**Culture and Conflict Presentations**

Directions: In groups of 2 or 3 you are going to pick a country with a population of more than 50 million people. Then you will complete the following steps:

**Power point presentation (50 points total):**

You will explain what you have learned about the culture that country, with the use of PowerPoint. Your goal is to educate the class of the culture in the country.

Make sure to include the following information:

Day 1

* Current population (What is the current population of the country)?
* Number of minority groups inside the country
* Language groups (what languages are spoken in the country)
* Culture traits (fashion, food, religion, sports, recreation, and entertainment)

Day 2

* Spatial aspects of culture (where are different culture groups located and why)?
* Majority and Minority cultures (who are they and how do they differ)?
* What different ethnicities and races are in the country?

Day 3

* Impact globalization has on minority and majority cultures (how have different countries impacted the different cultures)?
* Major conflict in the country (current)
* History of the conflict
	+ History (what in history cause it to start? Go back in history as far as you can)
	+ People in the Conflict (who are they and why are they fighting each other)
* Type
	+ What was the “spark” that started the conflict?
	+ Describe the actual conflict.
	+ What has the world community done to try to fix the conflict?
* Solution?
	+ Either create or evaluate a solution that has been created.
	+ Who are the “winners” and “losers”
	+ Why will this solve the solution?
	+ Who in the world community will support the solution? Not support it?

You will need to include a bibliography (MLA style) with 5 sources. Only 1 can be Wikipedia.

**Food (25 points total)**

 We will enjoy a feast in the classroom **that you (not a parent) will prepare**. Find a dish that is indigenous to your assigned country, and cook enough food for anywhere from six to eight students. Bring photos or your camera phone showing you at the store and in the kitchen, to prove that you indeed did the shopping and cooking.

 Your dish must involve something more than plain rice or noodles, but should not contain ingredients that your parents consider overly expensive. I encourage you (along with your parents, if you need them to drive) to shop for the ingredients for your dish at an international grocery. I don’t mean to limit you to any particular store, but two good ones are H-Mart (2751 S. Parker Rd.) and Arash International Market (2720 S. Parker Rd.)

 You should also bring a sign identifying (i) your assigned country and the students in your group, (ii) your country’s flag; (iii) the name of your dish, and (iv) an EXACT list of its ingredients. **(This last point is important: students need to know what’s in your dish in case of food allergies or religious taboos.)**

 This is not a cooking class. You will receive up to 25 points for this assignment, divided as follows: proof that your dish is traditionally found in your country (bring a recipe or other proof to class; a parent’s say-so will not suffice) (10points), proof that you shopped for and cooked your dish (5 points), and the accuracy of your sign (10 points). You will not be graded on the quality of your cooking.

**Dance (up to 10 points extra credit)**

For extra credit on this assignment, you can learn and teach a traditional dance that is danced in your country. It can take no more than 5 minutes.

**Consent Form (needed if you plan on eating in the classroom):**

To: Parents or Guardians of my students

From: Colleen Kopay

 *Please read this assignment sheet, and consider whether to allow your child to eat food in my classroom that s/he and other students have prepared. My students will be bringing to class a dish they’ve prepared that is traditionally found in a country they’ve been assigned to research. To be allowed to eat that food, your child must show me written consent.*

 *This consent form must be signed and returned to me by the 1st day of presentations.*

 **CONSENT**: I allow \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to eat the food that my child and his/her fellow students have prepared as part of this project. I have spoken with my child and given him/her specific instructions about any foods he/she may not eat.

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 Parent/Guardian