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3-15-04  
Lit Block

Trade Book Sheet

**Title of Book:** If the World Were a Village

**Author's Name:** David J. Smith

**Publisher:** Kids Can Press **Copyright Year:** 2002

**Reading Level:** upper 6<sup>th</sup> grade **Genre:** Multi-cultural

**Synopsis of the story:**

*If the World Were a Village* gives statistical facts about the diversity of the world's population. Students can learn about the diverse populations, languages, environments, incomes, schools, religions, and ages that make up the world. This book leaves readers pondering what the world would be like if it was one village.

**Standard:**

5.1.4 Interpret percents as a part of a hundred. Find decimal and percent equivalents for common fractions and explain why they represent the same value.

**Activity:**

Take a couple of math lessons to begin with reading a page of the book. (I am using the first page called "Nationalities" as an example because the rest of the pages are similar only they address other topics than nationalities.)

After reading the page about nationalities, ask how many people are in the global village (100). Write up on the board or overhead the population for each nationality within the global village's one hundred people. Have the students add the populations for the nationalities together (they should arrive at 100). Explain to the students that each nationality's population is the same as the percent of the nationality within the global village. Tell the students that whenever there is an allotted amount taken from a total of

100 the allotted amount equals the percent of 100. (example: if there are 61 Asians in the global village of 100 people then 61% of the global village's population is Asian.) Have the students practice a few on their dry erase boards. Tell the students to find the percent of Europeans in the global village (12 Europeans are in the global village of 100 people so 12% of the global village's population is European). Ask what nationality makes up 2% of the global village's population. (Russian)

**Standard:**

6.3.10

Compare and contrast cultural patterns—such as language, religion, and ethnicity—in various parts of Europe; the Caribbean; and North, South, and Central America.

**Activity:**

Give the students large blank maps of Europe; the Caribbean; and North, South, and Central America. Read one of the pages in the book about languages, religions, or etc. Using language as an example, show the students where on their maps each language is primarily spoken and have them label it. (Write the names of the languages on the board to help with spelling, although spelling should not be graded). Have students break up into groups of four to discuss why languages are so spread out across the world, why some languages are spoken within the same area as another, and what languages are spoken in the United States. One person in each group should write their answers down. Then in a class grand conversation have the groups share their answers. Do this same activity with other cultural patterns.

**All Activities Created By: Natalie Aschenbrenner**