

USING WEBSITES TO EXPLORE US CULTURE AND DEVELOP CULTURAL AWARENESS

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INTRODUCTION

The following activities form a unit of study and are designed to give ESL students a deeper understanding of their culture and US culture through exploration of Internet websites. The materials are aimed at high-intermediate students, but could be adapted for beginner and advanced students.

The Internet, unlike many other educational tools, has the power to bring students into direct contact with cultures different from their own. Books, magazines, movies, videos and other forms of media can only give a filtered or mediated view of a particular culture. By accessing various web pages students come into direct contact with cultural documents.

ACTIVITY 1: INTRODUCTION TO THE UNIT

Introduction:

This first activity will get students thinking about what kinds of information are important to all cultures and what kinds of information they can get on US culture from the Internet. This activity will also get initial information on the class' views of US culture.

The Activity:

Objectives:

- To introduce students to the possibility that they can learn about US culture on the Internet.
- To get students thinking about what facets of US culture they might find on the Internet.
- To get, in writing, students general impressions about US culture.

Materials:

Handout “[Generating Ideas about US Culture on the Internet](#)”

Time: 20-30 minutes (depending on number of students)

Procedure:

1. Teacher makes a general statement that the next part of the course will be devoted to learning about US culture using the Internet. Teacher also tells the class that this unit of study will give them practice in reading, writing, speaking, listening and vocabulary.
2. Teacher distributes the handout. After students complete the worksheet alone, they share their answers in small groups (3-5 students).
3. After groups have had a chance to discuss their answers, each group makes a quick presentation to the class describing the more interesting things that they discussed.

Extension Activity: None.

WORKSHEET: Generating Ideas about US Culture on the Internet.

Instructions: Answer the following questions

1. Have you learned anything about US culture from the Internet? If so, what did you learn?
2. Think about US culture as it is represented on the Internet. What aspects of US culture do you think you can find on the Internet? Make a list here:
3. What are your general impressions of US culture? What is the US like? What are people from the US like?

ACTIVITY 2: THE DO-IT-YOURSELFER

Introduction:

One important aspect of US culture is the idea of individualism. An aspect of this idea is self reliance and the ability to “make it on your own.” Many people from the US feel that they should be able take care of themselves and do things by themselves. One way that this feeling manifests itself in the US is through the popularity of hardware stores and large do-it-yourself centers. Although some cultures see manual labor as demeaning, US culture does not. The aim of this activity is to help students from another culture learn about this facet of US life.

The Activity:

Objectives:

- To teach about American beliefs in self-reliance and independence through examining hardware stores and do-it-yourself center web pages.
- To teach some vocabulary related to hardware stores.
- To give students practice in skimming and scanning from a computer screen.
- To introduce students to the ideas of differing cultural values.

Materials:

- An Internet lab with 1 computer for every three students.
- US hardware and do-it-yourself web pages:
 - <http://www.valuhomecenters.com>
 - <http://www.homedepot.com>
 - <http://www.lowes.com>

Time: 50-60 minutes.

Procedure:

IN CLASS:

1. Before the class goes into the Internet Lab, the teacher asks if the class knows what hardware stores are, what you can buy there and what kinds of people shop there. If students are unfamiliar with what a hardware store is then the teacher explains the kinds of merchandise that can be found there and what kind of people shop at such stores.

IN INTERNET LAB:

2. Individually students look at websites for two hardware stores (see above). At each site students make a list of things that are for sale in these stores or through the site.
3. Students pair up and share with a partner the list of merchandise that they have found.
4. The teacher circulates to each student to make sure they are on task.
5. After each pair has a good amount of material the Teacher calls on individual pairs to report what they found.
6. On the board the teacher makes a list of the merchandise that is related to “doing-it-yourself,” such as tools, bathroom items (sinks, bathtubs etc.) lumber, paneling, paint, wallpaper, plumbing supplies, windows, doors, etc.

7. After the list is complete the teacher tells the class that these things are on sale to the general public and that anyone can buy them.
8. In pairs, small groups or as a whole class, students discuss *why* people would buy them and what kind of people buy these things. When discussing who buys this merchandise it is important for students to consider social class as well as occupation. Student ideas should be put up on the board. Hopefully some groups will come up with an answer similar to “people who like to or do fix things themselves.” If these kinds of answers are not forthcoming, then the teacher explains that many people from all walks of life try to fix things themselves.
9. The teacher next asks students to make statements about Americans or American culture based on what they have just found out. When students say something like Americans like to fix or do things by themselves, without hiring help, the teacher explains the phrase “Do-it-yourself” and a/the “do-it-yourselfer.” If these answers are not forthcoming the teacher may scaffold responses to lead the class in this direction. It should also be pointed out to students at this point that people skill with mechanical things is valued. If time is an issue, this could be assigned for homework and the rest of the activity could continue the next day.
10. As a wrap up the teacher asks students what they think of this part of US culture and if they have anything similar in their own culture(s). The teacher might also ask if these kinds of stores would be successful in their countries? Why or why not?

Extension Activity:

Students jot down any difficult vocabulary they found while looking at the Internet. This can form the basis of later vocabulary instruction.

ACTIVITY 3: US HIGH SCHOOLS

Introduction:

The differences that exist between schools across cultures can be an interesting topic of discussion for students. Web pages that schools produce can give rich insights into those schools. This activity takes advantage of school-produced web pages as a source of cultural information.

The Activity:

Objectives:

- Students will explore and examine their beliefs about US High Schools.

- Students will learn about US High Schools by looking at high school home pages.
- Students will compare US High Schools with High Schools in their countries.
- Students will practice reading skills from authentic Internet texts.
- Students may practice inferring.

Materials:

- Student pen and paper.
- Computer Lab with enough Internet connected computers for each pairs of students.
- The following sites:
 - Great Valley High School Main Page. <http://www.gvsd.org/gvhs>
 - North Hagerstown High School's Home Page, Hagerstown, Maryland, USA. <http://www.fred.net/nhhs/nhhs.html>
 - Bronx High School of Science. <http://www.bxscience.edu>
 - Todd County High School Home Page. <http://www.tcsdk12.org/TCHS/tchshome.htm>

Time: Part 1: 30 minutes

Part 2: 30 minutes

Part 3: Will vary according to the number of students in the class.

Procedure:

Part 1:

1. In small groups (3-5 students), students brainstorm ideas about what they know and think about US High Schools. As a guide the teacher may give broad areas that students might think about such as: *administration, teachers, students, courses, extra-curricular activities, problems of US students, problems of US teachers, graduation requirements, appearance of the school, size of classes, sizes of the school.* The teacher may also help students think of ideas by asking them if they know anything about US high schools from the media and whether or not they think that these impressions are true.
2. After each group has brainstormed they share their ideas with the class. The teacher writes down all ideas on an OHP or the black board. Students write these things down also because they will need them later.

3. After looking at their papers, students write down 5 beliefs they have about US High Schools. It is possible that some students will have trouble doing this because they may not understand what is being asked of them. If this is the case the teacher may give some examples such as:

- "I believe that Japanese people are very hardworking." Or "I believe that Japanese schools are very strict."

As a further guide the teacher might have them write down one belief about each of the categories listed above.

4. After students are finished writing down their beliefs they circulate around the room and find one other student who has similar beliefs about US schools. For the activity on the following day these students will be partners.

Part 2:

1. Students sit with their partner from part 1.

2. The pairs look at the statements they made about what they believe about US high schools to refresh their memory.

3. The pairs browse through a US high school web page to see if what they thought is true. They note down if they were able to find the necessary information. It is possible that they may not find a direct answer. If not, then they must infer, if they can, based on what they see. They write down their findings. Students can go to any of the following sites:

- Great Valley High School Main Page. <http://www.gvhsd.org/gvhs>
- North Hagerstown High School's Home Page, Hagerstown, Maryland, USA. <http://www.fred.net/nhhs/nhhs.html>
- Bronx High School of Science. <http://www.bxscience.edu>
- Todd County High School Home Page. <http://www.tcsdk12.org/TCHS/tchshome.htm>

4. Students use the following questions to guide them in understanding the websites. Not all questions will apply to all sites. Students should understand that the questions are meant only as a guide:

- What kinds of courses/curriculum are offered? Do any of the classes that are offered surprise you?
- What kinds of things do students do outside of class?
- What kinds of extra-curricular activities are popular at the school?
- What kinds of clubs does the school have?
- Are there Sports/Athletics at the school? What kinds?

- Does the school have a mascot? Why was that one chosen? What do you think about the idea of a mascot?
 - If there is a picture of the school – what does it look like?
 - What’s good/bad about the school? Be specific.
 - Is there anything else interesting that you found on the site?
5. Pairs look for ways in which the high schools they have looked at are different from their own high school. They make a note of this.
 6. Pairs organize what they have found into a report and present their findings to the class. The teacher will have to give guidance for this phase of the lesson. The teacher should circulate to each group and check the information that they have and help them to organize it. The presentations should include what their original beliefs were and what they were able to find on the Internet to prove or disprove their beliefs. The presentations should also include answers to the questions from part 9 above. Lastly, the presentations should include the way that what they found on the Internet is different from their own high schools.
 7. For homework the pairs further refine and organize their presentations.

Part 3:

1. Pairs present their findings to the class in an oral report. (If there is a computer available that has a projection system then the pairs present their findings while showing the site).
2. The teacher leads the class in a discussion of what they have discovered about US high schools. If the students are generally non responsive to this discussion then take a few moments and have students take a few moments to write down some ideas that they have. Then the teacher will ask a few students to read out their ideas.

Extension Activity:

Students write an essay comparing the high school they investigated with a high school they attended in the past.

ACTIVITY 4: US ATTITUDE TOWARDS PETS

Introduction:

One thing that varies from culture to culture is extent to which animals are viewed as pets. This activity explores this aspect of US culture.

The Activity:

Objectives:

- Students learn about US attitudes towards pets by looking pet store web sites.
- Students practice making inferences based on the information they find on an Internet site.
- Students practice skimming and scanning from an Internet site.
- Students practice inferring.

Materials:

- Handout “[Pet Store Internet Worksheet](#)”
- Internet lab with one Internet connected computer for each student and a teacher’s computer with projector and screen.
- Websites:
 - PETsMART (<http://www.petsmart.com>)
 - Petco (<http://www.petco.com/index.html>).

Time: 50-60 minutes.

Procedure:

1. To prepare the class, the teacher asks the class about what they know about US attitudes towards pets.
2. The teacher introduces two Internet sites of large pet store chains. These sites are: PETsMART (<http://www.petsmart.com>) and Petco (<http://www.petco.com/index.html>). At the PETsMART site (see appendix) the teacher will point out the various types of merchandise that can be bought. To give the students a better feel for what is on the site the teacher then shows the “dogs” section of the site, pointing out the long list of categories of dog merchandise on the left side of the screen. The teacher follows a similar format with the Petco site by clicking on the “shop on line” text.
3. The class is divided in half. And students are put in pairs with one computer per pair. Half of the pairs look the PETsMART site and half look at the Petco site. The students are given about 15 minutes to look at the web sites and complete the Pet Store Internet Worksheet (see appendix). This is a sheet that asks the students several true/false questions about US attitudes towards pets. Some of the information is not on the web pages. The students must infer if the statements are true of false by what they see on the web sites.

4. Once all students are finished, the teacher gives the class the correct answers to the true/false questions.
5. Finally, the students discuss in small groups the differences between attitudes towards pets in their country and in the US. After the groups are finished each group relates the content of their discussion by telling the class 2 interesting things that came up in there discussion.

Extension Activity:

Students write an essay comparing attitudes about pets in their country and in the US.

ACTIVITY: Pet Store Internet Worksheet

Instructions: Write “true” or “false” for each statement based on what you have seen and learned from the Internet sites.

1. _____ Americans spend a lot of money each year on their pets.
2. _____ Sometimes Americans buy things for their pets such as toys, special beds and special clothes.
3. _____ It is against the law to mistreat an animal in the US. A person might go to jail or be fined if they abuse an animal.
4. _____ People sometimes bury their pets in expensive pet cemeteries that allow them to eventually be buried next to their pets.
5. _____ Some dogs and cats are fed directly from the table and are given human food.
6. _____ There are special organizations in the US that protect the rights of animals and make sure that animals are not abused or mistreated.

ACTIVITY 5: FATHER’S DAY

Introduction:

Holidays are an important way in which cultures express themselves. One holiday that is not celebrated in all cultures is Father’s Day.

The Activity:

Objectives:

- Students will learn about the holiday of Father's Day by exploring an Internet site.
- Students will practice reading skills from a computer screen.
- Students will have a discussion about Father's Day in their country (if they have such a holiday) and about the roles that fathers play in their society.

Materials:

- An Internet lab with 1 computer for each student.
- The Internet site *Holidays on the Net* (<http://www.holidays.net/>)
- Handouts “[Father’s Day Activity #1: Discussion Topics](#)” and “[Father’s Day Activity #2: Internet Hunt for Information on Father’s Day](#)”

Time: 45-60 minutes

Procedure:

1. In small groups students have a discussion about fathers and Father's Day-like holidays in their country by completing “[Father’s Day Activity #1: Discussion Topics](#)”. This activity will get students thinking about the lives that fathers lead in their country and about any holidays that they know of like Father's Day in the US.
2. Student groups share their answers with the whole class.
3. Students log on to the Internet and complete the handout “[Father’s Day Activity #2: Internet Hunt for Information on Father’s Day](#)”, which leads them to explore the *Holidays on the Net* (<http://www.holidays.net>) web site to get information about Father's Day.
4. After students are finished with the worksheets the teacher asks individual students to share their answers with the class. The teacher makes sure that the class has the correct answers.
5. The teacher recaps the information so that all students understand the history and the way Father's Day is celebrated. (The teacher may also interject a personal description of what his family does for Father's Day.)
6. To wrap up, the teacher asks the class to make comments about what they have just learned. Students may talk about things that interested them or things that they thought were strange or very different from their countries.

Extension Activities:

- Student could explore the Internet for other sites containing information on Father's Day and present their findings to the class.
- Students could explore the Internet for information on other holidays and either present their ideas to the class or write an essay.
- Students could also write an essay comparing Father's Day in the US with a similar holiday in their culture.

Father's Day Activity #1: Discussion Topics

Instructions: Answer these questions in your group.

1. Is there a holiday in your country that celebrates Fathers? If not, do you have a similar holiday (such as Parent's Day)?
2. If you do have a day like Father's Day, how is it celebrated?
3. In your culture, what are a father's duties to his children? to his wife? to his parents? to his community?
4. How is your father's life different from his father's? his grandfather's? yours?
5. What does your father do?
6. What are your father's hobbies?
7. What makes a good father?
8. What makes a bad father?
9. How can you show your father you appreciate him?
10. Who is primarily responsible for rearing children in your culture?

Father's Day Activity #2: Internet Hunt for Information on Father's Day

Step 1: Go to:

Celebrating Father's Day:

<http://www.holidays.net/father/index.htm>

Step 2:

Answer the following questions:

1. From the home page answer this question: What month is Father's Day in?

2. From the *Celebrating Father's day* link answer these questions:
 - a. Do fathers often receive ties for gifts on Father's Day?
 - b. Do fathers normally receive cards for Father's Day?
 - c. Would cooking your Father a meal be an acceptable gift for Father's Day?
 - d. Are sweets (chocolate, pie, cookies) acceptable gifts for Father's Day?
 - e. List some other things you think would be good gifts for Father's Day in the US.
3. From the *The Story of Father's Day* link answer these questions:
 - a. Who is attributed with starting Father's Day in the US?
 - b. Why did this person want to start Father's Day?
 - c. What do some people think about the founding of Father's Day?
 - d. When and where was the first Father's Day observed?
 - e. How did Father's Day become a national holiday in the US?
 - f. Officially, when is Father's Day?
 - g. What kinds of men, aside from fathers are honored on Father's Day?

ACTIVITY 6: EXPLORING AMERICAN CULTURE THROUGH TALL TALES

Introduction:

Tall tales appeared on the US literary scene in the 18th and 19th century as the country expanded. The people who were doing the hard and dangerous work of nation building needed stories that made them feel better about the hardships they were facing. Because tall tales arose out of an experience that was so instrumental to the creation of American mythology, they are an excellent source of American culture. This series of activities uses tall tales to help students explore the importance of such key American values as individualism, entrepreneurship, self-reliance, thriftiness and strength. The tales will be taken from various Internet sources, which are listed below.

The Activity:

Objectives:

- Students will explore aspects American culture through the use of American Tall Tales.
- Students will come to understand the importance Americans place on individualism, entrepreneurship, self-reliance, thriftiness, and strength
- Students will practice reading, writing, summarizing, and listening.

- Students will practice and higher-level skills such as synthesizing, analyzing, and comparing.
- Students will practice analyzing literature.

Materials:

Web sites:

Paul Bunyan – <http://www.paulbunyantrail.com>

Pecos Bill - <http://detnews.com/menu/stories/56183.htm>, <http://pbskids.org/lions/pecos/index.html>

John Henry- http://www.ibiblio.org/john_henry/,
http://www.nsknet.or.jp/~motoya/J/John_Henry.html

Johnny Appleseed-

<http://www.ruralvermont.com/vermontweathervane/issues/fall/97009/appleseed.html>

Handouts: [Tall Tale handout #1](#), [Tall Tale handout #2](#)

Time: Day 1: 15 minutes

Day 2/3: 1 to 2 hours

Day 3: 45-60 minutes

Procedure:

Day 1:

1. Teacher asks the class if they have even heard of "Tall Tales." The teacher elaborates on what the class knows by relating the history of American Tall Tales (see introduction of the activity). Additionally, the teacher points out that
 - exaggeration was used heavily in these stories,
 - that some of the stories were based on real people,
 - almost all school children in the US learn them when they are young and that therefore they are an important part of American literature and therefore an integral part of American culture.
 - through reading them one can gain insights into American culture.
2. Students are divided into 4 groups. Each group reads one story concerning each of the following characters: Paul Bunyan, Pecos Bill, John Henry, and Johnny Appleseed. The reading will be done on-line, based on the sites listed above.

3. The groups read each of the stories for homework and answers the questions on the “[TALL TALE HANDOUT #1](#)” that concern their story.

Day 2/3:

4. In class each group compares their answers off of the handout.
5. Still in groups, the students are given enough time to organize a retelling of the story to the class. Each group member should take a part of the story to retell.
6. After each group finishes retelling their story, the class has the opportunity to ask the group questions in order to clarify any misunderstandings. Also, as each group is retelling each story the Teacher may interject in order to add important things that the group may have missed.
7. As each group retells their story the others groups complete the questions for the other stories on “[TALL TALE HANDOUT #1](#).”
8. After each group has finished telling their stories the class shares their answers from “[TALL TALE HANDOUT #1](#)” with the group. This is to ensure that the class has come up with the right answers. The Teacher and the presenting group correct any mistakes and fill in any gaps from the class answers.

Day 4:

9. Teacher passes out “[Tall Tale Handout #2](#).” This is designed to get students thinking about what the stories can show about American culture. With a small group students answer the questions.
10. After the groups are finished answering the questions the Teacher leads a whole class discussion. The things that students will hopefully come up with are American traits like individualism, entrepreneurship, thriftiness, self-reliance, conquering/ domination of nature, and physical strength. If the class does not come up with these ideas on their own the teacher will scaffold the students to reach this answer.
11. The teacher then leads a class discussion about the American values reflected in each of the stories based on what the student have said. The teacher will make a list on the board of the key American traits represented and which story it can be seen in. (If the extension activity is done then students should write this down in their notebooks).
12. Finally, each small group discusses if the American values that were brought out through the stories are similar to their home cultures.
13. After each group has their discussions they present their findings to the class. This will reinforce what the class has learned.

Extension Activities:

1. Students write an Essay comparing two of the Tall Tales.
2. Students write an Essay comparing the values reflected in the Tall Tales to values in their culture.
3. Students write tall tales from their own culture.

TALL TALE HANDOUT #1

Paul Bunyan:

What are the physical characteristics of the main character in your story?

Describe the personality of the main character in your story?

What things did the main character do that are extraordinary.

Are there any things in the story that happened that are not possible? Make a list of them below:

Is there anything about this story that you think is particularly interesting?

Pecos Bill:

What are the physical characteristics of the main character in your story?

What are the personality characteristics of the main character in your story?

What things did the main character do that are extraordinary.

Are there any things in the story that happened that are not possible? Make a list of them below:

Is there anything about this story that you think is particularly interesting?

John Henry:

What are the physical characteristics of the main character in your story?

What are the personality characteristics of the main character in your story?

What things did the main character do that are extraordinary.

Are there any things in the story that happened that are not possible? Make a list of them below:

Is there anything about this story that you think is particularly interesting?

Johnny Appleseed:

What are the physical characteristics of the main character in your story?

What are the personality characteristics of the main character in your story?

What things did the main character do that are extraordinary.

Are there any things in the story that happened that are not possible? Make a list of them below:

Is there anything about this story that you think is particularly interesting?

Tall Tale Handout #2

Instructions: Before you answer the following questions read through your Tall Tale Handout #1. When you are finished answering the questions share your ideas with your group. Then chose someone from your group to present you answers to the class.

1. What can these stories tell you about US Culture? Make a list:
2. What things in the stories do you think are "American."
3. In US public schools, these stories are always taught. From a cultural standpoint, why do you think that these stories are taught to young US children?
4. In your experience with US culture, do you think that these stories reflect US cultural values?

ACTIVITY 7: UNIT WRAP UP

Introduction:

This activity brings the unit to a close and allows students to talk about how they have changed (if at all) and what they have learned.

The Activity:

Objectives:

- Students practice organizing, giving and listening to oral reports.
- Students will reflect on what they have learned about US culture, themselves and how they now view other cultures.

Materials:

- Handout “[ORAL PRESENTATION ASSIGNMENT](#)”

Time: Will vary depending on the number of students.

Procedure:

Day 1:

1. For homework students prepare a brief oral presentation about what they have learned from participating in this unit. The presentation should be based on the information in the handout “[ORAL PRESENTATION ASSIGNMENT](#).”

Day 2:

2. Students give their brief 5-minute talks. After each presentation the audience can ask questions.
3. After all students are finished a whole-class discussion is initiated. Student can talk about things that they felt about the unit that they did not mention in their oral presentations, such as things they would like to see implemented in the future.

Extension Activity:

- Students could search the web for other sites pertaining to US culture and present them to the class.

ORAL PRESENTATION ASSIGNMENT

Your assignment is to prepare a 5-10 minute talk about your experience with learning about US culture on the Internet. In your presentation you should include:

- An introduction explaining what the focus of your presentation will be.
- A description of what you learned about US culture from this unit. Be specific and use examples.
- A description of how you now view your own culture in relation to US culture. Be specific and use examples.
- What you liked and didn't like about the activities. Include your opinion about the content of the activities as well as context (i.e. using the Internet).
- A conclusion which wraps up what you think about either your culture, US culture, or the unit.

CONCLUSION

Doing activities like the ones described above can be a source of irritation for teachers. They may spend hours planning activities and designing lessons only to have something unexpected happen that throws off the entire lesson. Here are some potential problems that teachers might come across in implementing web based activities. I also offer some solutions.

Sometimes the sites that were up and running a few months ago have disappeared. Sometimes this is not discovered until a class is already under way. One solution is to have a backup, paper-based activity that accomplished a similar task – if possible. I have often found that students are quite understanding if technology fails a teacher. So an activity that isn't specifically in line with the day's lesson may also be used. Additionally, sites should be checked on a regular basis.

Another problem that is encountered is when students stall out. They reach a certain point in an activity and fail to go further. There are several reasons for this. One is a lack of understanding of the English they are asked to comprehend – either in the teacher's instructions or what they are seeing on screen. Although this can not be totally avoided, teachers should consider this and do warm-up activities before going to the computers that activate background knowledge or teach new vocabulary.

I have often had the experience of some students in class surfing, chatting or checking email. The best solution is to remind students why they are in class. With adult and university students this usually gets them re-focused and on task. Additionally, activities can be adapted to be more open

ended to allow for the more advanced or creative students to remain engaged. Finally – you should know your students. Don't choose activities that you think they might find boring.

Another problem that some teachers might face is students who lack the technical experience to navigate web sites. Even though this is happening less and less, it can be remedied by pairing lower level proficiency students with higher ones. Another solution is to make sure students understand that the teacher is there to help. Sometimes students get wrapped up in trying to find the solution themselves and forget that the teacher is there to help them. Make yourself available by circulating around the room.

All this is not to say that Web-based activities should be avoided. I have found that students are generally more interested in working with computers than with any other medium. And computer-based activities are often a good source of change in classroom routine. But most importantly, in the context of enhancing multiculturalism in the classroom, few things can compare to using the Internet as a source of first hand cultural material.

WEBSITES USED IN THE PAPER:

Activity 2:

- <http://www.valuhomecenters.com>
- <http://www.homedepot.com>
- <http://www.lowes.com>

Activity 3:

- Great Valley High School Main Page. <http://www.gvsd.org/gvhs>
- North Hagerstown High School's Home Page, Hagerstown, Maryland, USA. <http://www.fred.net/nhhs/nhhs.html>
- Bronx High School of Science. <http://www.bxscience.edu>
- Todd County High School Home Page. <http://www.tcsdk12.org/TCHS/tchshome.htm>

Additionally see : <http://highschoolhub.org/hub/hschools.cfm>

Activity 4:

- PETsMART (<http://www.petsmart.com>)
- Petco (<http://www.petco.com/index.html>).

Activity 5:

- <http://www.holidays.net>

Activity 6:

- **Paul Bunyan** – <http://www.paulbunyantrail.com>
- **Pecos Bill** - <http://detnews.com/menu/stories/56183.htm>,
<http://pbskids.org/lions/pecos/index.html>
- **John Henry**- http://www.ibiblio.org/john_henry/,
http://www.nsknet.or.jp/~motoya/J/John_Henry.html,
- **Johnny Appleseed**-
<http://www.ruralvermont.com/vermontweathervane/issues/fall/97009/appleseed.html>