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Introduction

This book presents a unique approach to teaching. *A Trip Around the World* is based on the concept of a “living” curriculum. A “living” curriculum provides opportunities for students to experience subject matter rather than just read about it.

In this book you will find an integrated approach to social studies, language arts, science, math, life skills, and art. The use of integration allows a teacher to plan activities throughout the day that lead to a cohesive, in-depth study. Students practice and apply their skills in meaningful contexts. Consequently, they tend to learn and retain more. Both teachers and students are freed from a day that is broken into unrelated segments of isolated drill and practice.

Many of the suggested activities are designed to be done in groups. This provides students with chances to develop social skills, work cooperatively in groups, and practice good leader-follower group interaction.

The planned itinerary will take you on a trip that could last all year long. A variety of activities are provided for each country. If time is limited, it is not necessary to use every idea or every country. Shorter trips can be successful, too.

Rome Quotation Search

This city is so famous that our language is filled with references to it, even today. Some of these references are quotations from famous authors, but they have become a common part of our culture.

See if you can locate the meaning and source of each of the following expressions. You may use your reference library or ask your friends and relatives for help.



1. *All roads lead to Rome.*

Source: _____ Meaning: _____

2. *When in Rome, do as the Romans.*

Source: _____ Meaning: _____

3. *Everything in Rome is expensive.*

Source: _____ Meaning: _____

4. *Rome is above the nations.*

Source: _____ Meaning: _____

5. *This was the noblest Roman of them all.*

Source: _____ Meaning: _____

6. *... the glory that was Greece and the grandeur that was Rome.*

Source: _____ Meaning: _____

7. *Rome has spoken; the case is closed.*

Source: _____ Meaning: _____

8. *I am a Roman citizen.*

Source: _____ Meaning: _____

9. *Rome wasn't built in a day.*

Source: _____ Meaning: _____

10. *I found Rome bricks and left it marble.*

Source: _____ Meaning: _____

Mojo to Kumi

Jambo, world travelers! After counting how many African animals you were able to locate (even when they were hidden) you might like to learn to count in Swahili. Following are the Swahili numbers from one to ten:

One	Moja (MOH-jah)	Six	Sita (SEE-tah)
Two	Mbili (MBEE-lee)	Seven	Saba (SAH-bah)
Three	Tatu (TAH-too)	Eight	Nane (NAH-neh)
Four	Nne (N-neh)	Nine	Tisa (TEE-sah)
Five	Tano (TAH-noh)	Ten	Kumi (KOO-mee)

Most of these should be easy for you to pronounce. (The numbers two and four may take a bit of extra practice.)

Activity

1. As a whole class, practice counting from one to ten in unison. Do this until the sound is fairly well ingrained and uniform.
2. Then in groups of two to four, practice memorizing the numbers in order.
3. Finally, practice reading in random order the sentences from the African Animal Safari (one to ten only). With their Safari Sentences in front of them, ask students to identify in Swahili which sentence number you have read.
4. A perfect score, of course, is KUMI!

