



## Pick a Place, Any Place

*Now that students have prepared a local passport stamp, can they do the same for a foreign country?*

**Objective:** Students extend their passport-stamp experience (Activity 4.1) by researching a different part of the world from the one where they live — and designing a passport stamp for it.

### Background

This activity offers an opportunity for your students to integrate *Around the World with Miss Columbia* with their regular curriculum. If they are studying a foreign country this year, designing a passport stamp and page to represent it is a perfect way to connect that curricular focus with their celebration of Miss Columbia. If at some grade levels students are not studying any other part of the world at all, they might substitute a different time period for a different place. For example, students studying colonial America might try to come up with symbols for that time and place.

This activity can be conducted in conjunction with your school's observance of Miss Columbia, or completely separate from it.



### Materials

- ◆ Paper; markers, pens, pencils
- ◆ Other materials as needed by final designs

### Getting Started

This activity can become a cornerstone of your school's celebration of Miss Columbia and the turning of the millennium. Explain to students what customs offices and "passport control" agents do today at airports and other national points of entry, checking passengers' credentials and citizenship status and (sometimes) examining baggage to ensure that no outlawed substances are entering their nation. Let them know that Miss Columbia will have an official passport, too, and that it is your school's responsibility to come up with an official entry "stamp" and to create a special page in her passport to share with other schools.



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### Procedures

1. Engage the students in a discussion of representative symbols (again, if you already did it once in conducting Activity 4.1). Did they find that coming up with ideas for symbols of their home community or school was easy, or difficult?
2. Now ask them to think about the foreign country (or place and era from the past) that they've been studying in your classroom. Can they come up with a list of possible symbols that represent that country or era? Each symbol needs to communicate *without words or explanations* something unique about the place or era it represents. Ask them not to talk about their list of options with classmates.
3. Now have students call out their ideas and create a list on the blackboard. Are there some ideas that are mentioned many more times than others? Do any ideas seem more clearly representative of their subject matter than others?
4. Ask students to choose one of the ideas and create a passport stamp design. Use the symbol samples provided in Activity 4.1 for ideas in you like. Post the designs as part of your visual displays on this curricular topic.
5. Extend the activity by asking each student to select (without revealing their choice to other classmates) some other part of the world or some era in history. They can then produce a passport stamp to represent that place or era. Collect their stamps and hold them up one at a time, asking the class as a whole to try to identify the time or place represented by the stamp. The "graphic designer" whose stamp is recognized correctly by the largest number of students is the winner of this design competition!

