



GENERAL TOMMY FRANKS ROAD SHOW & CLASSROOM

GUIDE FOR TEACHERS AND EDUCATORS





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Dear Educator,

First, permit us to thank you for your contribution to America's future generation. Our children are our most prized treasure, and your efforts to help them learn are sincerely appreciated.

We hope the Traveling Road Show will assist you in broadening your teaching resources. Our aim is to stimulate young minds to want to learn by exposing them to artifacts and exhibits seldom encountered in every day life in America. If the experience encourages one child to want to learn, we have accomplished our objective.

In the attached documents, you will find the correlation of National Standards, Oklahoma Priority Academic Student Skills for Grades 6 and 7 and Texas 6th grade. The purpose of the correlation is to assist in linking Road Show displays with education objectives taught on the respective material of social studies, history, geography, art and culture. Included in the packet are examples of lesson plans which may be used to stimulate learning both prior to our visit and after.

Our exhibit is self contained and all are locked behind glass for the protection of our young viewers. If there is anything we can do to make the Road Show experience more helpful please let us know.

Respectfully,

Nikki Macy, Office Manager
General Tommy Franks Leadership Institute and Museum

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ABOUT THE GENERAL TOMMY FRANKS LEADERSHIP INSTITUTE AND MUSEUM ROAD SHOW

ABOUT THE ROAD SHOW

The traveling Road Show is a 44 ft. truck and trailer project of the General Tommy Franks Leadership Institute. The Road Show brings traveling exhibits, FREE OF CHARGE, to school students. Since its beginning, October 2008, the Road Show has traveled over 27,000 miles taking the show to over 177 schools and has guided more than 34,000 students through the exhibit, reaching schools across Oklahoma and Texas.

Exhibit content includes selected items from museum archives. Examples of the exhibits include: Bedouin jewelry, ceremonial knives and swords from Yemen, rugs from Afghanistan, military uniforms, and many other special items.

HOW TO SCHEDULE THE ROAD SHOW

The process starts with an invitation to bring the Road Show to your school. The invitation will be followed up with a phone call acknowledging receipt of your request. At that time we will obtain the information needed from you to complete our schedule form. Our schedule is made to match your class schedules as closely as we can in order to cause as little disruption to your students as possible. A road show visit to your school is considered in accordance with our road show scheduling in your area. Once we determine a possible date for our visit, we will contact you for appropriate approval and coordination.

Once a date is established, we will email our curriculum packet to you so you may begin to prepare the students for our visit. Our packet includes descriptions and pictures of the items on display in the road show. Also included are sample questions and answer sheets, a seek and find game, and a suggestion for a class project. A lesson plan is included for your convenience.

WHAT TO EXPECT UPON OUR ARRIVAL

Our driver and educator will arrive 1 hour before the first class begins. They will position the trailer at a location of your choice. Our self contained trailer is ADA compliant with ramps for wheelchairs.

Your students will go to their regular class first, then they will be sent out to the trailer. We can only accommodate 10 to 15 students at a time so most teachers divide the class in half and send each half separately, allowing about 15 to 20 minutes per tour. When they arrive, our educator will take them on a tour of the trailer. The educator will explain the significance and use of items in the exhibits and answer any questions before sending the students back to class.

We ask that you provide restroom location information and allow our staff to eat at the cafeteria if they so desire.

General Tommy Franks (ret.)



Tommy Franks was born in Wynnewood, Oklahoma and grew up in Midland, Texas. After two years at the University of Texas, he joined the United States Army as a Private and in 1967 was commissioned a Second Lieutenant.

His service in Viet Nam earned him six awards for Valor and three Purple Hearts. That assignment was the start of a long and distinguished career that would take him from one world hot spot to another – from West Germany at the height of the Cold War to the Demilitarized Zone in Korea, to the deserts of Arabia.

General Franks graduated from the University of Texas at Arlington with a Bachelors Degree in Business Administration, and Shippensburg University, Pennsylvania, with a Masters Degree in Public Administration. He is a member of Alpha Chi National Honor Society and Omicron Delta Epsilon Honor Society for Economics.

In June 2000, he was promoted to four-star General and assigned as Commander-in-Chief, United States Central Command where he led American and Coalition Troops in Operation Enduring Freedom in Afghanistan and Operation Iraqi Freedom in Iraq.

The General's awards include five Distinguished Service Medals, four Legions of Merit and five Bronze Stars. He was appointed Knight Commander of the Order of the British Empire (KBE) by order of Her Majesty Queen Elizabeth II on May 25, 2004. President George W. Bush awarded him the Nation's highest civilian award, The Presidential Medal of Freedom on December 14, 2004. General Franks has received honorary degrees from a number of universities including his alma mater, Shippensburg University and his wife's alma mater, Oklahoma State University.

The General's wife, Cathryn Carley Franks, is a professional educator with degrees from Oklahoma State University and The George Washington University. They currently live on a family ranch near Roosevelt, Oklahoma.

General Tommy Franks Display Case

Display Case R1

General Franks' Dress Uniform

Uniform of a 4 star general in the United States Army with biographical information and photo.

Oklahoma Priority Academic Student Skills

Correlation to World Studies, Grade 6 in Red 1.1
3.1

Correlation to World Geography, Grade 7 in Blue 3.2 1.1



Right Shoulder Epaulet Rank-4 Star General

Left Shoulder Epaulet Rank-4 Star General

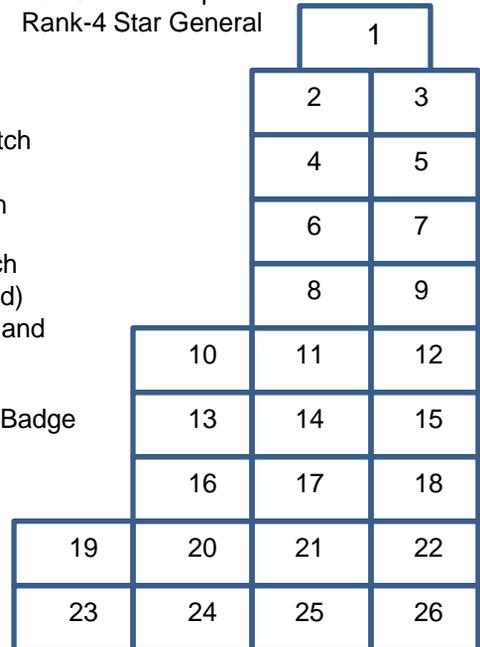
Right Shoulder Patch (Combat Patch) 1st Cavalry Division

Left Shoulder Patch (Last Unit Assigned) US Central Command

Army Aviation Badge (Wings)

Right Pocket-Army Staff Identification Badge

Left Pocket US Central Command Badge



Ribbons-See Below

- | | |
|---|---|
| 1. Defense Distinguished Service Medal-3 awards | 14. Southwest Asia Service Ribbon |
| 2. Distinguished Service Medal-2 awards | 15. Army Service Ribbon |
| 3. Legion of Merit-4 awards | 16. Army Overseas Service Ribbon |
| 4. Bronze Star-5 awards | 17. Republic of Vietnam Campaign Medal |
| 5. Purple Heart-3 awards | 18. Kuwait Liberation Medal (Government of Saudi Arabia) |
| 6. Meritorious Service Medal | 19. Kuwait Liberation Medal (Government of Kuwait) |
| 7. Air Medal-9 awards | 20. Order National Security Merit Cheonsu Medal (Republic of Korea) |
| 8. Army Commendation Medal-2awards | 21. Knight Commander of the British Empire (England) |
| 9. Army Achievement Medal | 22. Ordre National Du June 1977 (Djibouti) |
| 10. Army Good Conduct Medal | 23. Military Medal of 1 st Order (Bahrain) |
| 11. National Defense Service Medal Outstanding Military Service | 24. Minister of Defense Kyrgyz Republic (Kyrgyzstan) |
| 12. Armed Forces Expeditionary Medal | 25. Emirates Military Medal (United Arab Emirates) |
| 13. Vietnam Service Medal | 26. Sash of Kuwait (Kuwait) |

Display Case L1

World Map

The capitals of the United States, Oklahoma and Texas are marked. Capitals of 24 countries in East Africa, the Arabian Peninsula, Southwest Asia and Central Asia are marked. Countries displayed have information cards with Land Area, Population, Climate, Natural resources, Life expectancy, Religion and Literacy rate.

1.1 1.1

1.3 2.1

2.4 4.1

Photographs of leaders and points of interest from these countries are included.



1. Eritrea
2. United Arab Emirates
3. Yemen
4. Oman
5. Bahrain
6. Qatar
7. Kuwait
8. Saudi Arabia
9. Djibouti
10. Kenya
11. Sudan
12. Ethiopia
13. Afghanistan
14. Pakistan
15. Egypt
16. Jordan
17. Petra
18. Kazakhstan
19. Kyrgyzstan
20. Turkmenistan
21. Uzbekistan
22. Tajikistan
23. Iran
24. Iraq



A traditional Cotton Dress, typical of dresses in East Africa worn for special occasions. Cotton is a local product.

ERITREA

Land area-46,945 sq miles

Population-5,028,400

Climate-hot along coast, cooler
Wet in central highlands

Natural Resources-gold, potash,
Copper and fish

Life expectancy-male 58 years
Female 62 years

Religion-Muslim, Coptic, Catholic

Literacy-Male 70%, Female 48%

Language-Tigrinya

Capital-Asmara

Most people make their living from
Agriculture

Currency-Nakfa

Borders the Red Sea



Display Case R2

Artifacts from East Africa

Bushman's Sword, Ceremonial Drums, Traditional Water Carrier,
Antique Stool, Catholic Icon, Coptic Christian Icon

1.1, 3.1, 3.2
4.1, 4.2
2.1
2.2
4.1

KENYA

Land Area-224,902 sq mi
Population-37,954,000
Climate-tropical along coast
arid in interior
Natural Resources-
limestone, soda ash & salt
Life expectancy-male 56
yrs, female 57 yrs
Religion-Protestant,
Catholic
Literacy-male 90%, female
80%
Language-Swahili-English
Currency-Kenyan Shilling
Capital-Nairobi
Government-Republic
**Most people make their
living In Agriculture
and Oil**



DJIBOUTI

Land Area-8,878 sq mi
Population-506,221
Climate-desert
Natural resources-gold,
clay, granite & marble
Life expectancy-male 42
yrs,
female 45 yrs
Religion-Muslim
Literacy-male 78%, female
58%
Language-Arabic-French
Government-Republic
Currency-Franc
Capital-Djibouti City
**Most people are either
unemployed or work at the
ports.**

SUDAN

Land Area-967,243 sq mi
Population-40,218,400
Climate-tropical in south
desert in north
Natural resources-oil,
iron ore, copper & zinc
Life expectancy-male 49
yrs, female 51 yrs
Religion-Muslim
Literacy-male 72%,
female 51%
Language-Standard
Arabic-English
Currency-Sudanese
Pound
Capital-Khartoum
Government-Provisional
Govt.
**Most people make their
living in Agriculture and
Oil.**

Much of the population of Africa is found in rural areas, both in the jungles and deserts. Most of their utensils and furnishings are hand made. The wooden stool and goat skin water carrier are examples of items used every day.

Masai – For the Masai tribe of eastern Africa life revolves around cattle. Social roles and status derive from the relationship of people to their cattle. Children work equally with adults to care for the cattle.

A common personal item found across the Continent of Africa is the headrest or “pillow” made of wood. People who frequently sleep on the ground use the “wood pillow” to elevate their heads in order to avoid problems with bothersome insects.

Coptic-the Afro-Asiatic language of the Copts. The Copts origin is from Egypt and their belief is that Jesus was not human.

ETHIOPIA

Land Area-435,507 sq mi
Population-78,254,000
Climate-tropical
Natural resources-gold,
platinum, copper & potash
Life expectancy-male 48
yrs, female 51 yrs
Religion-Christian, Muslim
Literacy-male 50%, female
35%
Language-Anarigna-
Oromigna
Government-Federal
Republic
Currency-Birr
Capital-Addis Ababa
**Most people make their
living in Agriculture**

Display Case L3 Arabian Peninsula

Artifacts from the

1.1, 3.1, 1.1
3.2 2.1
3.3, 4.1, 2.4
4.2 4.1

Ancient Brides Chest, Bedouin Rifle, Bedouin Jewelry, Ceremonial Dagger, Tea Set, Falcon Hood, Dhow, Man's Head Dress "Kaffiyeh", Prayer Beads and Quran



Falcon Hunting

Falcon hunting is a major sport among Arabs. Carefully trained falcons, rather than guns, are used to hunt birds, small ground animals and in some cases larger animals, such as antelope.



Bridal Chest

Chests containing a dowry or gifts often accompany a bride to her new home. The dowry is money or other goods that a bride's family gives to the bridegroom or his family at the time of the wedding.

Bedouin

The Bedouin are Arabic speaking nomads who have maintained their pastoral way of life over thousands of years. Desert Bedouin survive on their herds of sheep and camels.

Dhow

Large wooden boats have been used in Arabian waters since the 17th Century for fishing, pearl diving and general commerce. The largest dhow was completed in 2000 in Kuwait and weighs an estimated 2,500 tons.

Bedouin Jewelry

Bedouin Jewelry is common throughout the Middle East, and is usually made of silver. Jewelry is often part of a bride's dowry.

Case L3

Countries of the Arabian Peninsula

UNITED ARAB EMIRATES

Land Area-32,269 sq miles

Population-4,621,400

Climate-desert

Natural resources-oil & gas

Life expectancy-male 73 yrs, female 79 yrs

Religion-Muslim

Literacy-male 76%, female 82%

Language-Arabic

Capital-Abu Dhabi

Government-Monarchy

Jobs are plentiful and varies

YEMEN

Land Area-203,796 sq miles

Population-23,013,400

Climate-mostly desert

Natural resources-oil, fish, salt & marble

Life expectancy-male 61 yrs, female 65 yrs

Religion-Sunni Muslim

Literacy-male 71%, female 30%

Language-Arabic & English

Capital-Sanaa

Government-Republic

Currency-Rial

Most people make their living in agriculture

OMAN

Land Area-82,008 sq miles

Population-3,311,600

Climate-desert

Natural resources-oil, copper, marble

Life expectancy-male 71 yrs, female 76 yrs

Religion-Muslim

Literacy-male 87%, female 74%

Language-Urdu-Arabic

Currency-Rial (OMR)

Capital-Muscat

Government-Monarchy

Jobs-Agriculture-Industry

BAHRAIN

Land Area-257 sq miles

Population-718,300

Climate-arid with mild winters & hot summers

Natural Resources-oil, gas, fish, & pearls

Life expectancy-male 72 yrs, female 78 yrs

Religion-Muslim

Literacy-male 89%, female 84%

Language-Arabic & English

Currency-Dinar

Government-Constitutional Monarchy

Capital-Manama

Jobs-Industry

QATAR

Land Area-4,415 sq miles

Population-928,635

Climate-arid, mild winter, hot summers

Natural resources-oil, gas, and fish

Life expectancy-male 72 yrs, female 77 yrs

Religion-Muslim

Literacy-male 89%, female 89%

Language-Arabic (Standard & Gulf)

Capital-Doha

Government-Monarchy

Currency-Riyal

Jobs-Industry

KUWAIT

Land Area-68785 sq miles

Population-2,596,800

Climate-principally desert

Natural resources-oil, fish & shrimp

Life expectancy-male 76, female 78

Religion-Muslim

Literacy-male 94%, female 91%

Language-Arabic

Capital-Kuwait City

Currency-Dinar

Government-Constitutional Monarchy

Jobs-Industry

SAUDI ARABIA

Land Area-829,780 sq miles

Population-28,161,000

Climate-desert

Natural resources-oil, gas, iron ore & gold

Life expectancy-male 74 yrs, female 78

yrs

Religion-Muslim

Literacy-male 85%, female 71%

Language-Arabic

Government-Monarchy

Capital-Riyadh

Currency-Riyal

Jobs-Industry

Abaya, a traditional woman's covering in Saudi Arabia and other Muslim countries.

Another type of Muslim dress is called a Burka or Burqua. The full burka is a garment covering the whole body, with a heavy veil covering the eyes as well. The other burka is a kind of veil to cover the head having a slit on the front for the eyes.

Abaya

Saudi Arabia requires women to cover in public. The Abaya is an over garment used by women in some parts of the Islamic world, including Saudi Arabia. The traditional Abaya is black, although styles vary from region to region.



Display Case L4
Afghanistan

Man's Clothing,

1.1
3.1
3.2

1.1
4.1

Traditional man's Wool Coat and Hat. Wool is a local product.

Afghanistan is a country of extremes with cold winters and hot summers. Average temperatures vary from 5 degrees in the winter to over 95 degrees in the summer months. The lowest point in Afghanistan is 846 ft and the highest point is 24,446 ft.

Weddings in Afghanistan

The family is the center of Afghan life and marriages are a cause for great celebration. Marriages are often agreed upon before a girl turns 10, and typically the wedding occurs when the girl is 15 or 16 years old. Decisions are made by the extended families.



Embroidered Shawl, Porcelain Trays, Tribal Dolls, Ancient Vase,
Silver Chest,
Ivory Walking Stick, Inlaid Chests, Plate from Petra



EGYPT

Land Area-386,559 sq mi

Population-81,713,500

Climate-desert

Natural resources-oil, gas, iron ore, & phosphates

Life expectancy-male 69 yrs, female 75 yrs

Religion-Muslim

Literacy-male 83%, female 59%

Language-Arabic (Masri)

Currency-Pound

Government-Republic

Capital-Cairo

Jobs-Services and Industry

Pyramids

In Ancient Egypt pyramids were usually built as tombs for the Pharaohs, the rulers of Egypt. Most Pyramids are near the city of Cairo, the capital of Egypt, and were built between 2600 B.C. and 1800 B.C.

Petra

Petra was first established around the 7th Century B.C. by the Nabatean Arabs, a nomadic tribe with a commercial empire. It was carved out of a solid rock canyon. The Romans took control of Petra about 100 A.D.



JORDAN

Land area-3,567 sq mi

Population-6,198,700

Climate-mostly arid desert

Natural resources-shale oil, phosphates, & potash

Life expectancy-male 76 yrs, female 81 yrs

Religion-Muslim

Literacy-male 95%, female 85%

Language-Arabic

Government-Constitutional Monarchy

Capital-Amman

Currency-Egypt Pound

Jobs-Service & Industry

Afghanistan & Pakistan

1.1, 3.1 1.1
3.2, 4.1 2.1

Window Shutter, Window, Ceremonial Sword, Jingle Truck,
Antique Cap & Ball Pistol,
Hand Woven Rug, first Afghanistan democratic Presidential
Ballot



AFGHANISTAN

Land Area-249,935 sq miles

Population-32,738,400

Climate-arid to semi arid

Natural Resources-oil, gas, coal & copper

Life expectancy-male 44 yrs, female 44 yrs

Religion-Muslim

Literacy-male 44%, female 13%

Language-Dari and Pashto

Capital-Kabul

Currency-Afghani (A.F.A.)

Government-Democratic

Jobs-Mostly Agriculture

PAKISTAN

Land Area-310,320 sq miles

Population-167,762,000

Climate-mostly desert, arctic in north

Natural resources-gas, limited oil & coal

Life expectancy-male 63 yrs, female 65 yrs

Religion-Muslim

Literacy-male 63%, female 36%

Language-Urdu

Government-Federal Republic

Capital-Islamabad

Currency-Rupee

Jobs-Agriculture & Industry

Pakistan became a nation in 1947 when British India was split into the Muslim state of Pakistan and the primarily Hindu state of India. Pakistan is 97% Muslim and India is 80% Hindu and 14% Muslim.

Drivers in Pakistan hand paint their trucks in bright and diverse designs. Metal hangings on the trucks clang together, creating a "jingle" sound as they drive along.

Asia

1.1
3.1
3.2

1.1
2.1

Man's Ceremonial Hat, Warrior Wood Carving, Hand Painted Decanter, Hand Carved Flute, Amir Temur (Tamarlane) Plate

KYRGYSTAN

Land Area-76,621
Population-5,356,900
Climate-temperate to polar in north subtropical in SW
Natural resources-hydropower, gold, coal, oil & gas
Life expectancy-male 65 yrs, female 73 yrs
Religion-Muslim, Russian Orthodox
Literacy-male 99%, female 98%
Language-Kyrgyz-Russian
Government-Republic
Currency-Som
Capital-Bishkek
Jobs-Agriculture

UZBEKISTAN

Land Area-172,696 sq mi
Population-28,268,400
Climate-hot summers, mild winters
Natural resources-oil, gas, coal & gold
Life expectancy-male 62 yrs, female 69 yrs
Religion-Muslim
Literacy-male 99%, female 99%
Language-Uzbek
Government-Republic
Currency-Sum
Capital-Tashkent
Jobs-Services & Industry

KAZAKHSTAN

Land Area-1,046,677
Population-15,340,500
Climate-cold winters, hot summers
Natural Resources-oil, gas, iron ore & coal
Life Expectancy-male 62, female 73
Religion-Muslim, Russian Orthodox
Literacy-male 99%, female 99%
Language-Kazakh
Government-Republic
Currency-Tenge
Capital-Astana
Jobs-Services & Agriculture

TURKMENISTAN

Land Area-188,406 sq mi
Population-5,179,600
Climate-subtropical desert
Natural resources-oil, gas & sulfur
Religion-Muslim
Literacy-male 99%, female 98%
Language-Turkmen
Government-Republic
Currency-Manats
Capital-Ashgabat
Jobs-Agriculture

Kazakhstan

In the past ethnic Kazakhs lived in YURTS, portable tents of felt, which were easily moved from place to place. Today most of the people live in cities and villages. They commonly eat horsemeat and drink mare's milk.

Tamarlane (Amir Temur)

Tamarlane was a great military leader from Uzbekistan during the Middle Ages. He dominated Central Asia for much of the fourteenth century, often destroying areas he conquered.



Display Case L6
Uzbekistan

Man's Clothing,

1.1
3.1
3.2

1.1

Man's Ceremonial Robe, heavy ornamentation typical of Central Asia.



SAMPLE QUESTIONS EDUCATORS MIGHT ASK STUDENTS

Display case L2. Eritrea **Q.** Why is the dress made from cotton? **A.** Because it's grown locally.

Display case L3. Arabian Peninsula **Q.** What is a Bridal Chest?
A. Chests containing a bride's dowry. A dowry is money or goods (camels) that a bride's family gives to the bridegroom or his family at the time of the wedding.

Display case L4. Afghanistan **Q.** Why is the man's coat and hat made of wool?
A. Because they raise sheep and wool is easy to get.

Display case L5. Afghanistan & Pakistan **Q.** Why did they put pictures of the candidates on the Afghanistan ballot? **A.** So that people who cannot read can see for whom they are voting.

Display case L5. Afghanistan & Pakistan **Q.** Why is the truck from Pakistan painted so colorfully? **A.** This is a status symbol to them. It's like cool tires and wheels or a loud auto stereo to us. They spend a lot of their annual income to decorate these trucks.

Display case L6. Uzbekistan **Q.** The robe from Uzbekistan is usually used for what occasions? **A.** For ceremonies like weddings, funerals, etc.

Display case R2. East Africa **Q.** What kind of material is used to make the water carrier?
A. Goat skin.

Display case R3. Saudi Arabia **Q.** Why are women required to cover their entire bodies with an Abaya? **A.** It is a Muslim custom or law stemming from their religious beliefs that women should practice modesty and keep themselves covered in public.

Display case R4. Egypt and Jordan **Q.** Most Egyptian Pyramids were built near what city.
A. Cairo in Egypt

Display case R5. Central Asia **Q.** What are common food and drink in Kazakhstan?
A. Horsemeat and mare's milk.

PRONUNCIATIONS

Abaya A buy a

Dhow Dow

Djibouti Jib ootie

Emirates Em I ritz

Eritrea Air a tray a

Kazakhstan Kah zak stan

Kaffiyeh Kuh fee' uh

Kyrgyzstan Keer gis tan

Oman Oh man

Qatar Cutter

Tajikistan Ta jeeka stan

Uzbekistan Ooze beka stan

Yemen Like Lemon

Seek and Find Game for Students

1. Where was Tommy Franks born?

Answer: _____

2. The General Tommy Franks Leadership Institute and Museum is located in what city?

Answer: _____

3. What is on the right pocket of Tommy Franks' uniform? (R1 Gen Franks display)

Answer: _____

4. The antique stool from Africa is constructed from what material? (R2 East Africa display)

Answer: _____

Why would a person use a wooden pillow in the jungle? (R2 East Africa display)

Answer: _____

6. What is the prominent religion in Djibouti? (R2 East Africa display)

Answer: _____

7. What animals do Bedouins use? (L3 Arabian Peninsula display)

Answer: _____

8. What is a major sport among Arabs? (L3 Arabian Peninsula display)

Answer: _____

9. What is the life expectancy of males in Yemen? (L3 Arabian Peninsula display)

Answer: _____

10. What country require women to cover in public? (R3 Saudi Arabia display)

Answer: _____

11. What are Egypt's natural resources? (R4 Egypt and Jordan display)

Answer: _____

12. The Pyramids are located close to which city? (R4 Egypt and Jordan display)

Answer: _____

13. What country has the same life expectancy for males as it does for females?
(L5 Afghanistan and Pakistan display)

Answer: _____

14. What are "Jingle Trucks"? (L5 Afghanistan & Pakistan display)

Answer: _____

15. Why does the Afghanistan ballot have photos on it? (L5 Afghanistan & Pakistan)

Answer: _____

16. What do people commonly eat in Kazakhstan? (R5 Central Asia display)

Answer: _____

ANSWER SHEET FOR SEEK AND FIND (Teachers Copy)

1. Wynnewood, Oklahoma
2. Hobart, Oklahoma
3. Army Staff Identification Badge.
4. The antique stool is made from Wood.
5. To avoid problems with bothersome insects.
6. Muslim
7. Bedouins use sheep and camels.
8. A favorite sport among Arabs is Falcon Hunting.
9. Life expectancy of males in Yemen is 61 yrs.
10. Saudi Arabia for one, and any other Muslim country.
11. Egypt's natural resources are, oil, gas, iron ore & phosphates.
12. Most pyramids are near the city of Cairo.
13. Afghanistan with 44 yrs.
14. Jingle trucks are brightly painted trucks in Pakistan that are covered in chains and things that make noise to draw attention to them so they might be hired.
15. So people who can't read will know who's on the ballot.
16. Horsemeat

LESSON PLAN ABOUT ITEMS SEEN IN THE ROAD SHOW

TITLE: Where in the Middle East, Africa & Asia

GRADE LEVEL: Middle school social studies and geography

OVERVIEW: Students in geography class need practice in using the reference sources of atlases, almanacs, and encyclopedias. This activity will catch the students' interest while they learn some facts about a country.

RESOURCES/MATERIALS: Atlases, almanacs, encyclopedias, internet

ACTIVITIES AND PROCEDURES: Let students try to guess several locations from information gained at the Road Show by hearing or seeing clues to the identity of the place. Group students in pairs or threes. The goal is to create a set of ten clues that would help another student identify a country. You may want to use this time to brainstorm with students about what would make good clues, or you may want to present the following outline for them. (If you use brainstorming, the final list should be similar to this one.)

Location – What is next to it?
On what continent is it?
In what hemisphere is it?
Is it bordered by any bodies of water?
Unique features or special attractions.

Culture -- What language do they speak?
Is there a major religion?
What do people do for a living?

Political-- What kind of government do they have?
What is their currency called?
What is the capital city?

TYING IT ALL TOGETHER: The project is completed as an in-class competition to see if groups can guess the country. Each group will present their clues in class. Clues will be presented in order of difficulty. They may turn them into the teacher or put them in a game for the class or for another class.

A sample worksheet is included.

LESSON PLAN

FIND THE COUNTRY

Clues:

1. The currency is Nakfa.
2. The people speak Tigrinya.
3. Their religions are, Muslim, Coptic, Catholic
4. The Capital City is Asmara.
5. Most people make their living in Agriculture.
6. It's on the continent of Africa.
7. It's next to Ethiopia.
8. It borders the Red Sea

What country am I? _____

1. The currency is Shilling.
2. The people speak standard Swahili and English.
3. Their religions are Protestant and Catholic.
4. The capital is Nairobi.
5. Most people make their living in Agriculture.
6. Their Government is Democratic.
7. It's on the continent of Africa
8. It's next to Tanzania.

What country am I? _____

1. Their currency is the Pound.
2. The people speak Standard Arabic and English.
3. The Capital is Khartoum.
4. Their government is the National Islamic Front.
5. Most people make their living in Agriculture.
6. It's on the continent of Africa.
7. It's next to Egypt.
8. It borders the Red Sea.

What country am I? _____

Enrichment Activity #1

Venn Diagram comparing World Regions

PASS Objectives: *6th grade: 1.1-1.3, 2.1-2.3, and 4.1

****7th grade: 1.1-1.4, 2.1, 2.4**

Materials” 11”x 14” construction paper, markers, pencils, world map, political map, topographical map (7th grade), natural resource map (6th grade), and almanacs.

•Divide your class into groups of 4 to 5 students. Let students know that they will be completing a compare/contrast activity using their region and another group’s from the artifact foldable.

•Each group will need to pick one area from the road show, to research for their Venn diagram.

•East Africa (using display case L2 pg. 8)

•Arabian Peninsula (using display cases R2 and L3 pg. 9-13)

•Egypt and Jordan (using display cases R4 pg. 14)

•Afghanistan and Pakistan (using display cases L5 pg. 15)

•Central Asia (display cases R5 and L6 pgs. 16-17)

3. Two groups will make one Venn diagram. Each group will draw one circle on the chart paper and the two circles overlap in the middle.

Students can use different colored markers to draw their circles and overlap area.

4. Student’s research region’s political systems i.e. dictatorships, monarchies, democracies, etc. (see terms and definition section as a resource), describe climate and physical attributes of their region, how individuals that live in their region use their environment around them to make products, and culture characteristics such as: language, customs, shelter, diet, occupations, and belief systems. Groups write their information onto sticky notes and place under their region’s circle. Any similarities between the two regions will be placed in the middle overlap section.

5. Post completed Venn diagram posters around the room and students can share their information in a “museum walk”.

Enrichment Activity #2

Artifacts Foldable

PASS Objectives: Grade 6: 1.1, 1.2, 1.3, 2.1-2.3, 3.2

Grade 7: 1.1-1.4, 2.4

Materials: construction paper (different colors), markers, almanacs, political and resource maps for areas listed below.

•Divide your class into groups of 4 to 5 students. Tell them they will be completing a jigsaw activity therefore they will be “experts” on their region and present to the class.

•Have each group pick one of the following regions to do their foldable on:

•East Africa (using display case L2 pg. 8)

•Arabian Peninsula (using display cases R2 and L3 pg. 9-13)

•Egypt and Jordan (using display cases R4 pg. 14)

•Afghanistan and Pakistan (using display cases L5 pg. 15)

•Central Asia (display cases R5 and L6 pgs. 16-17)

•Give each group a sheet of 11” x 14” sheet of construction paper to make a foldable. Have students fold the paper in half using a hamburger fold and crease. Then fold the ends towards the middle and make a shutter fold and crease. They will need to write their region area on one side of the shutter and draw a map of their area on the other.

•Inside their shutter fold they can research their area/region using maps, almanacs, dictionaries, etc. to find important information about their area. For example, land size, population, longitude and latitude, climate, natural resources, religion, language, most people make their living by _____, and what does this region border. Also, provide students examples of clothes and jewelry from the road show packet to draw into the brochure. Students can use their seek and find game activity paper, from the road show, as a resource as well.

•Once completed, groups present their project to the rest of the class explaining their brochure.

Pre-Road Show Activity

Postcards From Around the World

PASS Objectives: Grade 6: 1.1-1.3, 2.1-2.3

Grade 7: 1.1-1.3, 2.4

Materials: 4"x6" index cards, pencils, markers, and sticky tak.

- Divide the class into groups of 4 to 5 students. Students will be designing a postcard for a regional area they will be learning about at the Tommy Franks Road Show. Explain that the regional areas listed below are can be made up of several different countries.**
- Have each group pick one of the following areas to do their foldable on:**
 - East Africa: Kenya, Sudan, Djibouti, Eritrea, and Ethiopia**
 - Arabian Peninsula: United Arab Emirates, Yemen, Oman, Bahrain, Qatar, Kuwait, Saudi Arabia**
 - Egypt and Jordan**
 - Afghanistan and Pakistan**
 - Central Asia: Kyrgyzstan, Turkmenistan, Uzbekistan, and Kazakhstan**

Each group will need an unlined 4" x 6" index card. Students draw a line down the card and on the left side they write a salutation to a friend, family member, etc. Then the body of the letter they can add the name of the region, what countries are involved in the region, and mention countries and bodies of water that border the region. Students can design a stamp and a fun picture for the front of their postcard. *Note: When the project is complete, student's can add the appropriate mailing information on the right side that was blank and mail the postcard.***

- Then have groups "sticky tak" their index card to a wall size world map. As each group presents you can add a piece of red yarn the last group's post card to their post card. In the end, they should have the 5 regional areas that are presented in the Road Show connected in a 3-D model.**

TERMS AND DEFINATIONS

Coptic-Egyptian Christians

Republic Government-A Republic is a form of Government in which the head of state is not a Monarch and the people have an impact on its government.

Provisional Government-An emergency or interim government set up when a political void has been created by the collapse of a very large government.

Federal Republic Government-a form of government made up of a federal state with a constitution and self-governing sub units.

Monarchy Government-A system of Government where one person rules, usually a king or Queen.

Constitutional Monarchy-A form of government in which the power of the monarch (King or Queen) is restrained by a parliament, by law, or by custom.

Ivory-Elephant tusk

Inlaid-Decorated with a pattern set into a surface.

Yurts-Portable tents made of felt.

Epaulet-An ornamental shoulder piece worn on uniforms, chiefly by military officers.

Mother of Pearl-A blend of minerals secreted by oysters and other mollusks and deposited inside their shells, coating and protecting their bodies from parasites and foreign objects.

Ref: Wikipedia, the free encyclopedia, Merriam-Webster online and Your Dictionary.com