

## Around the World

Take a trip around the world with art as your guide. Students explore the art of several cultures as they journey through the Museum's period rooms and galleries. Tell us the country you're studying, and we'll make sure to visit a related gallery.

### Grade Level

Grades K–3

### Common Core Academic State Standards

- [CCSS.ELA-LITERACY.CCRA.R.1](#)
- [CCSS.ELA-LITERACY.CCRA.SL.1](#)

### National Visual Arts Standards

- Responding: understanding and evaluating how the arts convey meaning
- Connecting: relating artistic ideas and work with personal meaning and external context

### C3 Framework for Social Studies State Standards

- Dimension 2: Geography – Human-Environment Interaction (Place, Regions, and Culture)

### Suggested Learning Goals

Students will be better able to:

- Compare and contrast works of art from different cultures and time periods
- Make connections between details of artwork or architecture and the cultural values they reflect

### Essential Questions

- What can art tell us about different times and cultures?
- How can looking at art help us discover similarities and differences in cultures across time and space?

### Suggested Vocabulary

City	Culture
Continent	Globe
Country	Map



*Tea Kettle with Design of Landscape*, late 19th century  
Artist/maker unknown (Japanese)  
Glazed porcelain with underglaze blue decoration (Banko ware)  
Glazed porcelain with underglaze blue decoration (Banko ware)  
Gift of Mrs. John Reilly, 1941  
1941-87-64a,b

### Lesson-Specific Activity

This activity is designed to prepare students for thinking and talking about artworks they may see during an “Around the World” lesson.

- Display images of a familiar space, object, or cultural practice (such as kitchens, school rooms, school lunches, uniforms, or modes of transportation) from different places, cultures, or time periods. Ask students to compare and contrast with their own lives. What things are similar? What things are different? For suggested images, see **Supplementary Materials**.
- Ask students why there might be differences around the world in the clothing people wear, foods that they eat, everyday items they use, and spaces they build.
- Guide students to create a quick story about the people who use a kitchen or sleep in a bedroom from a different place. Encourage them to connect details in their narrative to visual evidence. What kind of climate might these people they live in? What kind of food do they eat? What are their daily routine like?
- Help students generate ideas about similarities and differences in material culture by reading the picture book *Home*, by Carson Ellis.

### Differentiation

- More advanced students can work independently in pairs or small groups. Assign each group several images of various living spaces or examples of material culture from around the world.
- Ask students to look closely at the images. Can they identify and label items in the images that are familiar to them? Is there anything that is unfamiliar? Infer what the unfamiliar items may be used for.
- Provide students with a Venn diagram. Ask them to choose two images to compare and contrast. For instance, what is similar about children’s bedrooms from two different cultures? What do students see that is different? Alternatively, you could ask students to compare one image to something in their own lives.

### Supplementary Materials

- *Home*, by Carson Ellis
- “How classrooms look around the world – in 15 amazing photographs,” by Valerie Strauss, *Washington Post*
- “Children’s bedrooms around the world,” by Janissa Delzo, *CNN*
- “What school lunch looks like in 18 countries around the world,” by Leanna Garfield, *Business Insider*