

Ivory Coast: My House on the Ivory Coast **My Beautiful House Series**

Subject Areas: Social Studies, World Geography and Cultures, Multicultural Studies

Synopsis: Soro lives in an earthen hut in Kosougo, on the Ivory Coast. She is like a second mother to her brothers and sisters. We follow her in her daily chores, which include housework, woodcutting, rice-crushing and cooking.

Learning Objectives:

- Objective 1)** Students will be able to compare and contrast their culture, family and activities with Soro's culture, family and activities.
- Objective 2)** Students will be able to demonstrate an appreciation for the diversity of cultures on our planet.
- Objective 3)** Students will be able to locate the Ivory Coast on a map or globe.
- Objective 4)** Students will be able to identify cultural traditions of African villagers.
- Objective 5)** Students will be able to compare how Soro's basic needs are met with the way their own needs for food, clothing and shelter are met.

Vocabulary:

Ivory Coast, Kosougo, hut, cow dung, earthen jar, midday meal, mortar, husk, impurities, distance, shutters, siesta, mango, dew, village

Pre-Viewing Activities:

- 1) Locate the Ivory Coast on a map or globe. Ask students on which continent the Ivory Coast is located. Point out the Sahara Desert, Egypt, the Mediterranean Sea, and the Atlantic Ocean on the map. Make sure viewers know where the Ivory Coast is in relation to the rest of the world, including the United States and North America.
- 2) Discuss general characteristics of villages on the Ivory Coast such as climate, geographical features, the people, customs, etc.
- 3) Ask students to draw a map of their homes. Have them include the number of rooms, number of bedrooms, who lives with them, etc. Compare and contrast the children's maps.

Post-Viewing Questions and Discussion:

- 1) Describe Soro's family. Compare her family to your own. How are they similar or different? How many brothers and sisters does she have? How many do you have? Who is responsible for getting food from the food supply cupboard? Why do you think that is important? Who prepares the meals? Where is Soro's mother? What kind of food does Soro eat? Why does her family eat with their hands? What do you use to eat your meal? Who prepares your meals?

- 2) Describe Soro's house. Compare it to your home. What similarities and differences can you name? Where is Soro's home? Where does her family get water for drinking, cooking and bathing? Where do you get your water? Describe the shape of Soro's house. What does she call her house? What does your house look like? Where is the food kept?
- 3) Compare and contrast Soro's activities to your own. How are they similar or different? What kind of activities does Soro do? Does she play games? Does she enjoy her chores? What kind of chores do you do? What do Soro and her family do in the afternoon? Why do they do this? What do they call it? Do you do anything like this? Why or why not?

Additional Activities:

- 1) Have students draw a picture of their neighborhood or write a story about their family and home. Then, have the students read their stories or display and describe their drawings for the class.
- 2) Have students prepare a geographic profile of the Ivory Coast noting its size, location, climate, natural resources, and outstanding cultural traits. Have the students describe the history, people, language, principal industries and major tourist attractions of the Ivory Coast. Why is this country called the "Ivory Coast?"

FOR INFORMATION OR TO ORDER, CONTACT:

NEW DIMENSION MEDIA

A QUESTAR COMPANY

www.ndmquestar.com

680 N. Lake Shore Drive, Suite 900, Chicago, IL 60611

800.288.4456