include:

- Name one raw material used in making this object (choose object).
 - Name one activity this object could be used in performing.
 - Name one raw material which did NOT go into making this artifact.
 - Name a tool which was used in the process of PREPARING this object.
 - Name a tool which was used in the process of FINISHING this object.
 - Name a raw material which was taken from the ground to make this object.
 - Name a raw material which had to be cut to make this object.
- 5.** The above is only a sample list rather than an exhaustive list. The game can be played repeatedly. Perhaps the “winner” of each round could ask the next set of questions.

Evaluation: Student participation in this activity can be observed by the teacher. Perhaps the student could submit their BINGO card with a set of questions about the objects, materials, uses of the artifacts

**Created by the Portland Public Schools (used with permission)*

Cultural Realia Bingo

Activity: Playing Archeologist...A Beginning Probe *

Goal: To help students form hypotheses about an unspecified culture by examining the objects of the Culture Box.

Objectives: Student will be able to simulate an archeologist and to make “findings” about an unknown culture

Time: One class period

Materials: Culture Box, wide brimmed hats, bandanas, magnifying glasses, lined notebooks, brushes and gloves

Procedures:

1. Students should be divided into pairs.
2. The cultural objects should be displayed on a table in front of the room, with magnifying glasses available. Latin America need not be mentioned; Culture Box contents are only presented as the objects of “a culture”.
3. Students should come up to the display table 3 pairs at a time. They should be encouraged to examine the objects with the magnifying glasses
4. Students should be encouraged to take notes as they examine the objects
5. As soon as all the students have had their turn, each pair needs to formulate some hypotheses about the culture of the people who made the handicrafts.

Some ideas which students might consider are:

What can you hypothesize about the technology of this culture? What can you determine about the people’s tools? What values are important to these culture makers? What kind of family groups of the people of this culture live in? What raw materials are available to this culture? How might people in this culture like to have fun?

Some examples of possible hypotheses are:

The people of this culture like color. The people of this culture like to decorate their clothes. The people of this culture live around animals. The people of this culture make things with their hands. The people of this culture probably don't throw anything away something just because they don't want it anymore. And so on...

Each student should be responsible for formulating 8-10 hypotheses in written form.

6. Each pair should have the chance to share two of their ideas. As each pair reports, the safari hat and/or bandana can be passed around and worn during sharing.
7. The teacher can help to categorize the observations made by the students and help them draw further conclusions about a culture by studying the cultural artifacts.

Evaluation: Archeological findings will be collected by the teacher and graded for appropriateness and originality

**Created by the Portland Public Schools (used with permission)*

Activity: **In Praise of Hands ***

Goal: To help the students gain and appreciation for the HAND-crafted objects. To help students express their awareness and appreciation for human beings who use their hands to create; to help students use their own creative powers in realizing this appreciation.

Objectives: Students will write poems in praise of hands. Students will use their own artistic and creative abilities to express their appreciation for the work of hands.

Time: One-two class periods

Materials: Culture Box, books from the school library on crafts and craftsmen, drawing paper, colored pencils/crayons, books by your favorite authors on teaching children to write poetry.

Background: The following excerpt is summarized from the book **In Praise of Hands—Contemporary Crafts of the World** published by the World Crafts Council.

“The craftsmen who make these objects have one thing in common: they work, create, and achieve with their HANDS. Craft comes from the hand and the mind of the maker. Deftness and ingenuity emerge from the doing and re-doing, from seeing, hearing, thinking, over and over again.

The craftsman is a MAKER. He or she uses his or her hands to form, to shape, to draw in or out or to draw upon, to press, to weave and sew, to carve, to work with material, and to hold and use tools. No machine can compare with a man’s or woman’s hands. Machinery gives speed, power, complete uniformity, and precision but it cannot give creativity, adaptability, freedom, HETEROGENEITY. These the machine is incapable of spontaneously reproducing.”

James S. Plaut
World Crafts Council

Procedures:

1. Students should handle all the objects. They should be told to feel for the imprints of the artisans' hands as they handle the objects. They should also imagine, with their minds' eye, the hands of the people who made these crafts. They should imagine the movements of the makers' hands as they collected the materials with which to make these objects. They should imagine the artisans' hands in motion weaving, carving, sewing, molding, and twisting. They should imagine the artisans' hands holding the object in its raw state, while it was in process of being made, and when it was a finished product. To help set the stage, read the following statement written by the Latin American, Octavio Paz from the introduction to In Praise of Hands:

“Since it is a thing made by human hands, the craft object preserves the fingerprints - be they real or metaphorical - of the artisan who fashioned it. These imprints are not the signature of the artist; they are not a name. Nor are they a visible, faded scar commemorating the original brotherhood of men and their separation. Being made by human hands, the craft object is made for human hands: we can not only see it but caress it with our finger. The handmade object is a sign that expresses human society in a way all its own: not as work (technology), not as symbol (art, religion), but as a mutually shared physical life.”

2. Students should be encouraged to share their impressions of this quotation with the class. Students should then be asked to imagine that THEY are the artisan who made one of the objects. They should be directed to write a poem or a paragraph, to their hands, in recognition of their work, dexterity and ability to create.
3. Students can work on writing assignment individually or in small groups (2-3). Students should be assured that poems are a collection of feelings, images, impressions, statements, and comparisons. Therefore, it is not important that they rhyme. Poem starter books are available in the library.

4. Students should honor their own hands. Using their hands as the subject of a drawing or of a collage, students should create a study of their hand(s) and then filling this outline in with picture, symbols, and words. In a sense this will be their “ode” to their hands.

Evaluation: Students should submit their poems. These might be put on display in the media center or a hallway showcase with the artifacts.

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From Closets, Cupboards and Trunks.....SOURCES OF REALIA*

“Tell me, I forget. Show me, I remember. Involve me, I understand.” Ancient Chinese Proverb

WHERE TO BEGIN

Where do we begin a search for realia? Start with yourself. Almost everyone is a collector. We may collect baseball cards, old wind-up toys, glass figurines, old china, door knobs, match boxes, or shells from the beach. These collections, many begun when we were children, are marvelous sources for object lessons in the classroom. These collections and the objects included in them tell stories. Just as they have brought you endless hours of pleasure, they can become a catalyst for lessons in the classroom. Collections not only tell about the people who own them but are a reflection of our society. Students are collectors too. Ask them to bring part of their collections to share.

BRANCHING OUT

How long ago did you clean out your attic or a closet at home? Take a look. You may find a new use for the objects gathering dust in that attic. Garage sales are another rich resource. Someone’s junk may be your treasure. Garage sales are another rich resource. Someone’s junk may be your treasure. Garage sales are great places to find inexpensive artifacts from other countries.

SOURCES OF REALIA IN THE PORTLAND-METRO AREA

Trips to other countries or other states are not the only resource for realia. The Portland-Metro area has many fine sources for the purchase of objects that represent other cultures, contemporary and historic times. Where can you go to shop?

MAKE YOUR FINGERS DO THE WALKING

Begin with the research on the internet. Check out local listings for antique stores, pawn shops, import houses, specialty stores or fair-trade stores. Comb the want ads in the Oregonian, Willamette Week, other local papers or Craigs List. Check the internet for fair-trade catalogues, such as Ten Thousand Villages. Plan to go to estate sales or to garage sales.

ANTIQUe STORES AND JUNK SHOPS

Old Sellwood is a good place to start looking for low cost objects. The second hand/antique stores are full of teachable materials. You can find old kitchen utensils, old campaign buttons,

used National Geographic magazines, etc. Antique shows are another source of objects. People who frequent antique shows know that bargaining is expected. Don't plan to pay full price.

TRAVEL REALIA

Personal trips are another source of artifacts. Practically everyone who makes a trip away from home brings back memorabilia. Teachers are travelers and most are collectors as well. As you travel keep an eye open for objects that would intrigue students. Here's a list of objects from one traveler's artifact box collected in China:

Pottery tea cup with lid
Match box with advertising on it
Postcard showing money
Coins
City map of Beijing
Kentucky Fried Chicken menu
Children's picture book
Newspaper
Calendar
CD of folk music
Luggage tag from airlines
Hotel receipt
Small piece of silk embroidery
Bicycle lock
Small folder of postage stamps

As you can see, common everyday objects from other countries are fascinating to children. More important these objects reflect life in another culture. From such collection of objects you can put together your own boxes of realia. Costs for such collections as this one can be minor.

See the next page for a list of inexpensive or free items that travelers can bring back to you. It will add meaning to their trip to see how they can help you bring the world to your classroom.

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GLOBAL & MULTICULTURAL RESOURCE CENTER
CULTURE BOX PROGRAM
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IDEAS FOR CULTURE BOX CONTRIBUTIONS

Our Culture Boxes on over 100 countries are brimming with maps, lessons, and hands-on treasures from musical instruments and traditional clothes to toys, games and easily transportable props. Our resources and programs are available to teachers, students, parents and organizations in both Oregon and SW Washington. We rely on the generosity of our members and friends to help us compile a diverse and exciting array of materials for the Culture Box Program.

Please keep our Culture Boxes in mind as you travel and consider enriching them with items that express the unique art and daily life of the countries that you visit. We and the schools that borrow our Culture Boxes throughout the year would be most appreciative!

Printed matter and reference materials

Books, magazines, newspaper articles,
fliers, brochures, menus
Lesson plans, visual teaching aids,
Maps, charts

Audio & Visual resources

CD's, DVD's, Photographs, Postcards

Hands-on items in the following categories:

Daily Life

Traditional clothing
Toys and games
Cooking utensils
Food samples
Furnishings for the home
Examples of architecture

National

Flags
Currency
Stamps
National celebrations and festivals
Language
Human Rights
Social Justice
Government and politics
Social Structure
Heroes and Heroines

Culture

Art: pictures of paintings and prints
Music: traditional instruments, sheet music
Literature: folktales, legends, stories, poetry
Theater
Arts and crafts
Sports
World Belief Systems
Public Health Systems
Medicine
Education
Occupations
Transportation

Environment

Animals & Plants
Ecological concerns
Environmental Justice
Climate
Geography

GLOBAL EDUCATION RESOURCES IN YOUR COMMUNITY*

Developing a local directory of organizations, businesses, museums, collections, resource people and materials that can assist you in your global classroom may be as easy as turning to your local phone book or DEX online directory.

The following list of possible resources is valid for any community. Think about the list, then begin to develop your own directory!

EDUCATION-RELATED

- Your school library, media centers, resource centers, and public libraries
- The internet and other electronic means that can connect your school to the outside world.
- Educators who have traveled abroad, including retired teachers, administrators and especially those who have participated in the Fulbright and other study programs abroad.
- Students and teachers who have global education knowledge, including teachers at a different grade level.
- Exchange students and exchange student programs, including AFS, Youth for Understanding and others.
- Local community colleges and universities and their multiethnic, global or related programs, including speaker's bureaus and outreach programs, such as the "International Cultural Service Program" (ICSP) at Portland State University.
- Superintendent of Public Instruction exchange teacher programs.
- Global educators in adjacent school districts or who are affiliated or active with state organizations, including state associations of Foreign Language Teachers, Council's for the Social Studies, etc.
- Locally-developed teaching resource units on global topics.
- Local film, print and other catalogs available through educational service districts, colleges and organizations.

CIVIC-RELATED

- Local chapters of organizations that are "international", including Rotary International, Soroptimists International, Red Cross, Scouts, etc.
- Your Local United Nations Association UNA, the League of Women Voters, World Affairs Councils and foreign relations groups.
- United Nations Day chair and other city or county appointees.
- Governmental and Non-governmental environmental organizations.
- City "international offices" or contact people at city hall.
- The Chamber of Commerce, unions, professional business groups.

CULTURE-RELATED

- Museums – historical, art, ethnic and others, including regional museums with traveling exhibits.
- Members of various ethnic communities who have cross-cultural experiences they can share.
- Performing groups (dance, music, athletics, drama) that have international or intercultural activities or performances.
- Returned Peace Corps volunteers and other international volunteer groups.
- Native American tribal councils and affiliated groups or organizations.

BUSINESS-RELATED

- Businesses with international ties (including apple, wheat, berry and other growers: manufacturers: service businesses. See other businesses below).
- Consuls General or foreign representatives living locally.
- Local restaurants and other businesses with an international flavor.
- Travel agencies
- Local port districts and international trade organizations.
- Stores and specialty shops that carry an array of international products, gifts and the like.
- Parents and family members who have worked, lived or traveled abroad.

RELIGION-RELATED

- Churches, synagogues, and other religious organizations that have international experiences, including missions, study programs.

COMMUNICATIONS-RELATED

- Newspapers, including printed accounts that are global or in a foreign language, and news magazines, such as Time and others.
- Television stations, cable television stations, radio and other local media and their global resources, news programs, websites and networks.
- Local / regional pen pal organizations.
- Ham radio operators; short-wave radio stations, manuals.
- Satellite communications, computer hook-ups (See Education above).

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