

World Language Scenario for Use with Perm Culture Kit

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KCEE and Sister Cities of Louisville Workshop

Title: Introduction to Cyrillic Alphabet

Intended Level: Middle School

Guiding Question: How can symbols from a different alphabet be used to represent familiar English words?

Activity Summary: Students are used to their own language and alphabet. They will often learn a foreign language, but usually one with an alphabet like their own. Students will learn to identify some letters in the Cyrillic alphabet and transliterate some English words into Cyrillic to see how different symbols can represent the same sound. They will also choose some local landmarks to be used in a calendar in combination with the transliterated words. Ideally, the calendar would be sent to Perm.

Resources needed from the Perm Culture Kit:

- Your First 100 Words in Russian book, by Passport Books
- Perm 1995 Calendars

Task: 1. Individually, students will write their first and last name in Cyrillic as a warm-up activity.
2. In groups, students will create a class calendar with months in Russian/Cyrillic and a picture of a Louisville landmark with the place's name in English and Cyrillic.

KY World Language Content:

- WL-M-2.1.B3 Identify familiar objects, images and symbols of target culture
- WL-M-4.1.B1 Identify sound patterns of target language and compare them to students' own languages.
- WL-M-4.1.B6 Apply, within limited contexts, sound patterns of target language.

KY Core Content for Assessment:

- SS-M-4.2.1 Places can be made distinctive by human activities.

Steps for Planning and Implementing:

1. Teacher uses Your First 100 Words in Russian, pp. 5-8, to first become familiar with the Cyrillic alphabet, then to present it to students. Teacher distributes handouts of pp. 5-8 and guides students through them. Teacher prepares some words familiar to students, such as the name of the school, or Louisville, and

- writes them in Cyrillic on the board. Students try to figure out the words using the handouts of pp. 5-8.
2. Teacher gives students some English words, particularly proper nouns, for the students to transliterate (write the sounds in Cyrillic.)
 3. Students write their own first and last names in Cyrillic, either as a class activity or homework assignment. One possibility with this activity is to have the students write their Cyrillic names in large letters on a paper. The teacher could then collect them all, mix them up, hold up each one and have students figure out whose it is.
 4. Students look at the Perm calendars to get an idea of the buildings which were chosen for the calendar. They discuss places in Louisville which would be good candidates for a calendar.
 5. Students are divided into groups to produce a calendar page of a place in Louisville. A calendar month is assigned to each group. Teacher should consider time and resources available when deciding whether these should be photos, drawings, or pictures from the internet.
 6. Each page should have a picture of a Louisville landmark and underneath it the name of the month in English and Russian, the Russian being copied from the Perm calendar. It should also have the name of the landmark in English and transliterated into Cyrillic.

Example:

	Picture of Landmark	
ЯНВАРЬ		JANUARY
Чурчил Даунс		Churchill Downs

7. The calendar should be assembled with a title page stating by whom it was produced. Perhaps a picture of the class would be appropriate.
8. As an offering of cross-cultural understanding, the calendar could be sent to Perm. Names and addresses can be obtained by contacting Sister Cities of Louisville (where the culture kits are housed) at (502)574-3397.

Resources used (all from Perm Culture Kit):

Your First 100 Words in Russian book, Passport Books
Perm 1995 Calendar