

CULTURAL EXPLORATIONS

KLASSE 5/6

LERNEN & ÜBEN

4 **A Day in the Life of ...** | FRANK HASS
Tagesabläufe von Kindern aus aller Welt vergleichen

8 **Don't Ever Step on a Snake** | BETTINA EISERMANN
Umgang mit Tieren in verschiedenen Kulturen untersuchen

12 **"You won't believe what I saw"** | JELENA SCHELLNER
Tagebuch für einen ausländischen Stofftiertag führen

KLASSE 7/8

LERNEN & ÜBEN

16 **Tidy, Efficient, Devoid of Humour** | FRANK HASS
Das Bild „der Deutschen“ in anderen Kulturen reflektieren

20 **Red River Cart** | MARCEL BRETZMANN/SINA BRETZMANN
Die Hybridkultur der kanadischen Métis kennenlernen

24 **Global Water Issues** | BETTINA EISERMANN
Die Bedeutung der Ressource Wasser erfassen

KLASSE 9/10

LERNEN & ÜBEN

30 **Chain Racism** | KATRIN TESCHNER
Einen Perspektivwechsel im szenischen Spiel vollziehen

32 **The Sacred Hand of India** | KUSUM RANASINGHE/MARGITTA KUTY
Reisejournal einer buddhistischen Pilgerfahrt lesen

Mice are delicious!

Mice are a delicacy in with the Tumbuka people in Eastern Zambia. Boys hunt them, girls cook them. They are hunted in the dry season from April to November.

It is not easy to hunt mice. Boys must be very skilled to do this. Of course they have to know where the mouse holes are. When they smell of fresh mouse urine they know that there are mice in the hole. They dig in the ground to scare the mice out of the hole. The boys use short sticks to poke the mice when they come out. It is very dangerous, because the hole could also be home to stinging black ants, scorpions, spiders, lizards or poisonous snakes. So the boys must know their surroundings very well and they must be aware of the danger.

Cooking mice is very simple. mice are cleaned, boiled in plain water for about 20 minutes and salted. Then they are fire-dried. They are never cooked any other way. For a proper meal a family eats mice with relishes, a kind of porridge made of corn.




Sacred rats

In Europe, rats are not very popular. However, in many Asian countries, people admire rats for their cleverness. There are over 20,000 rats living in a temple in Bikaner, Bikaner is a city in India near the Pakistan border. People feed the rats with bananas, yogurt and other tasty food - served on silver plates!

This is because people believe that rats are reincarnations of Kama Meka's sons and daughters. Kama Meka was a saint who lived 700 years ago. A legend says that all her children - grandchildren, great-grandchildren... will be reborn as rats. That means that when her children die, they are not gone forever. They come back to earth. But they won't be human anymore - they all live as rats.

That is why people care so much about the rats - because they are actually humans. People can visit the temple - without shoes, of course. But if someone steps on a rat and kills it, he or she has to donate a rat in silver to the temple.



Trading with the Europeans


During the summer and fall in the late seventeenth and early eighteenth centuries, the Hudson's Bay Company sent supply ships from England into the Hudson's Bay. The ships were filled with pots, knives and other objects that Native people traded for furs.

These activities had to happen to get the supplies from the ships to the First Nations Indians. The big trading ships needed to stay in the bay's clear water so they could turn around and return to England, packed with furs. So the traders took their boats from the ships to travel in small boats. Once on shore, the goods were backpacked to warehouses and stored for the winter. In the spring the supplies were taken by canoe to be away First Nations villages.

It was not easy to get supplies to and from the ships. The Hudson's Bay shores were rocky and stormy but dry in the fall. However, during spring and summer, the shores were wet and had many muddy flat holes that hid rocks and bumps. When the shores were soggy, and muddy flat holes made rowing boats and backpacking difficult, it was hard getting supplies to the warehouses.

1. What did the British bring in ships and why did they do so?
Canadians brought supplies such as pots and knives to Canada to trade with the Indians for furs.

2. Bring the pictures in a logical order and describe the three activities which had to happen to get the supplies from the ships to the First Nations trappers.



3. What made the transport difficult?
It was very muddy and stormy. Packing was difficult, too.

Chain Racism



UNTERRICHT AKTUELL

38 Interkulturelles Lernen | FRANK HASS

TESTS & PRÜFUNGEN VORBEREITEN

40 Ins Deutsche sprachmitteln | KATHRIN BORMANN

RUND UM DIE WELT

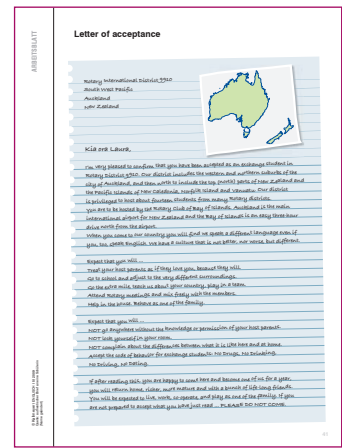
42 Kingsize Nothingness and a Red Wall | LISA HARTMANN

FÜR ZWISCHENDURCH

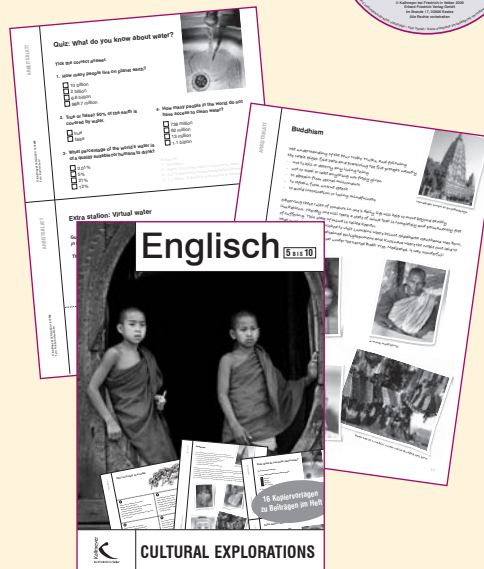
44 Mood swings | BETTINA EISERMANN

47 TIPPS & IDEEN

48 IMPRESSUM



M Das Materialpaket zum Themenheft



1 Wandkarte (DIN A1)

Landkarte Indien

1 Audio-CD (37 Minuten)

Kurzreportagen, Song
Reisejournaltexte,
Interview, Berichte

2 Folien (DIN A4)

Fotos, Gemälde

2 Bildkarten (DIN A4)

Tiere, Aktivitäten im Tagesablauf

1 Materialheft (DIN A4)

16 Kopiervorlagen
zu den Unterrichtsideen