

Around the World

The Museum of Television & Radio

Around The World: First Visit Program

Funded by The Nathanson Family Foundation

Around the World

The Museum of Television & Radio
presents

Around The World: First Visit Program

This Program is Offered To Third Grade Classrooms

This program has been made possible by funding
donated by
The Nathanson Family Foundation

Around the World

Program Overview

Around The World, a program designed for third graders, is starting its third year at The Museum of Television & Radio in Beverly Hills. The program uses international children's television programs to enhance literacy, social studies and math skills. It begins with a visit by a Museum educator to the school to meet with the teachers and explain the program. Lesson plans that support the theme will be left with the teachers. Students begin their participation by filling out a survey where they write about their home television viewing habits. Students from other countries will also fill in the surveys, allowing sharing of viewing habits around the world. These pre-visit activities prepare students for a field trip to The Museum of Television & Radio where they see international television programs portraying childhood around the world. After this screening and discussion, students participate in an international suitcase activity, watch a puppet show based on a world folktale, prepare puppets to take home, and perhaps take a walking tour looking for neighborhood "world connections." On weekends in November and December, families and teachers are invited back to the Museum for the International Children's Television Festival, including workshops, screenings, and a tour of the Museum for family members.

Program Components:

- **In-School Teacher Workshops**, mid September through early October, 2000
- **World "TV and Me" class information exchange**, September to November, 2000
- **Field Trip to The Museum of Television & Radio**, September to November, 2000
- **International Children's Television Festival** at the Museum, weekends, November 11 through December 3, 2000--optional

To participate in this program, contact Diane Siegel at the address below:

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The Museum of Television & Radio
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Goals

The primary goal of The Museum of Television & Radio's *Around The World* program is to enhance literacy, social studies and math skills through thematic experiences based on television as a shared activity around the world. In this "global village" of television, classes have the opportunity to exchange opinions and ideas about watching television with third grade classes from around the world. Teachers receive pre-visit materials that offer activities to encourage students to research international connections in their homes, classroom, neighborhood, and on television. Sample math lessons demonstrate ways to chart and encourage estimation in these student searches.

At the Museum, students watch international children's television programs and participate in discussions about childhood around the world led by museum educators. Students become "world tourists" with a suitcase activity, they create international puppets and perform a puppet show, and they may also go on a neighborhood walk with the mission of finding the international connections surrounding the Museum. Following the visit, they are invited to return to the Museum with their families for the International Children's Television Festival, where workshops, screenings, and tours of the Museum for family members take place.

The project begins with teacher in-services in September through early October at the school sites. Student field trips to the Museum occur from September through early November and the culminating family events at the Museum are on weekends in November and December 2000.

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Individual Project Components

TEACHER IN-SERVICE: Scheduled at the participating schools, the in-service is intended to fully inform interested or selected teachers about the program. Teachers meet a Museum education staff member and discuss ways that the program can be used to fulfill regular classroom curriculum assignments. Teachers receive a pre-visit packet with lesson plans and bibliography and educator's passes good for free admission to the Museum for one year. Participating teachers are asked to assist in pre and on-going planning and evaluation of the program. They are asked to assign and collect the student "TV and Me" surveys, and to contribute some photos of their school, classroom, and selected students TV viewing environments.

INTERNATIONAL CLASS INFORMATION EXCHANGE: A web site, new for the program this year, should enable students from classrooms world-wide to engage in a discussion of TV viewing. "TV and Me" survey information will be gathered and overall results will be summarized and sent to all the participating classrooms.

FIELD TRIP TO THE MUSEUM OF TELEVISION & RADIO: Buses are provided for the classroom to travel to The Museum of Television & Radio in Beverly Hills. There in the 150-seat theater, students view and discuss international children's television programs that portray childhood, customs, stories and locales from around the world. They participate in an international suitcase activity, perform an international puppet show, and create their own puppets. Students may take a neighborhood walk looking for international trees, products, words, etc. The entire experience will last 2 hours.

INTERNATIONAL CHILDREN'S TELEVISION FESTIVAL: On weekends in November and early December 2000, families and teachers will be invited to visit the Museum during the 9th Annual International Children's Television Festival. They will be able to attend screenings, participate in workshops and take tours of the Museum.

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Curriculum Lesson Packet

Goals

The materials in this lesson package are meant to be a resource to teachers who would like new ideas or approaches to the theme of global connections. They coordinate with the *Around The World* museum visit program of The Museum of Television & Radio in Beverly Hills, California. While some of the lessons are particularly appropriate as a pre-visit lesson or as a follow-up experience to a visit, they could also be used in a third grade classroom as stand-alone lessons in geography, language, math or science. These materials are varied in subject and approach and are not necessarily meant to be used as a sequential group but as teacher-selected opportunities integrated with their classroom program. Many of the lessons focus on direct connections between the student's life, home, family and neighborhood and the larger world we live in.

What integrates the lessons is the theme of global connections. As the over 600 third graders from the Los Angeles area visit the Museum and watch international television programs this year, we will be asking them to consider the many things we share around the world and the unique qualities about each different place in the world. Our unifying activity is watching television. We will be thinking about how television has made us into a "global village." Sometimes we are watching the same shows. Sometimes our television menu is quite different from place to place. The students will see different landscapes, weather, plants, animals, and dress. They will hear different languages. The world will come alive to them through location photography, international story telling, and samples of the types of commercials and television children watch worldwide.

While television is a big part of children's lives, we rarely talk about it in the classroom. This group of lessons encourages students to be critical viewers, observing details, retelling narrative, making predictions, and comparing their lives and surroundings to children in varied parts of the world. It both recognizes their daily activities as significant and helps them to see how they share them with students all over the world. We hope the lessons will encourage curiosity and further questioning and research.

A major emphasis of the lessons is geography. The lessons fit into the 5 themes developed by the Joint Committee on Geographic Education of The National Council for Geographic Education and the American Association of Geographers:

- **Where are things located?**
- **What makes a place special?**
- **What are the relationships among people and places?**
- **What are the patterns of movement of people, products and information?**
- **How can the Earth be divided into regions for study?**

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List of Handouts

TV and Me Survey

Lesson I: A People Journey Around the World

- A. A People Journey
- B. My People Connections

Lesson II: World Connections

- A. Same & Different
- B. Flags
- C. Money

Lesson III: The World Comes to Where We Live

- A. The World Comes to Where We Live
- B. English Words That Came From Other Languages or Countries
- C. Phone book World Travel

Lesson IV: The World in Our Neighborhood

- A. Languages (1, 2, 3)
- B. At the Supermarket
- C. Museums (1, 2)
- D. Japanese Gardens in the Los Angeles Area

Lesson IV: The World in My House

- A. In My Refrigerator
- B. In My Closet

Lesson V: A Sense of Place

- A. Locations
- B. Your Town on Television

Lesson VI: A Sense of Place; The City of Beverly Hills

- A. The City of Beverly Hills
- B. Postcards
- C. Some Information About Beverly Hills
- D. Plants and Seeds
- E. Trees of Beverly Hills

Lesson VII: The World Through Television Viewing

- A. Television Viewing
- B. "I Spy" it on Television

Bibliography

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A People Journey

One of the best ways to learn about the world is from people who have traveled to or lived in different places around the world. Could you map a trip around the world using the connections that you have to other countries?

Ask five different family members where they have traveled, lived or where their parents or grandparents lived. Fill in the information on this sheet. Imagine what it would be like to take a trip to all of the foreign places your relatives have been. After completing the questions use a map to draw the route around the world connecting the places you have on your list.

Interview Journal

1. I interviewed _____

He/she has visited _____

I learned these interesting things:

2. I interviewed _____

He/she has visited _____

I learned these interesting things:

3. I interviewed _____

He/she has visited _____

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I learned these interesting things:

4. I interviewed _____

He/she has visited _____

I learned these interesting things:

5. I interviewed _____

He/she has visited _____

I learned these interesting things:

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My People Connections

Imagine what it would be like to take a trip to all of the foreign places your relatives have been. List the countries and cities where your relatives have been to below. Then using a map draw a travel map of the route that you would take to these places starting and ending your trip at the Los Angeles International Airport.

Places:

1. _____
2. _____
3. _____
4. _____
5. _____

1. I would make my journey

- () east to west
- () west to east
- () north to south
- () south to north

2. I would take _____ along to translate in
(Person)

(Country)

3. I think my favorite country to visit would be _____,
(Country)

because _____.

4. I would pack my suitcase with _____
_____.

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Same & Different

Complete the chart below by placing a check mark next to the answer to the question. For example, are all types of money around the world, the same or are they different? If you said different you were correct. After completing the chart answer the questions below.

Thing	Same	Different
Type of Money		
Direction the Sun Rises From		
Electrical Plugs and Voltage		
Side of the Road People Drive On		
The Measurements People Use in Cooking		
Thermometer Measurements		
Languages People Speak		
Thickness of the Air		
Type of VCR		
Radio Waves		
Map Directions of North, South, East, West		
Time of Day		
Sound of a Police Siren		

1. How do people cope with differences when they travel?

2. Which differences pose a safety problem if you are not familiar with them? _____










3. What reference tool could you use to look up the differences in cultures around the world? _____

4. List some of the new words you have learned while comparing the similarities and the differences of these countries. _____






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Flags

Every country has a flag. Many flags contain designs that are similar to other countries. Look at a chart of the flags of the world and find which countries have squares, circles, crescent shapes, stripes, etc. You can add rows for designs you notice that are not on this chart. Make a bar chart or graph to show which designs are repeated the most and which are unique.

Design	Countries	Total
		
		
		
		
		
		
		
		
		

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Look at the flag from your country and for any flags from countries where your family has lived in the past. Can you draw a new flag with one design from each of the flags of your family's heritage?



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If you travel from state to state in the United States you will have no trouble using United States money or US dollars and coins, but if you travel to another country in the world, you will have to change your US dollars into their system of money.

In order to do this you will have to know the "Exchange Rate" or the amount of dollars it will take to buy their money or "currency." Look at the chart and use a newspaper or other currency guide to fill in the current money value. It changes all the time so you will need to know today's rates. Answer the questions that follow based on your chart.

Country	Name of Money	Value in US \$
Mexico	Peso	
France	Franc	
Japan	Yen	
Germany	Deutsche mark	
Italy	Lira	

1. List the countries that would give you more than one unit of their money for one US dollar: _____

2. List the countries that would give you less than one unit of their money for a US dollar: _____

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The World Comes to Where We Live

Right where we live, hundreds of international connections are made everyday. It may be the food we eat, the clothes we wear, the trees that shade us, the cars we ride in, the buildings that line our street or the names of the streets we live on.

1. Write the names of three of your favorite foods:

Do any of them come from another country? Ask your teacher or parents for help in answering that question. _____

2. Write the name of your community or city: _____

Write the name of your street: _____

Write the name of the street your school is on: _____

Are any of the street or city names in a foreign language? If so, what language does it come from?

3. Think about the buildings in your neighborhood? Do any of them look like buildings from another country? Why do you think so?

4. If you have a family car or you ride in a car sometimes, what is the make of the car? Is it made in the United States or somewhere else in the world? _____

5. Can you think of any plants or trees in your neighborhood that come from another country?

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The World Comes to Where We Live

You may find some worldwide connections and you may not. Ask your classmates if they found some ways the world comes to your neighborhood.

Our Classroom Bar Chart

World Things	Foods	Street Names	Buildings	Cars	Plants or Trees	Clothing
18						
16						
14						
12						
10						
8						
6						
4						
2						

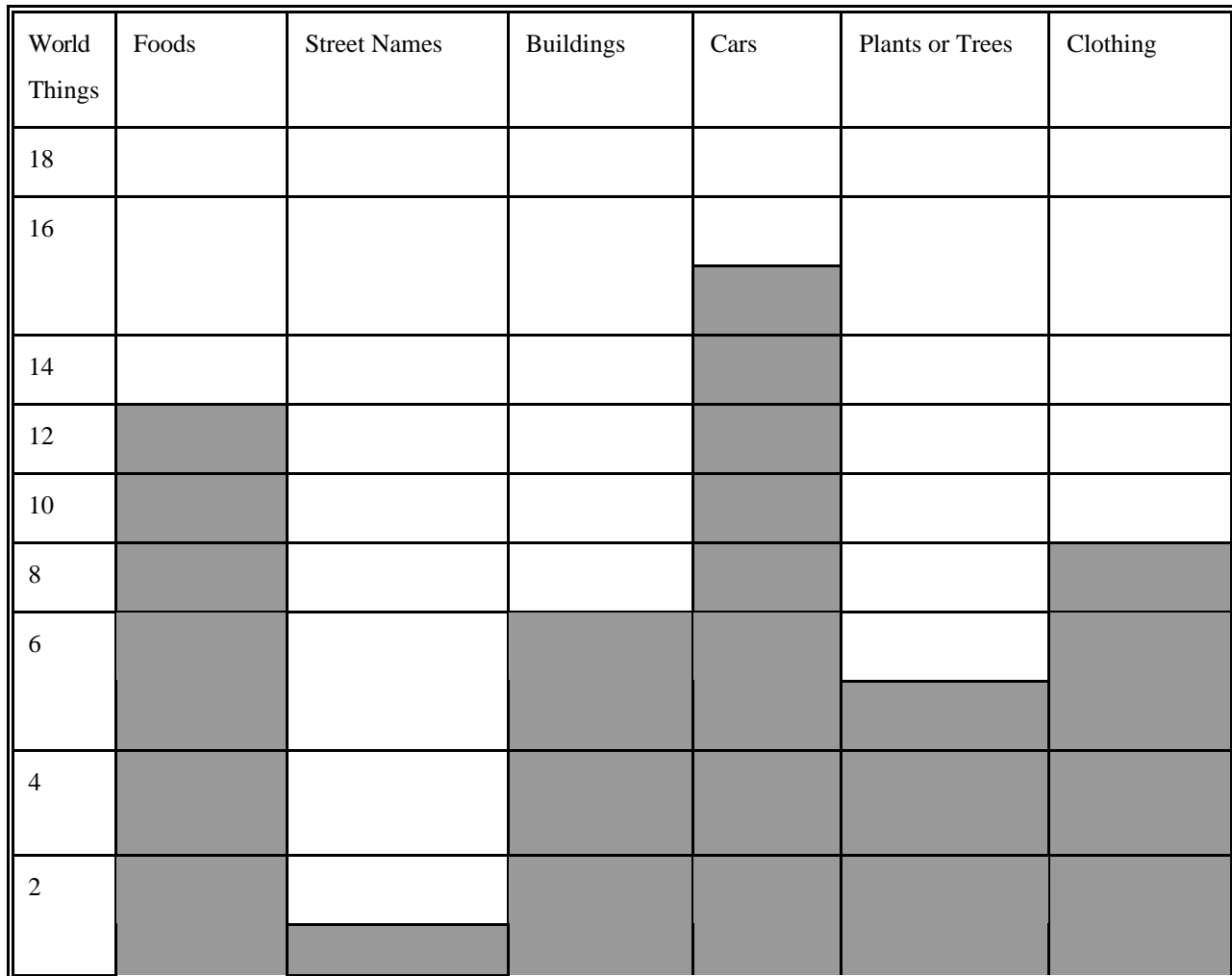
Use a different color to fill in each column to make this bar chart. Can you figure out how to show 3, 5, or 7 on the chart?

Which column is the tallest?

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The World Comes to Where We Live

Sample Bar Chart



Use a different color to fill in each column to make this bar chart. Can you figure out how to show 3, 5, or 7 on the chart? Which column is the tallest?

For example:

- 12 students said they liked foreign foods (tacos, sushi, and spaghetti.)
- Only one student knew a street with a foreign name (La Cienega).
- 6 Students live in Spanish style homes.
- 15 students had parents who drive foreign cars (Toyotas, Volvos, and Hondas.)
- 5 students said they have foreign plants (bamboo or eucalyptus) growing in their neighborhood.
- 8 students said they were wearing clothes that were made in foreign countries (Korea and China.)

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English Words that Came From Other Languages or Countries

Fill in the sentences below using the words from the chart that best fit the sentence. Pay attention to the languages that these words originated.

Dutch	German	French	Italian	African	Spanish	Japanese
Santa Claus	pretzel	millionaire	pizza	banjo	rodeo	tycoon
boss	kindergarten	corduroy	spaghetti	cola	buccaneer	honcho
sleigh	scram	garage	pasta	tote	lasso	tsunami
Yankee	dumb	limousine	macaroni	zombie	patio	sushi
caboose	check	chauffeur	ravioli	boogie-woogie	maroon	teriyaki
cookie	hoodlum	automobile	bologna	juke as in jukebox	canyon	tempura
bedspread	ouch	depot	lasagna	hip	rancher	kimono

Information for this chart came from the book, *Made In America*, by Bill Bryson, Avon Books, New York, 1994.

1. When students are 5 years old they go into the _____ class in our school.
2. My pants are bumpy and soft because they are made out of a material called _____.
3. In the song "Oh, Susannah" the man singing the song has been playing a musical instrument called a _____.
4. Every morning I straighten my pillow and pull up the _____ before I leave my room.
5. Another word for a car is an _____.

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6. A place with a steep valley between two hills is a _____.
7. When someone breaks the law and does mischief he could be called a _____.
8. You need a round piece of dough, cheese and tomato sauce to make a _____.
9. They called him a _____ because he was a very rich and powerful businessman.
10. I made a _____ sandwich for my lunch today.
11. He was a _____ guy who knew all the coolest music and the latest dances.
12. The waves at the beach were so big, I thought one of them might be a _____.
13. I can _____ a lot of books in this sturdy canvas bag.
14. The train moved away from the station, but I could still see the _____.
15. Sometimes pirates were called _____.
16. My Mom likes to make _____ and _____ for dinner.

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Phonebook World Travel

If you are looking for international connections, your telephone book may be a good place to begin. Look for these words in your white page listings. Chart how many you find.

Phone listing	Types of businesses	Total
International	1. _____ — 2. _____ — 3. _____ — 4. _____ — 5. _____ —	
World	1. _____ — 2. _____ — 3. _____ — 4. _____ — 5. _____ —	
Globe or Global	1. _____	

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	— 2. _____ 3. _____ 4. _____ 5. _____	
Earth	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	

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Phonebook World Travel

1. Why do you think the companies chose these words?

2. Can you write a list of some of the expressions you know that begin with or include:

International

World

Globe/Global

Earth

3. Circle the expressions a company might want to have people think about when they think of their company.

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The World in Our Neighborhood Languages(1)

The people who live in the United States come from many different countries. When they come to this country they bring their languages.

1. Do you speak any languages beside English? _____

If so, what are they: _____

2. Do your family members speak languages in addition to English or instead of English? _____

If so, which ones: _____

3. Can you count in another language? _____

4. Do you know how to sing a song in a foreign language? _____

What is it?

5. If you could learn a new language what would you choose? _____

Why? _____

6. How can knowing another language help someone living in the US?

7. Do you ever listen to or watch radio and television in another language? What programs? _____

8. If you have seen television shows in a language other than English, what were the differences between them and shows in English?

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The World in Our Neighborhood Languages (2)

The 20 most common foreign Languages in the United States.

Language	Number of speakers in the US	State with the highest percentage of speakers
Spanish	17,339,172	New Mexico
French	1,702,176	Maine
German	1,547,099	North Dakota
Italian	1,308,648	New York
Chinese	1,249,213	Hawaii
Tagalog	843,251	Hawaii
Polish	723,483	Illinois
Korean	626,478	Hawaii
Vietnamese	507,069	California
Portuguese	429,860	Rhode Island
Japanese	427,657	Hawaii
Greek	388,260	Massachusetts
Arabic	355,150	Michigan
Hindi	331,484	New Jersey
Russian	241,798	New York
Yiddish	213,064	New York
Thai / Lao	206,266	California
Persian	201,865	California
Creole	187,658	Florida
Armenian	149,694	California

from U.S. Census Bureau figures *The World Almanac For Kids*, Israel, Elaine. editor, World Almanac Books, Matwah New Jersey, 1998.

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The World in Our Neighborhood Languages (3)

Answer questions from the chart about languages spoken in the United States.

1. Which foreign language is spoken by the most people in the United States? _____

2. Which language is spoken by:
one million two hundred forty-nine thousand two hundred and fourteen
people? _____

3. Do people in the United States speak more Armenian or Hindi?

4. California is the state with the most speakers of 4 languages. What
are they?

1. _____

2. _____

3. _____

4. _____

5. From this chart, what is the most common foreign language spoken in
California?

6. Write the number of French speakers, 1,702,176, out in words:

7. In the number of Russian speakers, 241,798 what number is in the
ten's place? circle: 8 2 4 9

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The World In My Neighborhood At The Supermarket

The "gourmet" section of the supermarket is a good place to look for international connections to your neighborhood. How many different countries can you see at your supermarket?

Product	Country	Continent
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		

1. What country did the most products come from? _____

2. From what continent did the most products come from? _____

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Museums

Museums are places where we can go to learn about our world. Many museums collect objects that come from all over the world. Some museums collect objects from just one place.

The Museum of Television & Radio is like other museums in 3 main ways:

- It collects things
- It preserves or saves things of value
- It teaches about those things

1. Have you ever been to a museum? _____

2. If you have, list the name or kind of museum you visited and what it collected.

Museum	It Collects:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

3. What do you think The Museum of Television & Radio collects?

4. There are famous museums in countries all over the world.

Try to match the museum to its country.

Museum

- Louvre
- L'Hermitage
- El Prado
- The Smithsonian
- The Getty Center
- The Uffizzi Gallery

Country

- Spain
- U.S.A. (Washington, DC)
- Russia
- France
- Italy
- U.S.A. (Los Angeles, CA)

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Museums (Part 2)

If you could plan your own “Around The World” Museum what would you put in it? Do you have objects, artwork, music or videos from interesting places? Ask your parents or relatives if anything in your home comes from another country. Look for “made in. . .” labels on objects and clothing. Ask if you might look at the objects carefully.

1. Choose one object and write a label for it. What information would you include?

Name of object:_____
Country:_____
How it came to our home:_____
Description of object:_____

(include materials it is made of, color/s, size . . .)
Owner:_____

2. If you could set up your own museum, how would you group objects? You might group them by continents, countries, historical period, or type of object, like clothing, musical instrument, or food. Or maybe you would think of another way to group things.

My Museum Galleries

Grouping: _____	Grouping: _____
Title: _____	Title: _____
_____	_____
Title: _____	Title: _____
_____	_____
Title: _____	Title: _____
_____	_____

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Grouping: _____

Title: _____

Title: _____

Title: _____

Grouping: _____

Title: _____

Title: _____

Title: _____

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The World in Our Neighborhood Japanese Gardens in the Los Angeles Area

There are many people of Japanese heritage in the Los Angeles area. One of the most beautiful ties to this country is the many Japanese Gardens in our area. **Always call before planning a visit.**

1. Brand Park - Friendship Garden

1601 W. Mountain St., Glendale (818) 548-3782

An expression of friendship between Glendale and sister city Higashiosaka in Japan. The garden contains a pond, stone lanterns and other traditional elements. A teahouse, Sho-Shei-An (Teahouse of the Whispering Pines) is open only with reservation. Daily 10am- 3pm. Free.

2. Descanso Gardens Japanese Garden

1418 Descanso Drive, La Canada (818) 952-4392

Japanese garden inspired by oriental origins of the camelia, the featured flower of Descanso Gardens. It has a blue-tiled teahouse, gift shop, waterfalls, pools, and a Shinto bridge. Daily 9am- 5pm. Admission fee.

3. Earl Burns Miller Japanese Garden at California State University Long Beach

Earl Warren Drive, Long Beach (562) 985-8884

Founded in 1981, this garden contains a stone pagoda, arched bridge, waterfalls, an island and lake, teahouse, dry garden, and a zigzag bridge. Tues. - Friday 8am- 3:30pm. Sun. Noon-4pm. Call for information for school tours.

4. Huntington Library and Gardens

1151 Oxford Road, San Marino (818) 405-2275

Features a 19th - Century furnished Japanese house, a moon bridge, a drum bridge, bonsai collection, temple bell, dry Zen garden, and a zigzag bridge. Open noon to 4:30 pm Tues. - Fri. and 10:30 to 4:30 p.m. Sat. and Sun. Donation requested. Call about school programs.

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5. James Irvine Garden at Japanese American Cultural and Community Center

244 S. San Pedro St., Los Angeles (213) 628-2725

This garden sits at the edge of Little Tokyo with a stream that winds down a slope through flowers and trees. Enter through the basement level of the community center. Open 9am - 5pm weekdays and from 10am - 5pm on weekends. Free.

6. New Otani Hotel

120 S. Los Angeles Street, Los Angeles (213) 629-1200

This is a garden up on the 3rd floor of the hotel. There are waterfalls, walkways and ponds as well as plants, trees, and flowers. Daily from 8 am - 11pm. Free.

7. Sho Fu En (Pine Wind Garden) at Torrance Cultural Arts Center

Torrance Boulevard and Madrona Avenue, Torrance (310) 781-7150

A 13,000 square foot garden with streams, waterfalls and plantings. Call for details.

8. Tillman Water Reclamation Plant at Sepulveda Dam Recreation Area

6100 Woodley Avenue, Van Nuys (818) 756-8166

Demonstrating a positive use of reclaimed water, the "Garden of Fragrant Waters" has waterfalls, lakes, streams and a teahouse. An iris garden blooms in the spring. There is a dry Zen garden and a "Tortoise Island". Tours by reservation only.

9. UCLA Hannah Center

10619 Bellagio Road, Bel Air (310) 825-4574

Created in 1959 this garden contains a 400,000 year-old stone called "Jade Rock."

There is a main gate, teahouse, shrine, and bridges. Individual tours are given 10am - 1pm Tuesday and noon - 3:00pm Wednesday. Guided group tours can be arranged for Wed. and Fri. mornings.

10. Yamashiro Restaurant and Bernheimers Garden

1999 North Sycamore Avenue, Hollywood (213) 466-5125

This is a garden with a view from high atop a hill in Hollywood. The restaurant is a replica of a Japanese mountain palace. There is a 600-year-old pagoda in the garden. Open daily.

Information from:

Appleberg, Marilyn J., *I Love Los Angeles Guide*, Collier Books, New York, 1993.

Rasmussen, Cecilia, *Curbside L.A.*, Los Angeles Times, Los Angeles, 1996.

Stanic, Borislav, *Museum Companion to Los Angeles*, Museon Publishing, Beverly Hills, CA, 1998.

The World In My House

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In My Refrigerator

You can find many products that were made in other countries just by looking through your house. Search for foreign products in the refrigerator and in your closet and give the product name, the country it comes from and the continent that country is in, such as, Africa, South America, North America, etc.

Product	Country	Continent
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		

Many of the products in our homes come from different countries. How can you tell where something is made or packaged?

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The World In My House In My Closet

Search for foreign products in your closet and list the product name, the country it comes from and the continent the country is in, such as, Asia, Europe, South America, etc.

Product	Country	Continent
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		

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A Sense of Place

Locations

The Museum of Television & Radio in Beverly Hills is a unique modern style building. Because we are in the Los Angeles area and close to the production studios for television and motion pictures, the building has been used as a place or “location” to film television and movies. One time the Museum was supposed to be an office building of the future in the television movie *Brave New World*. For a movie soon to be filmed, the Museum will stand in for a dry-cleaning shop.

Sometimes things need to be changed a little to make them look like other places. Or the camera may only shoot in a certain direction to avoid including something that would give away the true location of the scene.

1. Many films are made on location in Los Angeles. Have you ever seen a movie or television show being filmed on location? How can you tell?

2. A “Location Scout” is a person who tries to find good locations for a particular story. Can you think of places in your neighborhood that could stand in for other places in the world? Could you think of a place that could look like:

A jungle? _____

A desert? _____

A beach? _____

A forest? _____

A mountain? _____

Somewhere in the future? _____

Another planet? _____

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3. It can cost a lot of money to fly to a foreign country to do a location shoot. Can you think of a place in your neighborhood or region that could look like another country? Would anything have to be changed to make it look more like that place?

4. Why would people allow someone to make a film on their property?

5. Can things get damaged when a movie is being shot on location?

6. How do the property owners and the film company plan to prevent or repair damages?

7. How do they control noise and traffic near the location?

8. Why do you think Los Angeles became a center for television and movie making?

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A Sense of Place

Your Town On Television

The television show *Beverly Hills 90210* takes place in Beverly Hills, California. They use the name of the town and the zip code or postal code to name the show. What if you substituted the name of your town and zip code for the title of a new television show? What would that show be like? Use more paper if you need it to plan out your show.

Title	----- city	----- postal code
<p>Setting Exteriors</p> <p><i>(Locations where you would shoot) Include types of trees and vegetation, in city or countryside, types of vehicles, buildings, lighting, weather, landmarks you would include.</i></p>		
<p>Setting Interiors</p> <p><i>Type of buildings, house or school or store or office. Include furniture, rugs, books, appliances, and other props</i></p>		
<p>Characters</p>	<p>Name:</p> <p>Name:</p> <p>Name:</p> <p>Name:</p>	<p>Personality:</p> <p>Personality:</p> <p>Personality:</p> <p>Personality:</p>
<p>Costumes</p>		

Around the World

<p><i>Include colors, fabrics, styles</i></p>	
<p>Plot</p> <p><i>What types of stories would be told? Mystery, romance, situation comedy, adventure, drama?</i></p>	
<p>Conflict or Dramatic Interest</p> <p><i>What would hold the viewers' attention?</i></p>	
<p>Music</p> <p><i>What musical styles would you have in the background and for theme song?</i></p>	
<p>Casting</p> <p><i>Who would play the parts? Famous actors and actresses or maybe your classmates or family?</i></p>	
<p>Your Job on the Show</p> <p><i>Would you be an actor or actress? What role would you play? Or would you be the director, writer, camera operator, stunt person, special effects person, sound effects person, set designer, costume designer, musical director, or overall producer? Why would you choose this job?</i></p>	

Around the World

A Sense Of Place The City Of Beverly Hills

When we think about the world and it's many places, we think of landmarks, language, costume, foods, and people. Every place has something that makes it special or unique. Beverly Hills is a place like that.

1. What do you think of when you hear the name Beverly Hills?

2. How did you get your information about Beverly Hills?

Did any of your information come from television? _____
If you said yes, what type of program?

3. What buildings come to mind?

4. What do you think the weather is like in Beverly Hills?

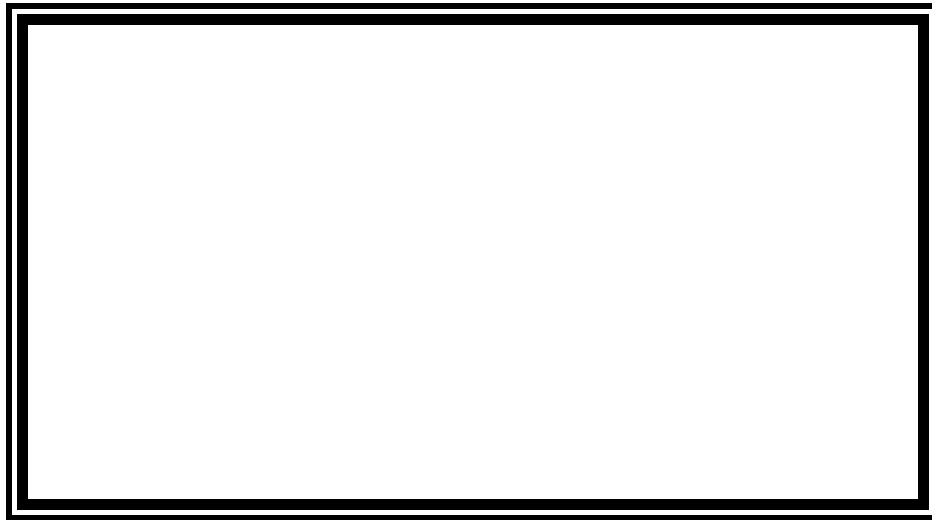
5. What kind of people do you think you would meet in Beverly Hills? _____

What language / languages would they speak?

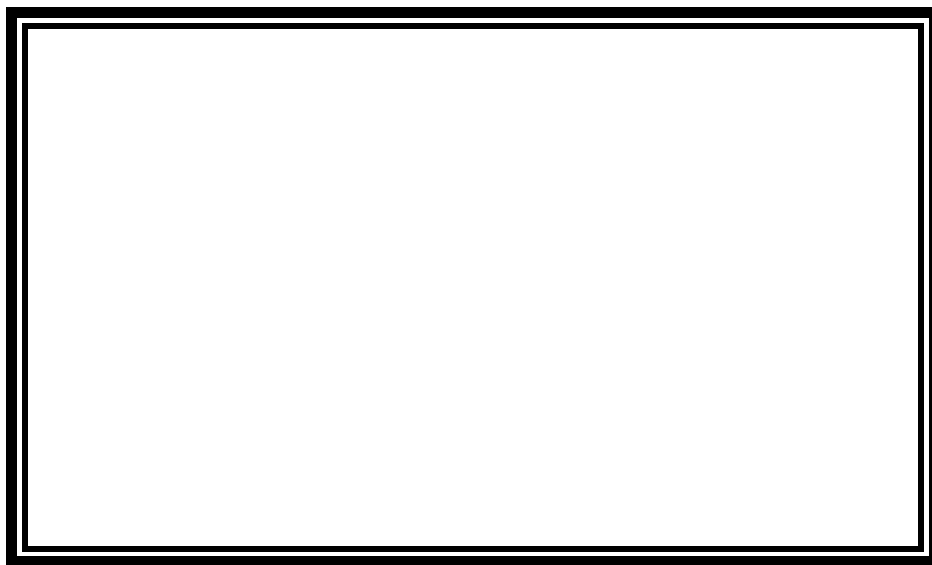
Around the World

A Sense Of Place Postcards of the City Of Beverly Hills

Draw a postcard picture of what you expect you might see in Beverly Hills. What are the trees like, or are there any? What do the buildings and people look like? Are there any landmarks?



After your visit, draw a postcard picture of your city. How different does Beverly Hills look than your prediction? How is it the same?



Around the World

A Sense Of Place

Some Information About The City Of Beverly Hills

1. The city of Beverly Hills is named after Beverly Farms in Massachusetts.
2. The land that Beverly Hills is built on used to be called “El Rancho Rodeo de las Aguas” or “The Ranch of the Gathering of The Water” when it was under Spanish rule.
3. The street that is now known as Coldwater Canyon used to be known as “Canada de las Aguas Frias” which also means cold water in Spanish.
4. Vast fields of lima beans used to be grown here up until about 1900.
5. The founder of the present city was Burton E. Green. There is still a street named Burton Way.
6. The first movie stars to choose Beverly Hills as their home were the silent movie stars Mary Pickford and Douglas Fairbanks in 1919. They called their home *Pickfair*.
7. The population of the city in 1990 was 31,971.
8. City Hall in Beverly Hills was built in 1932. It is a Spanish Baroque-inspired building with a stately tower. It is decorated with cast stone and plaster modeled in Hispanic curlicues. The dome is blue and gold tiled and the very top of the dome has a cupola that is covered in gold-leaf.
9. The Museum of Television & Radio, designed by Richard Meier who also designed the new Getty Center, opened in 1996. It is a modern white building with large open rotunda and expansive glass walls. The interior contains walls and floors of beige travertine marble from Italy. Over 100,000 television and radio programs from the past and recent past are made available to the public at individual consoles and screening rooms.
10. The city contains many parks and tree-lined avenues. The Will Rogers Memorial Park on Sunset Blvd. at Beverly Drive, is named after the only honorary mayor of the City of Beverly Hills, the world traveling humorist Will Rogers.
11. The Sister City of Beverly Hills is Cannes, France.
12. Avenues of tall palm trees are characteristic of certain residential streets. The alternating tall and shorter palms that line N. Beverly Blvd. between Santa Monica Blvd. and Sunset Blvd. are Washingtonia Robusta or Mexican Fan Palm (taller) and Phoenix Canarias or Canary Island Date Palm (shorter).
13. The large Fountain at Wilshire Boulevard and Santa Monica Blvd. is not Pocahantas as many believe, but a male Indian brave. The base of the fountain is covered in tile work that presents a history of the United States up until the installation of the Fountain. It was one of the first “electric fountains” and is scheduled for a major renovation.

Around the World

A Sense of Place; The City of Beverly Hills Plants and Seeds

Orange trees and palm trees are often thought to be typical California trees, but many varieties of palm and orange trees are not native to Southern California. So how did they get here?

In the 1870's either Eliza Tibbets or her husband Luther planted the first Washington navel orange in California. Two trees were mailed to them from South America.

1. How can seeds or plants travel without being mailed?

2. Places that are islands sometimes have plants that are quite different than plants in other places. Why do you think this could happen?

3. Plants that are not native plants can sometimes cause problems to an area. What do you think the problems could be?

For example, the grass straw used as a binder in adobe bricks have helped researchers at old brick buildings in California to know when certain non-native plants were introduced to California.

4. Eucalyptus trees were newcomers to California in the 1870's. What country did they come from? Circle the correct country:

Egypt Peru Australia China

Information from: Reynolds, Ray, *California The Curious*, Bear Flag Books, Arroyo Grande, CA, 1989

Around the World

Trees Of Beverly Hills

The park that is just north of the Museum on Beverly Drive and Santa Monica Boulevard is a place where school groups often go to eat their lunch. The park has many trees that come from all over the world. Do you think you can find them?

Country	Tree	Description
Algeria	Blue Cedar Atlas Cedar	Grows to 60 feet. Less than one-inch long needles of a silvery blue color. Has a "Christmas tree" shape with branches reaching upwards.
Australia	Moreton Bay Fig Ficus Macrophylla	Huge tree with massive buttressed trunk and surface roots. Roots hang down from branches as well. Blunt oval leathery leaves, glossy green above and brownish beneath. Rose-colored leaf sheaths appear like candles at the end of branches.
Brazil	Floss Silk Tree or Chorisia	Spring-like flowers come in October-December, these in orchid pink. The trunk of the young tree is grass green and quite heavy and tapering and is studded with spines. As the tree ages the trunk turns gray. Light green leaves spread fanwise into 5-7 leaflets.
Brazil	Pindo Palm	10 to 20 feet tall. Heavy trunk with strong pattern from stubs of old leaves. The leaves are gray-green arching and feathery.
Canary Islands	Canary Island Date Palm or Phoenix Canarias	Grows to 60 feet tall. A big heavy trunked tree. Feathery fronds that can have a 50-foot spread.
Chile	Chilean Wine Palm or Jubaea Chilensis	Palm with a fat trunk patterned with scars of old leaves. Feather-type leaves 6-12 feet long. Fruits look like miniature coconuts.

Around the World

Trees Of Beverly Hills (cont.)

China	Fruiting Mulberry	Weeping form of branches. Fruits hidden under the branches, look like blackberries. This is the type of leaves silk worms feed on.
India	Ficus Benjamina weeping fig	Can grow to 30 feet high. Broadly spreading branches with shining green leathery pointed leaves that densely cover the branches.
Japan	Bamboo Oldhamii Bambusa	Can grow to 20 to 40 feet. The stems are about 3 inches in diameter. It grows in dense clumps and can make a "screen". Really a giant grass. Woody stems have sections divided by joints called nodes.
Mexico	Mexican Fan Palm or Washintonia Robustsa	Can grow to 100 feet. Fan shaped leaves in a compact crown. The old leaves hang down in a "petticoat" of thatch. Leaves have a reddish streak on the underside.
USA / California	Torrey Pine	Light gray-green needles, 6-8 inches long grow in groups of 5. Cones are 4-6 inches long and chocolate brown. The tree has a broad, open, irregular shape. This tree is a small tree replaced on Arbor Day after the previous Torrey Pine was blown over in a storm on the Arbor Day a year before.

Around the World

Trees Of Beverly Hills

1. How do you think the trees got to Beverly Hills? _____

2. Do you think the trees that grow here came from countries with a similar climate?

3. The trees in front of the Museum are missing. When the Museum was built the city was in the process of deciding what new kinds of trees to plant in the "Business triangle " of the city. They were having trouble with the ficus trees planted there. What kind of trouble do you think the trees were causing?

4. Do you think the trees caused the same problem in their native land?

5. Beverly Hills is a planned community. What type of trees do you think they should plant on their streets?

6. How would you identify the trees in your neighborhood?

7. Do you think some of them come from "around the world?"

8. How do you think they got there?

Around the World

Television Viewing

Country	Hours per week
United States	49.35
Italy	28.93
Hong Kong	28.70
Columbia	23.80
United Kingdom	23.80
Australia	21.98
Chile	17.50
China	10.59
Malayasia	10.50
World Average	19.67

Taken from: Pockets. *Essential Facts: The World Around Us*. Dorling Kindersley, 1996

1. Which country watches the most television every week?

2. How could you find out the amount of television watched each day?

3. How much television do you think you watch every week?

4. If you watch television a different amount of time each day, how do we come up with the time watched every week?

5. Why do you think some countries watch more television than other countries?

Around the World

“I Spy” It On Television

Have you ever played “I Spy?” This game is a game that involves looking for things. For your “I Spy” television journal you are asked to look for specific things from different parts of the world. Keep this journal near your television for one week. Each day try to find a program or commercial to answer the questions below.

1. I SPY a foreign country on television. What country? _____

What program/commercial did you see it on? _____

What time of day? _____

2. I SPY a foreign food on television. What food? _____

What program/commercial did you see it on? _____

What time of day? _____

3. I SPY a foreign language I heard on television. What language? _____

What program/commercial did you see it on? _____

What time of day? _____

4. I SPY a foreign costume on television. What costume? _____

What program/commercial did you see it on? _____

What time of day? _____

5. I SPY music from a foreign country. What kind of music? _____

What program/commercial did you see it on? _____

What time of day? _____

6. I SPY a foreign actor/actress on television.

What country is he/she from? _____

What program/commercial did you see it on? _____

What time of day? _____

7. I SPY an animal from a foreign country.

What kind of animal? _____

What program/commercial did you see it on? _____

What time of day? _____

Around the World

Los Angeles Landmarks Like Other Places

Hindu Temple in Malibu

Japanese Garden in San Fernando Valley

Descanso Gardens

The Huntington Bonsai and Zen garden

Chinese pagoda buildings in Chinatown

Skirball replica of old synagogue and of archaeological digs

Greek Church in Northridge and on Adams Street

Olvera Street and Plaza

Roman Villa at the Getty in Malibu

Romulus and Remus statue near Chinatown

Around the World

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