

## Standard 5: Developing Cultural Awareness

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Students describe the human characteristics of familiar places and the varied backgrounds of American citizens, in terms of:

1. the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community and the benefits and challenges of a diverse population
2. the difficulties, successes and ways in which American Indian and immigrant populations have helped define Californian and American culture
3. comparisons of the beliefs, customs, ceremonies, traditions and social practices of the varied cultures drawing from folklore

This unit was developed by Dr. Priscilla Porter and Patsy Roth in conjunction with Suzanne Woods and Sandi Sing. Special thanks go to Marsha Waldman for her thorough editing of this material. This project was developed through the support of the Priscilla and Charles History Social Science Resource Room at the Palm Desert Campus of California State University San Bernardino.

### **Significance of the Topic:**

From the Cahuilla Indians who first settled the Coachella Valley to the early days of migration, people have come to California bringing rich stories and ideas with them. Our students live in a world of diversity - they eat unique foods, wear different types of clothes, live in different types of homes, and speak and hear many languages. In this unit food, clothing, and shelter act as a common thread weaving in and out of the stories of different cultures. Students will learn that although American citizens have varied backgrounds, we are all part of the same community, sharing principles, goals, and traditions despite our varied ancestry. Our national identity, our national heritage, and our national creed are pluralistic and our national history is the complex story of many people and one nation, of *e pluribus unum*.

Literature is an ideal medium for developing an awareness of varied cultures as long as stereotypes are avoided. The teaching material presents both well-rounded characters with which children can identify and characters which authentically portray each cultural group. Literature is a perfect venue to bring to life the vivid struggles and triumphs of men, women, and children who have lived in other times and places. Refer to the *Resources Section* for sample literature that reflects various cultures in the context of their customs, ceremonies, traditions, foods, clothing, and shelter.

### **Focus Questions:**

1. How are we the same? How are we different?

2. What are some traditions and customs of people in our classroom and of people around the world?

**Literacy Links: REVISE Use Common Core State Standards**

Many of the activities in this unit will support and develop the student's attainment of reading, writing, speaking, and listening skills. The activities of this lesson include:

**Reading**

- predict upcoming events in a story
- formulate questions about what has just been read
- compare and contrast characters and identify the sequence of events in a folktale
- identify the main idea, and some relevant details in informational material
- summarize or restate what has been read
- identify high-frequency words related to food, clothing, and shelter

**Writing**

- dictate a summary sentence based upon analysis of a graph
- compare and contrast similarities and differences
- write legibly with recognizable words
- use simple sentence construction
- write lists, labels, and captions

**Speaking**

- use descriptive vocabulary words related to food, clothing, and shelter

**Listening**

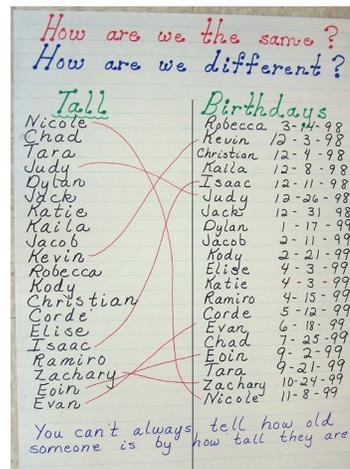
- conduct oral interviews with parents and/or grandparents about their youth with an emphasis on the clothes they wore and the type of home they occupied

# Lesson 1

## Focus Question: How are we the same? How are we different?

### Activity # 1 Are We All the Same Height?

Have students line up by height, from tallest to shortest. Record the results. Next, have students line up by birthday from the oldest to the youngest. Record the results on the same chart. Discuss with students whether there is a relationship between their height and their age.



### Activity # 2 How Many?

Divide your students into four groups. Work with the students to record the following information on a chart.

#### How Many?

EYES	Group 1	Group 2	Group 3	Group 4	TOTAL
Brown eyes					
Blue eyes					
Green eyes					
Black eyes					
Total Eyes					
HAIR					
Blonde					
Black					
Brown					
Brown/black					
Total					

Working as a total group, record the following information. Add it to the same chart.

	Per Person	Total in Our Class
Noses		
Fingers		
Toes		
Mouths		
Thumbs		

*How many?*

Eyes	Group 1	Group 2	Group 3	Group 4	Total
Brown	2	10	2	2	16
Blue	4	2	6	6	18
Green	2	0	2	0	4
Black	0	0	2	0	2
Total	8	12	12	8	40
HAIR					
Blond	3	1	3	2	9
Black	0	0	1	0	1
Brown	0	2	2	2	6
Brown/Black	1	3	0	0	4
Total	4	6	6	4	60

### Same and Different

Let's look at numbers we posted on the "How Many?" chart. Ask students to:

- Name ways that members of our class are all the same? (For example; Everyone has fingers and toes.)
- What are other ways are we all the same? (For example, Everyone comes to school to learn; everyone lives in the neighborhood; everyone has a need for food, clothing and shelter)

How many?	
Same	Different
one nose	hair color
two eyes	eye color
one mouth	sizes
two thumbs	hair styles
ten fingers	names
ten toes	size heads
one head	eat different foods
love reading	shoe sizes
go to Ford School	speaks Spanish
two ears	speaks Swiss
speak English	speaks Indonesian
have families	speaks Czech
live in a free country	speaks Japanese
first graders	come from different places
live in a house	pets
like P2 parties	feelings
have friends	favorite animals
like games	birthdays
like to travel	likes and dislikes
like cookies	sports
wear uniforms	different clothes
live in America	smells
	skin colors

Record the information on the following chart under the heading, "same".

- Name some ways that members of our class are different from one another (e.g., different languages; different colors of hair and eyes; different heights; we have different customs within each person's home; our age in years, months and days; gender; and nationalities).

Teacher Information: Language Arts Connection - Compare and Contrast

Explain what is meant by compare and contrast.

1. One compares a minimum of two things by thinking about how each thing is the same.
2. One contrasts a minimum of two things by thinking about how they are different.

Certain words are used to signal "compare and contrast". As you work on this unit, look for things to compare and contrast.

Comparing words: same, like, similar, both, also, identical

Contrasting words: different, unlike, however, but, smaller, larger, stronger, better

**Activity # 3 All the Same**

Ask students, "What would happen if all people looked exactly alike? What would be the problem? What would be the advantages?"

Construct a PM chart (Plus, Minus). Record the advantages of all people looking alike in the Plus column and the disadvantages in the Minus column.

**What if All People Looked Exactly Alike?**

PLUS (Advantages)	MINUS (Disadvantages)
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**Activity # 4 Class Book – Same and Different**

Distribute a sheet of lined paper to each student. Fold the sheet in half vertically to form two columns. One the left side, have students write, "How are we the same?" On the right side, have students write, "How are we different?" Assemble pages into a class book.

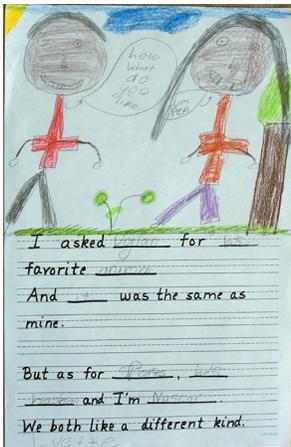
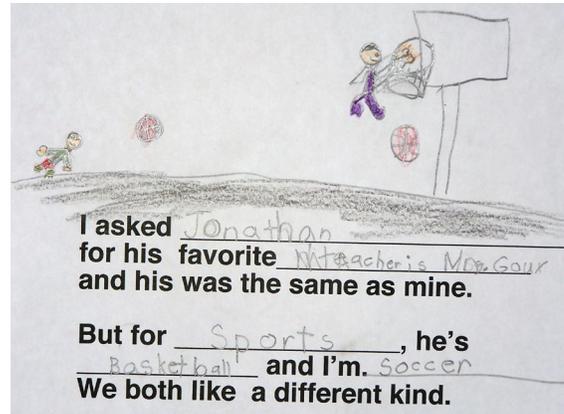
## Activity # 5 Student Interviews – Same and Different

Create pairs of students. Have the pairs interview each other to find out at least one way they are the same and one way they are different. Students might focus on favorite games, favorite foods etc...

Use the following sentence frames for students to report their findings:

I asked \_\_\_\_ for his favorite \_\_\_\_\_  
And his was the same as mine.

But as for \_\_\_\_, he's \_\_\_\_ and I'm \_\_\_\_.  
We both like a different kind.



**Assessment:** The assessment opportunities are embedded in the lesson activities and occur throughout the lesson. The focus questions provide a framework for the evaluation of the lesson. In this lesson, assess student work as follows:

- Answer the focus questions orally and in writing: How are we alike? How are we different?



### Bulletin Board Idea:



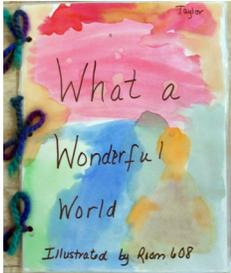
Post photographs of your students with labels: "We are Alike" and "We are Different" Give students different colors of construction paper and have them trace and cut out the shape of their hand. Use the hands to frame the bulletin board.

### Optional Activities for Lesson 1:

#### Life-sized Replica of "Me"

Using large sheets of butcher paper, have students work in pairs to trace around their outside shape and create life-size replicas of themselves. Add hair, facial features, and clothing with

scraps of material or tempera paint. If desired, inside the outlines, students can write about the languages they speak, their favorite sport, any special customs their families have, and so on. Create a wall mural with the students in your class. Discuss their similarities and differences. (Note: This is a good project for Open House. Each life-size replica can be placed in the chair at the student's desk.)



**What a Wonderful World**

Read the book *What a Wonderful World* by George David Weiss and Bob Thiele. As you read, share the colorful artwork of Ashley Bryan depicting children of many backgrounds. Explain to students that the people in the illustrations represent the different cultures in our school, our



community and our nation.

Ask questions such as:

- What is the song telling you about the world?
- What do you think is wonderful about the world?
- How does the artist show in his illustrations that people are different? (He uses color to show that people have different skin colors. He shows people in different settings wearing different clothing.)
- How does the artist show that people are all the same? (They are all laughing, singing and dancing. They all seem happy to be with each other.)

If available, play the compact disk of Louis Armstrong singing, "What a Wonderful World" as you share Bryan's illustrations again.

Explain to students that songwriters often repeat phrases. Find and read the repeating lines in the song.

**What If?**

To further the concept of the "same" and "different", and to help children "think outside the box", try the following activity. Ask students, "What would happen if all cars were painted the color yellow?" What would be the advantages? What would be the disadvantages?

Construct a Plus/Minus chart (PM chart). Record the advantages of all cars being painted alike in the Plus column and the disadvantages in the Minus column.

**What if All Cars Were Painted Yellow?**

PLUS (Advantages)	MINUS (Disadvantages)
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## Lesson 2

### Focus Question: What are some traditions and customs of people in our classroom and of people around the world?

#### Activity #1 Traditions and Customs

Explain to the students that the people in our school and community share many of the same traditions. A *tradition* is a special way of doing something that is passed on from parents to children.

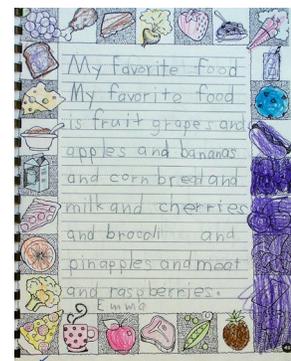
Brainstorm a list of traditions. Set up the brainstorm exercise to emphasize that their ideas can be as varied as believing in made-up tales like the “tooth fairy” and “Santa Claus”, to celebrating various religious and government holidays, to traditions such as a school mascot or saluting the American flag.

A *custom* is a group’s way of doing something. This can be explained as the selection of: foods we eat; the clothing we wear; the homes in which we live; the material things we own; the games we play; our manners; what we think is right and wrong; the things we value; the holidays we celebrate; and, our religion. Make sure that the students understand that we may all have some of the same traditions, but *the way* we celebrate them may differ.

In this lesson, we will look at the category of food and how the traditions and customs of people in our classroom and around the world select foods to eat. Because our school and community are made up of a diverse population of cultural groups, we will be able to make many comparisons about food related traditions and customs and the choices people make about the food they eat. After recognizing our differences and similar customs and traditions, we can then look to those in other places/countries around the world.

#### Activity # 2 Traditions and Customs for Food

What is your favorite food? Ask each student to write or draw his/her favorite food on a separate post-it. Place the post-its on a large piece of chart paper. Group together the items that are either the same or similar and then create a bar graph titled “Foods We Like to Eat”. Ask, “What does our graph tell us about the things we like to eat?” Record statements dictated by the students on the edge of the graph. Have students write about their favorite food. Assemble their work into a class book.



Write the word “Food Traditions and Customs” on a piece of chart paper. Ask students: What are some of the foods that your family likes to eat? What food traditions and customs do you have at home? Do some of these traditions and customs come from a specific culture?

(Optional activity: As a quick draw, ask students to draw or write about any foods they are already familiar with that are specific to different countries or cultures. This can serve as a pre-assessment of the student’s knowledge of foods from around the world.)

Ask students: Where do you get the food you eat? Make two lists. One list includes foods that are bought at a grocery store or at local farm outlets. The second list includes foods/food products that are made or grown at home. Ask if the same list results would be true for people living in other communities and other countries.

Ask students: In addition to eating at home, where else do you eat? (e.g., at school, at grandparents' homes, at friends' homes, on airplanes and trains, and at restaurants). Discuss the different types of restaurants in the community. Use the term "ethnic".

### Activity # 3 Eating with Chopsticks

Hold up a pair of chopsticks. Ask students:

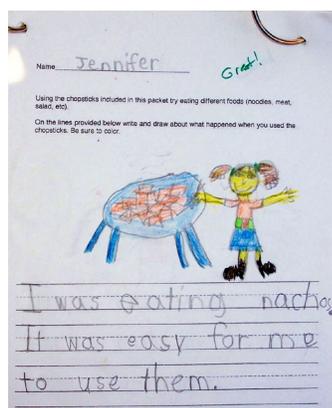
- Can you tell what this is? What are they used for?
- Have you ever used chopsticks? Where have you seen them?

Explain that a chopstick is one of a pair of slender sticks made especially of wood or ivory. Chopsticks are used as an eating utensil in Asian countries and in restaurants serving Asian food.

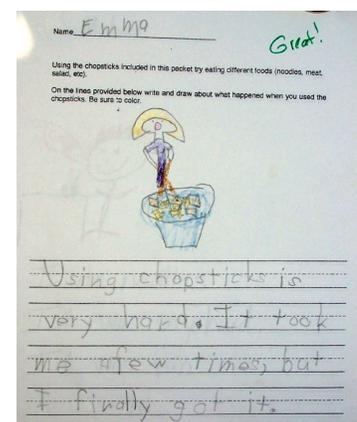
Distribute a small amount of popcorn and a pair of chopsticks to each student. Explain that students are to use the chopsticks and not their hands to eat the popcorn. After a short time, stop the students and demonstrate (or have a student demonstrate) the proper method of using chopsticks. Chopsticks are held between the thumb and fingers of one hand. Provide time for students to practice using their chopsticks. (For students who are very familiar with using chopsticks, bring some shelled peanuts and ask if three peanuts can be held at one time with the chopsticks! It will be a challenge.)

When finished, have each student return his/her pair of chopsticks to the paper sleeve and write his/her name on the sleeve. Have each student save his/her chopsticks for use with the following homework assignment.

### Homework Project - Chopsticks



Distribute a copy of the **Homework Worksheet -Chopsticks (Handout # 2.1)** Instruct students to take their chopsticks home and to try eating different foods with them. Students should then write and draw about what happened. After students share their experiences with classmates, assemble their worksheets into a class book.



### Utensil Graph

Display utensils such as a knife, fork, spoon and, of course, chopsticks. Ask students, "Do you prefer to eat with a knife, fork, spoon or with chopsticks?" Give each student a post-it on which to write their name and a picture of their chosen utensil. Create a class graph entitled, "How We Like to Eat" and which has the categories of knife, fork, spoon, and chopstick. Have

students place their post-it in the proper column. Analyze the graph and ask students what the information on the graph tells them. Record their observations on the edge of the graph.

Optional Activity: Set up a center with cotton balls (or cookies!) where students can practice using their chopsticks. Other objects for the center can include crayons, small pencil, erasers, raisins, rubber bands and peanuts.

#### **Activity # 4 What Types of Breads Do You Eat?**

Set up a display in the classroom with a variety of types of breads - bagels, tortilla, croissants, pita bread, and English muffins, etc.... Other breads to consider are baguettes, cornbread, biscuits, and various sliced breads (e.g., wheat, white, corn, rye, and pumpernickel).

Ask students to describe what they see. Do not take any taste tests yet. Explain that there are many different types of bread. They are made from wheat, rice, corn and other seeds. Bread is eaten for ceremonies, for celebrations, and for everyday meals. Explain that different types of bread are eaten all around the world. For example, bagels (Israel); pita bread (Greece); tortilla (Mexico); croissant (France); and an English muffin (Great Britain). Locate each of the countries on a map of the world. Discuss how immigrant populations have helped define Californian and American culture.

Ask students:

- Why do you think people eat different kinds of bread?
- What types of bread do you eat? When do you eat it?

#### Bread Tasting

In advance, cut taste-size portions of each type of bread on display. Students take one sample of each to taste. Ask students, “What type of bread do you prefer?”

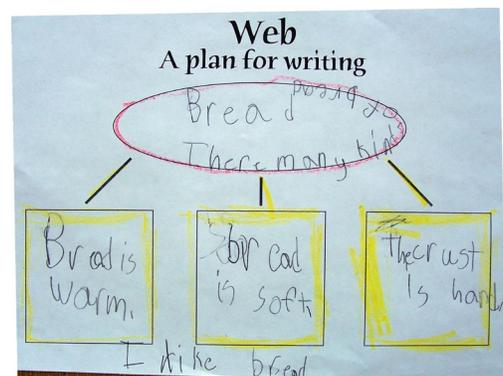


#### Graph – All the World Eats Bread

Construct a graph using the types of bread tasted as the categories. When tasting is complete, give each student a “post-it”. Students draw a picture of their favorite bread, label it, and record their name. Post-its are then attached to a graph labeled, “All the World Eats Bread”. Ask students, “What does the graph tell us?” As students interpret the information found on the graph, write their summary statements on the edge of the graph.

Homework Project - Bread. Distribute a copy of the **Homework Worksheet – Bread (Handout # 2.2)** Students are instructed to find out what kinds of bread they have at home. Students should then write and draw about the names of the breads, when their family uses each kind of bread, and which bread he/she likes best. After students share their experiences with classmates, assemble their worksheets into a class book.

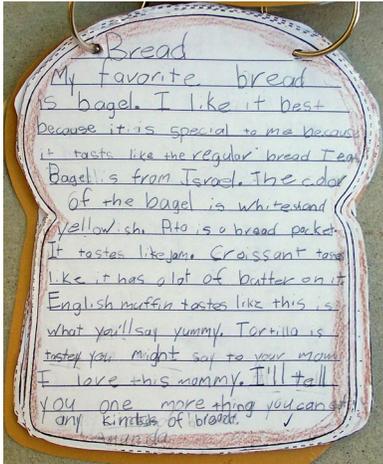
Descriptive Words - Bread. Write the word “bread” on the board. Have students brainstorm descriptive words for bread, names of grains used to make bread, and



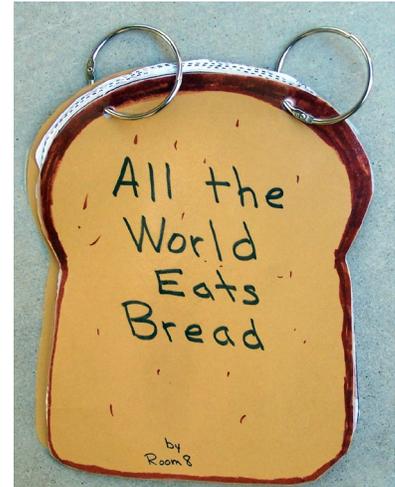
names for different parts of bread. Sample words may include:

- descriptive words: crusty, soft, hard, long, round, dark, light, sweet, salty
- names of grains/seeds: wheat, rye, oats, corn, millet, buckwheat
- names for parts of the bread - slice, heel, center, crust, loaf
- baking terms - mix, knead, dough, rise, flour, slice, bake, ingredients

### All the World Eats Bread



Distribute a copy of the **Bread Slice Writing Form (Handout #2.3)**. Have students write about their favorite type of bread using some descriptive words. Display on the bulletin board or assemble into a class book. If possible, use a bread maker to bake bread in the classroom or visit a bakery.



### **Activity # 5 Using Folklore (*The Little Red Hen*) to Compare and Contrast (Same and Different), to Predict, to Summarize, and to Sequence the Steps for Making Bread**

*The Little Red Hen* story tells how a tenacious hen works unceasingly while her lazy housemates refuse to help her. The little hen perseveres at her task even though no one is prepared to help her, and she is rewarded for sticking to her task. The folktale is used here to help students compare and contrast actions that are the same and those that are different. Also, the story illustrates the steps necessary to make cake.

As you read *The Little Red Hen*, ask students to:

- Compare the ways in which the cat, the dog, and the mouse are alike. (They like to sleep all day.)
- Identify a difference between these animals and the hen. (The hen doesn't sleep; she does all the housework.)
- Summarize events in the story. For example: A cat, a dog, a mouse, and a little red hen all live together in a house. The cat sleeps all day. The dog naps all day. The mouse snoozes all day. Ask students to predict what will happen next in the story.
- List the chores the little red hen does early in the story. (The little red hen cooked, washed, mended, swept, raked, and she hoed.) Compare what the cat, the dog, and the mouse all said when the little red hen asked, "Who will plant the wheat?" (They all said the same thing, "NOT I".)
- Practice saying "NOT I" in a loud voice. Note that these words are printed in capital letters. They are supposed to be read in a louder voice than the other words on the page.



- Contrast “NOT I” with what the little red hen does. (She plants the wheat when the others refuse.)

- Predict what you think will happen next.

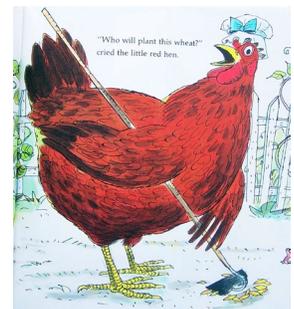
- Respond to the question, “Why aren’t the cat, the dog, and the mouse helping the little red hen take the wheat to the mill or make a cake from the fine white flour? (The cat, the dog and the mouse like to sleep all day. It appears they do not like to work.)



- Explain why do the cat, the dog, and the mouse all go to the kitchen? (The good smell wakes them up.)

- Respond to the hen’s question, “Who will eat this cake?” Students should respond in loud voices with the words, “I WILL”.

- Summarize the chores that the little red hen does to make the cake. (She planted; watered; cut; took the wheat to the mill; made a cake; gathered sticks; made a fire; mixed the milk, sugar, eggs and flour; poured the batter; put the pan in the oven; took the cake out of the oven; and, she ate the cake.)



- Summarize the events in the story. If desired, have students act out the actions of the story. (Refer to the two sets of “summarize” activities previously listed.)

- Summarize how the dog, the cat, and the mouse change from the beginning to the end of the story. (In the beginning of the story, they didn’t want to do any work; while at the end of the story they were eager to help the little red hen.)

- Summarize what the dog, the cat, and the mouse learn by what happened to them in the story. (They learned that they had to share in the work if they wanted to share in the results of the work.)

**Assessment:** The assessment opportunities are embedded throughout the lesson activities. The focus question provides a framework for the evaluation of the lesson. Assess student work through:

- answering the focus question orally, with pictures, and in writing: “What are some food traditions and customs of our class and of people around the world?”
- helping construct class bar graphs that are labeled, “Foods We Like to Eat,” “How We Like to Eat,” and “Our Favorite Type of Bread”.
- interpreting the results of the three bar graphs by an oral discussion and through a dictated sentence summarizing the information on the graphs.
- completing homework worksheets for “*Chopsticks*” and “*Bread*”.
- writing about a favorite bread using descriptive words.
- comparing and contrasting characters in a folktale.
- identifying the sequence of events in a folktale
- predicting upcoming events in a story.
- summarizing events in a story

Optional Activity: Bread Around the World

Make a photocopy of the index and some of the pictures in the book entitled *Bread, Bread, Bread* by Ann Morris. Cut out each picture with its description. This picture book shows that bread is enjoyed all over the world. As you read the book, pin the descriptor for that page onto a world map. Review with students that people eat different types of food in different parts of the world. Ask, “Why do you think people eat different kinds of bread?”

Optional Activity: Cleversticks

Read the book *Cleversticks* by Bernard Ashley. After the first page, ask students to predict why Ling Sun does not like school (because all the other kids were good at doing something special). One day, Ling Sun discovers that he can do something too - a “cleverstick” trick that his whole class wants to try. Ling Sun is an expert at using chopsticks. Ask students, “What ‘clever’ tricks can we do?” Create a bulletin board or class “yellow pages” listing special things that each student can do. Let children put their names next to the items listed in the “yellow pages” with their desk location (similar to a typical phone books’ addresses). If possible, take photographs of students doing their “clever” tricks. Encourage students to share how to do one another’s tricks.





Grade 1

1/28/2023

Handout # 2.3

## Lesson 3

**Focus Question: What are some traditions and customs of people in our classroom and of people around the world?**

### Activity # 1 Clothing

Explain to students that they will study what people wear every day as well as traditional clothing that may be used for certain occasions or just kept for display. Our class, our community, and the world are each made up of a diverse population. You will make comparisons of the traditions and customs of different people and the choices they make about the clothing they wear.

Write the word **clothing** on the board. With the students, brainstorm a list of all different types of clothing. As you list the students' ideas, sort them into the following categories: **Work and Uniform Clothing**; **Play and Sport Clothing**; and, **Formal and Dress-Up Clothing**. Write the title of each category on a separate sheet of tagboard. Have students draw or cut pictures out of magazines and paste them onto the appropriate category.



Ask students: What types of clothing does your family like to wear? Record some of the student's ideas on chart paper. Does anyone in your family wear a uniform to work? What type of work do they do? Record some of the student's ideas on chart paper.

Optional Activity - Bulletin Board Display: Label the bulletin board, CLOTHES. On the board include photographs of some of the students (brought from home or taken during the class). Include pictures from magazines (with or without people). Include actual articles of clothing. Make labels for all of the items placed on the bulletin board. Make word cards to go with the pictures (shirt, pants, blouse, shoes, jeans, etc...). On one side have the picture and on the reverse side have its label. Word cards can be included on the bulletin board.

Optional Activity: Ask students to describe in writing or draw a picture of a special occasion that was fun to attend. They are to place emphasis upon what they wore. If they cannot identify any occasions, give examples of a wedding, Fourth of July parade, Saint Patrick's Day party, a theater performance, and a religious holiday celebration.

### Activity # 2 Our Clothing

#### Directions to the Teacher:

Wear one of your favorite clothing outfits to school. Explain to the students that this is something you like to wear and explain why you like it. Tell students what activity you usually do when you wear this outfit. Check the clothing tag. Where was it made? Locate this on a world map. What type of fabric is the clothing made of?

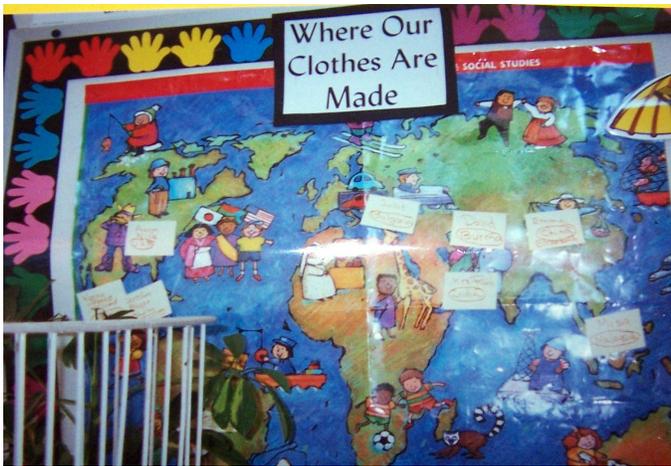
Homework Project - Clothing. Distribute a copy of the **Homework Worksheet – Clothing (Handout # 3.1)** to each student.

Student Directions: On the worksheet, draw a picture of yourself wearing a favorite outfit. Look at the label. Where was it made? Complete the following sentence: My outfit was made in \_\_\_\_\_. Write several sentences to tell about when you wear the outfit, why you like it, and other interesting information. For example, you may look for words that tell the type of fabric.

After students share their experiences with classmates, assemble their worksheets into a class book or post them on the bulletin board.

### **Activity #3 Our Clothes are Made All Around the World**

Following the *Homework Project - Clothing*, have students share their worksheets. Record the students' information from on a chart titled *Clothing – Here and There*. (Note: If desired, have students work in pairs to share the worksheet information.)



Map of Where Our Clothes are Made. On the worksheet, refer to the question, "Where was it made?" Have students identify the location where one article of clothing was made. Post the locations on a world map. Identify which clothes were made the farthest away and which ones were the closest.

Note: If students have not yet returned their homework worksheets, group students in same gender pairs. Have them select one piece of clothing that they are wearing and

check the tag to see where it was made. Locate those countries on a world map.

Types of Fabric Help students use information from their worksheets to compare and contrast the fabric used to make their clothing. Have them identify which fabrics are most durable, which are most fragile, which are most comfortable, etc.... Ask which type would be best for playground recess, which for a hot summer day, etc....

We Make Choices about What We Wear Ask students, how do they decide what outfit to wear each day? Explain that our clothing is a resource. We have limited resources. And, we can not wear all of our clothing at the same time. We must make a choice.

Each day you have many alternatives – opportunities or options from which you can select. As you look at the different clothes in your home wardrobe, there are advantages (good points about an alternative) and disadvantages (bad points about an alternative) to wearing certain clothes.

Finally, you have to make a choice from all the clothes in your room. What will I wear today? You have many alternatives or options. The alternatives may include color choices, length of sleeves, fabric of clothes, warmth of clothing, and other things. The outfit you select is the choice you have made, the alternative or option you have selected.

What about all of the clothes you did not choose to wear? What about the alternatives you did not select? These are called the **opportunity costs**. The opportunity cost is the “opportunity” you give up when you make a decision. Opportunity cost represents the alternatives you “give up.” The opportunity cost refers to all of the clothes you chose **not** to wear.

#### **Activity # 4 Family Homework Interview -Clothing**

Explain to students that they are going to interview a family member about the type of clothes he or she wore while he or she was growing up. Explain that the interview questions will help find out the similarities and differences of clothes from now and long ago, of clothes from other parts of our country, and of clothes from around the world.

Can they remember a favorite outfit? Where did they get their clothes and what types of fabrics were used? How have clothes changed? Do they have any “traditional” clothing worn by their culture that they would model for the students in our class?

Duplicate a copy of the **Family Homework Interview – Clothing (Handout #3.2)** to each student.

Rehearse the Interview - Have the students read out loud their questions on the interview form. Record your answers on a copy of Handout #3.2.

Next, have students work in partner pairs and take turns asking and answering each others interview questions.

#### **Activity #5 Similarities and Differences**

Following the interview, have students share what they have learned about clothing. Record the students’ information from the interviews on a chart titled *Clothes – Here, There, and Then*.

- Help students use information from their interviews to compare the difference between the clothes worn now and those worn long ago.
- Compare and contrast the similarities and differences of clothes from different locations in our country.
- Compare and contrast the similarities and differences of clothes from different locations around the world.
- Help students recognize that some aspects of clothes change over time and others stay the same. (Note: If desired, have students work together in pairs to share their interview information.)

If any parents volunteer to share their traditional clothes, invite them as guest speakers. Prepare for their visit by asking the students to brainstorm a list of questions they would like the guest to answer. Send the students’ questions home with the appropriate child. In that way, the parent may be more comfortable as a speaker and also prepared with answers that may not readily have come to mind.

Note: It is nice to anticipate a “thank you” note/gift for the speaker. Have the students create either individually, in groups or as a class such a “gift”. Make sure it is done as a “surprise” for the parent. Ideas include: draw a flag of the country of origin; write a thank you note; and/or, sing a song that reflects the country.

## Activity # 6 Clothes from Many Lands

Explain that people from different countries in the world wear different types of clothes. No matter how different peoples' clothes might be from each other; they all help to provide protection from the climate and insects as well as basic warmth and coolness. Their selection is often based upon:

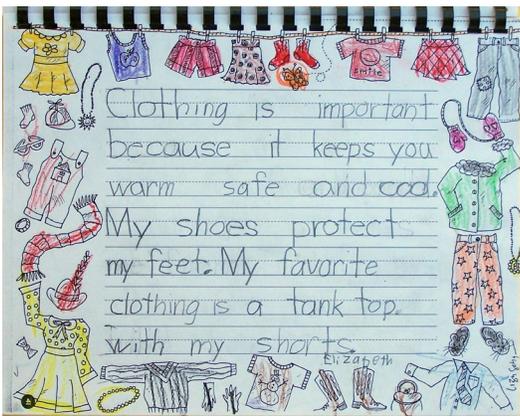
- traditions
- customs
- different body shapes and sizes
- different available styles
- different available materials
- different sewing threads, yarns, tools, and machines
- different color dyes

Share photographs of people from around the world wearing their traditional outfits. Two excellent sources are ***Clothes from Many Lands*** by Mike Jackson. This book shows photographs of children from many lands wearing traditional clothes. A globe indicator is included on each page to identify the location of each piece of clothing. The text is written in an easy-read format appropriate for first graders to read. The second good source is the book by Barnabas Kindersley and Anabel Kindersley entitled, ***Children Just Like Me***. Over a two-year period, a photographer and a teacher travel to more than 30 countries, meeting and interviewing children. Extraordinary photographs bring to life the children's families and homes, their clothes and food, their friends and favorite games, and other aspects of their daily life.

## Activity # 7 Writing About Clothes

Write the word clothing on the board. Have students brainstorm descriptive words for clothing. Sample words may include:

- types of clothes - beads, buckskins, hats, jeans, kimonos, sarongs, T-shirts
- names for materials - cotton, fabric, fur, gortex, leather, nylon, polyester, rayon, silk
- weather terms – chilly, cold, cool, damp, dry, hot, humid, moist, windy
- special clothes – basketball shoes, bathing suits, dancing clothes, football helmets, hockey uniforms, party clothes, powwow attire, special occasions, wedding dresses
- descriptive words for clothing: casual, clingy, colorful, comfortable, durable, hand-me-down, knit, new, old, rough, scratchy, skimpy, soft, starched, stiff, tough, waterproof, water resistant



Discuss ways that types of clothing can be sorted.

Examples might include:

- grown-up clothes - work clothes, uniforms, play clothes, formal, casual, everyday,
- **grown-up clothes** - casual, everyday, formal, play clothes, uniforms, work clothes
- **kids clothes** - dress-up clothes, play clothes, school clothes, work clothes
- **from long ago** – breeches, corsets, pinaforns, wigs
- **accessories** – hats, jewelry, purses, scarves

Using some of the descriptive words, have students write about the importance of clothes and about different type of clothing worn today, long ago, and from different parts of the world. Display the students' writing on the bulletin board or assemble into a class book.

### **Activity # 8 Dressing a Doll**

Using the **Paper Doll Form (Handout # 3.2)**, make patterns for students to trace onto fabric. Students cut the fabric samples and dress their doll either in an outfit they might wear, or in a traditional outfit a child might wear in another country or at a different time period. Students write a label for their doll describing the outfit and when it is to be worn.

**Assessment:** The assessment opportunities are embedded throughout the lesson activities. The focus questions provide a framework for the evaluation of the lesson. Assessment for the students' work includes:

- writing, drawing, and responding orally to the focus question: "What are some clothing traditions and customs of our classroom and of people around the world?"
- drawing a picture of one favorite outfit, plus labeling its fabric and identifying where it was made.
- sorting types of clothing according to their use
- writing lists, labels, and captions
- locating on a world map where different items of clothing were made
- interviewing parents and/or grandparents on the topic of clothes wore during their youth
- using descriptive words to write about the importance of clothes, the different types of clothing worn today, worn long ago, and clothing worn in different parts of the world.
- Dressing a doll either in an outfit the student might wear, or in a traditional outfit a child might wear in another country or at a different time period.



## Family Homework Interview - Clothing

Dear Parents,

The students are working on conducting interviews as part of their social science homework. These questions are for a parent or a grandparent. Please allow your child to ask the questions. The parent or grandparent may write the responses. Thank you for your cooperation.

Student's Name: \_\_\_\_\_

Name of Person Interviewed: \_\_\_\_\_

Relationship to the student: \_\_\_\_\_

1. Where did you live during your elementary school days?
2. What types of clothes did you wear to school? for special occasions?
3. Can you remember a favorite outfit? Describe it for me. When did you wear it? Why did you wear it?
4. Where did you get your clothes? What were they made of?
5. How have clothes changed from when you were in school to now?
6. Do you have any "traditional" clothes? What culture do these clothes come from? Would you be willing to share them with my class?

Thank you for taking the time to do this interview with me.

Handout # 3.3  
Paper Doll Form

## Lesson 4

**Focus Question: What are some traditions and customs of people in our classroom and of people around the world?**

### **Activity # 1 Family Homework Questionnaire - Homes**

Explain to students that in this lesson they will focus on the types of shelter (homes) where people live. They will make comparisons of the traditions and customs of different people and the choices they make about where they live. People around the world live in homes that are different shapes and sizes and that are made of different materials. No matter how different homes might be from each other, they all help to provide safety and shelter for those who live in them. Emphasize to students that the interview questions will help find out many of the similarities and differences of homes in the community, now and long ago, and about homes located in other parts of our country and the world.

Share information about the home where you grew up and then talk about where you live today.

With students, brainstorm a list of all the types of homes with which they are familiar (house, apartment, condominium, town house, etc...).

Explain to students that they are going to interview a family member about the type of home that he or she lived while attending elementary school? Other questions will include, Where was the home located and how was it constructed?

Duplicate a copy of the **Family Homework Interview – Homes (Handout #4.1)** to each student.

Rehearse the Interview - Have the students rehearse the interview by asking you the questions on the interview form. Record the information on an enlarged sample (overhead transparency) of Handout #1.

Have students work in pairs and take turns asking and answering each others interview questions. When asked each question, students can orally answer it providing information about the home where they live.

### Homework Activity: Parent Interview

Ask students to use the form, **Family Homework Interview – Homes (Handout #4.1)** for their interviews. Provide several nights for the students to complete the interviews. As each student asks the questions on the questionnaire, the adult answers the questions orally and then records the responses on the interview form. Their questions should gain insight into the type of home or homes where their family member grew up when a child.

Questions include the following: What type of home did you live in when you were my age? Where was your home located? What materials were used to build it? Do you have any photographs of that home? How have homes changed since you were my age?

## **Activity #2 Similarities and Differences**

Following the interview, have students share what they have learned. Record the students' information from the interviews on a chart titled *Homes – Here, There, and Then*.

Help students use information from their interviews to compare the difference between the houses built now and those built long ago. Identify materials, types of structures, and floor plans. Compare and contrast the similarities and differences of homes from different locations in our country and/or from around the world. Help students recognize that some aspects of homes change over time and others stay the same. (Note: If desired, have students work in pairs to share the worksheet information.)

### Map of Family Locations

Refer to question # 2 on the Family Homework Questionnaire. Identify the location where each home was located. Post the locations on a world map. Identify which family homes are located the farthest from the school's area and which ones are the closest.

## **Activity #3 Homes Around the World**

*Homes Around the World* by Bobbi Kalman is a pictorial information book. It contains a set of photographs with associated text that together illustrate the fact that homes in other parts of the world can look very different from each other.

Before reading either of the above books to your students, explain that the story is about homes from all over the world. Ask them what they already know about homes in other parts of the world. Tell them to keep in mind that people build houses that suit the places where they live.

While reading either book, stop and show the photographs to the students. Explain that this story is a collection of photographs of real homes in real places. Focus on the following concepts:

- People around the world live in homes that have different shapes and sizes, and that are made of different materials.
- Homes are built to be suited to the environment of the inhabitants.
- Even in the 50 states of America, people live in many different types of homes.
- No matter how different homes might be from each other; they all help to provide safety and shelter for those who live in them.

Summarize. Help students check their understanding of the story by asking them to summarize what they have learned about homes all over the world. (Homes are usually well suited to the environment and culture in that part of the world; regardless of appearance, homes provide shelter for those who live in them; and, often the materials used reflect availability and cost) Ask students, "How did this book add to what you already know about homes?"

On the final page of *Homes Around the World* by Bobbi Kalman, (titled, "What is in the picture?"), the author lists the names of some countries around the world where the different kinds of homes are found.

Write the heading “Countries Around the World” on the board or on a sheet of chart paper. As you review selected photographs, record on the board or a sheet of chart paper the names of the countries where each home is located.

Find these countries on a map of the world. Explain that people make houses out of whatever they can find where they live. Questions to ask students:

- How are the homes in the photographs different?
- How are they the same?
- Why do homes look so different?

#### **Activity # 4 Writing About Homes**

##### Descriptive Words

Write the word “homes” on the board. Have students brainstorm descriptive words for homes, types of homes, types of construction materials, and special types of construction. Use reference materials to show students photographs of types of homes they do not recognize. Sample words may include:

- types of homes – adobe, apartment house, car, caves, chalet, condominium, cottage, high-rise buildings, hogan, houseboat, hut, igloo, log cabin, palace, pueblo, tent, trailer or motor home, the White House, yurt
- types of construction materials - animal hide, adobe, bark, brick, bricks of snow, clay, logs, moss roof, mud and leaves, stone, thatch, wood, stucco
- special construction – flat roofs, sloping roofs, stilts, thick walls,

Ask students:

- Why do you think people live in different kinds of homes?
- In what type of home do you live?
- Where is your home located? \* See optional activity listed below.
- How does the climate have an effect on the type of home selected? (e.g., homes in cold climates need to protect their inhabitants from extreme weather; homes in hot places can be made of branches, grasses, mud, and palm fronds with woven mats; where floods and/or high tides occur, houses have wooden stilts and some live in house boats.)

\*Optional Activity – Home Addresses, including safety issues. This is a good time to have each student learn how to write his/her address. Explain that street addresses are sequentially numbered with the odd numbers of addresses on one side of the street and the even numbered addresses on the other side of the street. Discuss safety concerns and caution students not to give their address to strangers. With this in mind, have each student ONLY write his/her FIRST name on a tiny post-it. Affix the post-its on a large map of the community near the location of each student’s home.

#### **Activity # 5 Writing About Homes**

Distribute a copy of the **Home Writing Form (Handout #4.2)**. Model for students how to fold a 12” square piece of white construction paper as shown in Steps 1, 2, and 3. Provide sheets of lined writing paper cut to fit inside the folded home. Have students write what they have learned about homes around the world using some of the descriptive words. Display the homes on a tabletop or in your school library.

## Activity # 6 Diorama - Homes Around the World

Refer to the *Teacher Background* section at the end of this lesson for information about *tepees, a kish, and log cabins*.



Distribute four 12" square pieces of light blue construction paper to each student. Model for students how to fold the paper **twice diagonally** to form a background for the diorama. Refer to the directions in **Homes Around the World Dioramas (Handout # 4.3)**. Using the patterns, create homes for each diorama. If desired, select a home from another country to replace one of the homes described. When completed, place all four dioramas so that they are touching and form a circle.



**Assessment:** The assessment opportunities are embedded throughout the lesson and its activities. The focus question provides a framework for the evaluation of the lesson. Assess student work based upon the following items:

- Interview a parent and/or grandparent about the type of home lived in when they were the student's age.
- Answer the focus question orally, with pictures, and in writing: "What are some traditions and customs of students in our classroom and of people around the world?"
- Using descriptive words, write about different types of homes
- Summarize the main idea and some relevant details in informational material
- Construct a diorama to display different types of homes.

### Optional Activity: House and Homes

Read the book *Houses and Homes* by Ann Morris. Make a photocopy of the index and the pictures of various homes. Cut out each picture with its description. As you read the book, *Houses and Homes*, pin the descriptor for that page onto a world map.

## Family Homework Interview - Homes

Dear Parents,

In social studies, we are studying about the similarities and differences in homes in the community, now and long ago, and about homes around the world. Your child will conduct an interview for a homework assignment. The interview questions are for a parent or grandparent. Please help your child arrange the interview. Allow your child to ask each of the questions listed below. Please have the interviewee answer each question orally, and then write a brief summary of each answer in the space provided on the worksheet. The homework is due on \_\_\_\_\_. Thank you.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Person Interviewed: \_\_\_\_\_

Relationship to the Student: \_\_\_\_\_

Questions:

1. What type of home did you live in when you were my age?
  
2. Where was the home located?
  
3. What materials were used to build it?
  
4. Do you have any photographs of that home I can share with my class?
  
5. How have homes changed since you were my age?

Thank you for taking the time to do this interview with me.

Handout # 4.2  
Home Writing Form

## Handout #4.3

## Teacher Background

**Log Cabin.** The log cabin marks the beginning of American architecture. In the early years of the colonization of America and Canada, it was common to see this simple, small house built from logs. When the Pilgrims first arrived on the east coast of America, it was the log house or cabin that sheltered them from the weather. Much later, it was this same type of structure that provided shelter for Abraham Lincoln and many other American statesmen. It is found in wooded rural areas and in timber-rich regions, even today. The most important ingredient, naturally, are its logs that make up its walls.



**Lincoln Log Cabin, Illinois**

A basic method for building a traditional, no-frills log cabin requires a few labor-intensive steps, lots of trees and stone, and a sharp axe. The length of one log is generally the length of one wall, so tall and very straight trees of a similar size were preferred. If possible, the logs were hewn lengthwise with a broadaxe to make flat sides. This made the logs stack better and allowed the walls to be flat enough to be covered with plaster or paneling on the inside and clapboard on the outside. Usually, a dry stone foundation (without mortar) was set, consisting of a perimeter of rocks on which the first logs are placed to keep them off the ground, protecting them from rot. The builders chopped down a quantity of tree trunks and removed all branches and bark (useful as firewood) and prepared them for stacking. About 1 to 3 feet from each end of the log, the builders cut square or V notches on opposite sides of the log. Two notched logs were laid down in parallel, then a third notched log was placed so that the notches fit together at a right angle. The builders repeated these steps, building up the cabin walls, eventually shortening the logs on the ends of the cabin to come to a point, creating the gable for the roof. A chimney was constructed as the walls went up, made of sticks covered in mud plaster or else natural stone. The roof was constructed out of logs of a smaller diameter and covered with cedar shingles. Doors and windows were chopped or sawed out and framed with plank lumber.

Chinks between the logs were filled with small lengths of wood and a simple plaster made of mud and straw or clay and rags to seal it up. If the logs were sawed to have flat sides, the interior and exterior were finished with plaster or paneling and clapboard.

Many log cabins had a sleeping loft in the roof peak and some even had a substantial second story. Most had dirt floors, but wooden plank flooring was often added later along with room additions as families grew and became more prosperous.

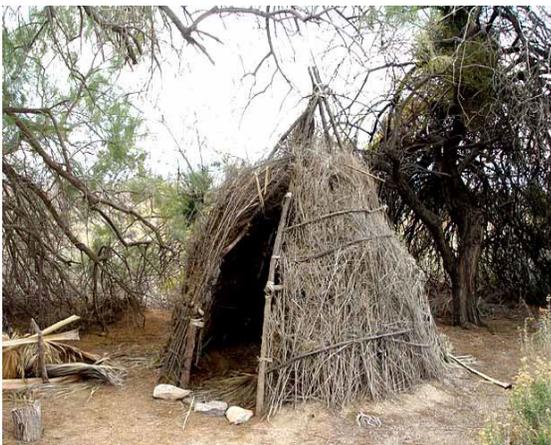
In the first cabins, the window openings were covered with oiled paper, as there was no glass in the country until some years later, when it was brought over from England. Although the cabin went out of use as a dwelling very rapidly when saw mills came into existence, it is still to be found in the timber regions and mountains. Certainly a better forest home could not be wished for.

**Plains Indians - Tepees.** The first nomadic peoples were drawn out onto the plains by the plentiful supply of the game animals. Their lifestyle was shaped by the constant movement and migration of the great herds of bison. They needed a sturdy dwelling that could stand up against the severe prairie winds and yet could be dismantled at a moment's notice to follow the drifting buffalo herds. They invented a small dwelling called a tepee. Its small size can be attributed to the only available draft animal, the domestic dog. The Plains People refer to this period in the history as the "dog days". The dog was used to carry all camp items including the tepee. The tepees was likely to be 12-14' in diameter. The dogs not only carried the cover, they dragged the poles along as well. After horses were tamed, the tepee became larger because the horse could do the transporting rather than dogs. Most historical photos reflect this larger size teepee.



With the coming of the horse, everything changed for tribes of the Great Plains. They were no longer limited to small dwellings. Their lodges grew in size, housing their families in more spacious quarters. Most commonly, tepees were made from the tanned hides of bison and sometimes elk. Young female cow buffalo were preferred. Their hides were not as thick as the larger bulls and older animals. The chore of building a tepee was no small task and was usually taken on by several women skilled at tanning and constructing the dwelling. The entire structure was derived from the animal from which the skin provided the cover. Tendons were stripped for the thread. Bones were formed into the scrapers to flesh the hides and needles to sew it all together.

**Cahuilla Indians – Kish.** Homes of the Cahuilla Indians in the desert region were usually dome-shaped although sometimes they were rectangular. They were called a *kish*. Plants such as arrowweed, the sturdy leaves of the fan palm, willow and tule provided the Cahuilla with building materials. The house of the Cahuilla was made from bending willow branches and covering it with it with tule or grass. Willow mesquite, and cedar provided heavier construction materials. Each hut had a front opening and a smoke hole at the top that could be covered in adverse weather. A hearth located in the center of the floor provided heat and warmth, and tule mats covered the doorway and the dirt floor. Some houses were large from 15 to 20 feet in length and perhaps as wide; others might be described as small brush shelters. Most living complexes were a cluster of two or three houses connected with armadas or thatched arbors and wind breaks, which sheltered people from the intense summer sun and winds as they worked on domestic chores. The roofs were made from bent willow branches and thatched with palm fronds, tule or whatever plant material was available. A hole was left open at the top of the roof for smoke to escape.



## Lesson 5

### Activity # 1 What a Wonderful World Celebration

Plan a What a Wonderful World Celebration. Announce to the students that they will take a trip around the world - without leaving our classroom. Send an invitation home for parents to attend the **What a Wonderful World Celebration**. (Note: *It's A Small World* may be used instead.) To prepare for the "Celebration," complete the following activities:

Food - Create a Favorite Recipe Box or a Class Cookbook. Invite each family to submit a recipe their family enjoys. Ask them to include the country of origin and any history of the recipe that they know. Assemble the recipes into a class cookbook. If possible, have parents come in to cook with the students or have a potluck on the day of the celebration. Check regulations at your school regarding foods brought from home.

Clothing - Have students come to the celebration dressed in a special outfit from the country of their culture or a favorite outfit they like to wear.

Shelter - Have students construct a model of a typical home in the country of their culture or a home from another part of the world. The home should have a label describing the type of house, where it is located, and the types of construction materials generally used to build it. Homes may be three dimensional or drawn with an exterior view and a basic floor plan. If possible, the homes should be constructed as part of a homework activity.

Mural – Have students paint or cut/paste a mural shaped like the world. Title the mural: Many People and One Nation, *e pluribus unum*. Have one group of students work on food, a second group work on clothing, and a final group work on homes.

At the **Celebration**, display all of the projects developed during the unit. End by singing *What a Wonderful World* by Louis Armstrong. As the song is sung, have the students and visitors join together holding hands and swaying to the music.

Assessment:

- help plan and participate in the "What a Wonderful World" Celebration
- submit a recipe their family enjoys that is assembled into a class cookbook
- come to the "Celebration" dressed in a special outfit from the country of their culture or a favorite outfit they like to wear.

Optional Activity: Celebrations by Barnabas and Anabel Kindersley

If desired, expand the study to include different types of ceremonies and beliefs.

The book *Celebrations* by Barnabas and Anabel Kindersley highlights festivals, carnivals, and feast days from around the world.

Another area of study can be games and toys from around the world.

## Resources for Standard 5

Books marked with an \* are recommended for use with this unit.

Adler, David A. *Picture Book of Passover*. Listening Library:1994 ISBN: 0807201332. This book, in conjunction with Barbara Cohen's "The Carp in the Bathtub," provide fascinating information about Jewish religious traditions for young students. Genre: Fiction

*A Life Like Mine – How Children Live Around the World*. DK Publishing, 2002. ISBN 0789488590. This photo book profiles children from all over the globe leading their lives in different and fascinating ways. The challenges of nations both developed and developing are revealed in the stories and photographs in this special volume. DK and UNICEF have combined forces to provide remarkable insight into children's lives.

Ancona, George. *Pablo Remembers: The Fiesta of the Day of the Dead*. Lothrop, Lee & Shepard:1993 ISBN: 0688112498. To the Aztec, Maya, and many other indigenous peoples, death is a part of the process of life. Here, Pablo, Shaula, Cristina, Angelita, and the whole Refugio family and their community prepare for El D a de los Muertos, celebrating their ancestors and inviting them to come and visit. Genre: Fiction

\* Ashley, Bernard. *Cleversticks*. New York: Dragonfly Books, 1995. ISBN 0-517-88332-5. This is a story of a boy named Ling Sung who could not do anything clever like the other children in his class. As he tries to think of tricks, he unexpectedly and happily discovers the others admire his prowess with chopsticks. New Ed edition: Picture Lions; (October 7, 2002) ISBN: 0006638554.

Badt, Karin Luisa. *Hair There and Everywhere*. Chicago: Children's Press, 1994. ISBN 0-516-48187-8. This book introduces the reader to different hairstyles from the many different cultures all over the world.

Badt, Karin Luisa. *On Your Feet!* Chicago, IL: Children's Press, 1994. ISBN 0-516-48189-4. This book introduces different varieties of shoes, not only from different countries of the world, but also from different time periods in history.

Badt, Karin Luisa. *Pass the Bread!* Chicago: Children's Press, 1995. ISBN 0-516-48191-6. This is a book which describes the different kinds of breads found all over the world. It also explains the different ways breads are made, how it is obtain (bought or homemade), how it is used as a utensil and used in celebrations all over the world.

\* Baer, Edith. *This Is the Way We Go to School*. New York: Scholastic, 1992. ISBN 0-590-43162-5. This book is about the way children go to school around the world. It is useful as a springboard to surveying how students come to school.

Behrens, June. *Fiesta! Ethnic Traditional Holidays*. Children's Press:1978 ISBN: 0516088157. This book provides an introduction to the Mexican holiday, Cinco de Mayo, that commemorates the victory of the Mexican army over the French in 1862, a victory that signaled the end of foreign invasion of North America. Genre: Nonfiction

- Beeler, Shelby B. *Throw Your Tooth on the Roof*. Boston: Houghton Mifflin:1998. ISBN: 0-395-89108-6. Consists of brief statements relating what children from around the world do with a tooth that has fallen out.
- \*Bertram, Debbie & Bloom, Susan. Illustrated by Stuart Funk. *A Monument to Treasure: A Journey Through the Santa Rosa and San Jacinto Mountains National Monument*. Desert Publications, 2005. ISBN 0-9772908-0-8. The stunning illustrations bring to life the food, shelter and environment of our Cahuilla Indians.
- Brett, Jan. *Twelve Days of Christmas, The*. Dodd Mead:1989.ISBN: 0399220372. A centuries-old favorite holiday carol "The Twelve Days of Christmas" was one of the first to celebrate the secular tradition of gift-giving. But look closely at this version, sumptuously illustrated by Jan Brett, and you'll find not only the gifts of a suitor to his true love but a loving family's Christmas preparations. Genre: Fiction
- Bunting, Eve. *Picnic in October*. Raintree Steck-Vaughn: 2000.ISBN: 0739813676. Learn about the importance of the immigrant experience through a boy who finally comes to understand why his grandmother insists that the family come to Ellis Island each year to celebrate Lady Liberty's birthday. Genre: Fiction
- Callella, Trisha. *What Do We Need?* Cypress, Calif.: Creative Teaching Press, Inc., 1996. Big Book ISBN 1-57471-175-X. Tells young readers about important needs: food, water, shelter, warmth, and affection. Small book Item#39-10,6-pack #39-23
- De Angeli, Marguerite. *Yonie Wondernose*. Herald. 1997. ISBN: 0836190831  
This long awaited republication of a 1940's classic depicts the life of an Amish boy. Genre: Historical Fiction.
- De Armond, Dale. *Seal Oil Lamp, The*. Little, Brown: 1997 ISBN: 0871568586. A seven year old Eskimo boy is left to die because his blindness will make him a burden to the village. Black and white woodcuts portray Eskimo life in harmony with nature. Genre: Fiction
- dePaola, Tomie. *Early American Christmas, An*. Holiday:1987 ISBN: 0823406172 In the early 1800s, Christmas was not celebrated as elaborately as it is today. This is the story of a German family and its rich Christmas traditions from the old country. From making better bayberry candles to cutting down the Christmas tree, the family joyously prepares for Christmas. Genre: Historical Fiction
- dePaola, Tomie. *Tony's Bread*. New York: Putnam, 1996. ISBN 0698113713. The history of panettone (Italian sweet bread) is explained in this cute folklore. The story explains how the sweet bread from Milan got its name. This popular bread can be found on bakery shelves at Christmas time. The modern version of the bread is fruitcake.
- Dooley, Norah. *Everybody Bakes Bread*. Minneapolis: Carolrhoda Books, 1996. ISBN 0-87614-895-X. An interesting book which tells of how an errand introduces Carrie to many different kinds of bread on a rainy Saturday morning. From Mrs. Ambrose's Barbadian coconut bread to Bernardo's pupusas, Carrie gets a taste of the different ethnic breads that are found in her neighborhood. Another book in this series is *Everybody Serves Soup* ISBN 1-57505-422-1.

- Dooley, Norah. *Everybody Cooks Rice*. Minneapolis: Carolrhoda Books, 1991. ISBN 0-87614-591-8. This book is a cultural dinnertime tale in which Carrie must go out to find her little brother Anthony who is late for dinner again. On the way she stops at several neighbor's homes only to discover that each one is having rice but because the families come from different countries, each recipe is unique. Carrie tastes some of the dishes ranging from black-eyed peas and rice (Barbados), bright yellow rice cooked with tumeric (Puerto Rico), steamed rice with tofu and vegetables (China), to Creole style rice with hot peppers, chives and red beans (Haiti). By the time she traces her brother's route, he is back home and Carrie is too full to eat her dinner of rice with green peas, butter, grated cheese, and some nutmeg (northern Italy). Simple recipes are provided for each family's special rice dish.
- Dorros, Arthur. *This Is My House*. New York: Scholastic, 1998. ISBN 0-590-72811-3. Big Book format only. The text and the illustrations depict the different types of houses lived in by children all over the world. On each page, "This is my House" appears in the appropriate native language.
- Flor Ada, Alma. *Gathering the Sun: An Alphabet in Spanish and English*. Lothrop, Lee & Shephard Books:1997 ISBN: 0688139035. Here are twenty-seven poems about nature, family and culture, using the Spanish alphabet as a template. Genre: Poetry Language: Spanish/English
- \* Friedman, Ina R. *How My Parents Learned to Eat*. New York: Houghton Mifflin Company, 1984. ISBN 0-395-4435-4. This is a story of an American sailor who courts a Japanese girl. Each, in an attempt to learn each other's culture, tries in secret to learn each other's way of eating.
- Fries, Marcia. *Houses*. Cypress, Calif.: Creative Teaching Press, 1996. ISBN 1-57471-140-7. This book includes illustrations of houses around the world.
- \*Galdone, Paul. *The Little Red Hen*. New York: Clarion Books, 1985. ISBN 0899193498. This classic tale tells the story of the hen who can not get anyone to help her make bread but has everyone willing to help eat the bread. The story is good for sequencing, retelling, and acting out. Genre: Folktale.
- Gavin, Jamila. *Our Favorite Stories From Around the World*. New York: Dorling Kindersley, 1997. ISBN 0-7894-1486-4. Ten children introduce the reader to stories from different parts of the world. Beautiful illustrations and stunning photographs add color to the book.
- \* Gershator, David, and Phillis Gershator. *Bread Is for Eating*. New York: Henry Holt and Company, 1995. ISBN 0-8050-3173-1. (First Owlet Edition, 1998) A mother uses a song sung in both English and Spanish to explain to her son how bread is created.
- Gibbons, Gail. *Easter Holiday* 1989 ISBN: 0823407373. This book about Easter can enhance discussions of how families celebrate different holidays. Genre: Fiction
- Gray, Nigel. *A Country Far Away*. New York: Anderson Pr Ltd., 1999. ISBN 0862648602. This book describes a typical day of two boys living in two different locations, Africa and the United States. It shows how everything the boys do at the same, but in a different

setting. First graders can make their own book to accompany selected pages of the text of in which they describe what their life is like. Special order only.

Greising, Cynthia, and David Greising. *Toys Everywhere*. Chicago: Children's Press, 1995. ISBN 0-516-48178-9. This book describes a variety of toys from around the world, including the Australian boomerang, South African knobkerrie, and Japanese daruma doll. Limited availability.

Grossman, Virginia. *Ten Little Rabbits*. Chronicle Books. 1995 ISBN: 0811810577  
This is not a book about numbers, but a survey of some Native American customs organized through the structure of a counting rhyme. The characters are rabbits dressed in traditional garb, from "one lonely traveler riding on the plain" to "ten sleepy weavers knowing day is done." Notes at the back identify each indigenous people represented (Plains, Pueblo, Great Lakes, Northwestern, and Southwestern peoples), and provide information about the pictures. This is a non Native author. Genre: Fiction

Heyer, Marilee. *Weaving of a Dream: A Chinese Folktale*, The. Viking:1989.ISBN: 0140505288. A poor widow weaves her dreams into a beautiful brocade and will die of grief if her two sons are unable to recover it from the fairies who stole it. Genre: Fiction

Humphrey, Paul. *Foods from Friends and Neighbors*. Austin, Texas: Steck-Vaughn Company, 1995. ISBN 0-8114-3802-3. A well-illustrated book for beginning readers that tells about the four important food groups and how they are transported from one place to our table.

Humphrey, Paul. *People Everywhere*. Austin, Texas: Steck-Vaughn Company. ISBN 0-8114-3722-1. This information book for beginning readers includes photographs and illustrations depicting different aspects of life in various parts of the world.

\*Jackson, Mike. *Clothes From Many Lands*. Austin, Texas: Steck-Vaughn Company, 1995. ISBN 0-8114-3738-8. This book introduces a variety of clothes from many lands. Purchase direct from Steck-Vaughn. Not available in bookstores.

\*Jackson, Mike. *Homes Around the World*. Austin, Texas: Steck-Vaughn Company, 1995. ISBN 0-8114-3741-8. This is a book that describes the different types of houses from the different countries of the world. It shows show the different types of houses for different kinds of climates. Purchase direct from Steck-Vaughn or Amazon.com

Kalman, Bobbie. *18th Century Clothing*. New York: Crabtree Publishing Company, 1993. This book shows various different styles clothing from the 1800's. It includes women's, men's, and children's clothing. Many pictures are provided. It also shows how clothes were made.

Kalman, Bobbie. *Children's Clothing of the 1800's*. New York: Crabtree Publishing Company, 1995. This book shows various different styles of children's clothing for every occasion. It also shows how clothes were made.

\*Kalman, Bobbie. *Homes Around the World*. New York: Crabtree Publishing Company, 1994. ISBN 0-86505-709-5. This book looks at various kinds of dwellings, including arctic homes, homes on stilts, homes on boats, and desert homes.

\* Kindersley, Barnabas, and Anabel Kindersley. *Children Just Like Me*. New York: Dorling Kindersley, 1995. ISBN 0-7894-0201-7. Over a two-year period, a photographer and a teacher traveled to more than 30 countries, meeting and interviewing children. Extraordinary photographs bring to life the children's families and homes, their clothes and food, their friends and favorite games, and other aspects of their daily life.

\*Kindersley, Barnabas, and Anabel Kindersley. *Children Just Like Me - Celebrations*. New York: Dorling Kindersley, 1995. ISBN 0-7894-2027-9. Using beautiful photography and the children's own words, this companion book to *Children Just Like Me* features festivals, carnivals, and feast days from around the world. Each book is produced in association with UNICEF, the United Nations Children's Fund. The book provides a remarkable glimpse into the lives of children all over the globe. Check out the e-pal club and talk to other children from around the world and to the authors.

Knight, Margy Burns. *Talking Walls*. Illustrated by Anne Sibley O'Brien. Gardiner, Maine: Tilbury House, 1996. ISBN 0-88448-1549. \$8.95. Different cultures around the world are introduced by telling the stories of walls, from the Maya murals in Bonampak, Mexico, to dikes in the Netherlands. More for Grades 3-5.

Kuklin, Susan. *How My Family Lives in America*. New York: Aladdin Picture Books, 1998. ISBN 0689822219. In this story, Sanu, Eric, and April are American children who each have at least one parent who did not grow up in the United States. Therefore, their family heritage is an interesting mixture of stories, songs, games, language, and special occasions. A photo essay, this book follows the three children into their homes to examine their family to see what makes them the same and yet unique in their everyday experiences. Some traditions, remembered from a parent's childhood in another place, are kept alive in America. Sometimes, even new traditions are started. This is an easily readable book told in the first person by each of the children.

Kramer, Sydelle. *Wagon Train*. Grosset and Dunlap:1997. ISBN: 0448413345  
Part of the All Aboard Reading series, this easy-to-read book traces the path of pioneers to California from Missouri in covered wagons. It describes what they saw and did along the way. Genre: Nonfiction

Kroll, Virginia. *Hats off to Hair!* Watertown, Mass.: Charlesbridge Publishing, 1995. ISBN 0-88106-868-3. This book features a variety of haircuts that people wear.

Landau, Elaine. *The Hopi*. The Franklin Watts:1994 ISBN: 0531200981. This is one of a series of books by Elaine Landau on American Indian cultures. The books are easy-to-read, picture rich, non fiction narratives designed for young readers. Other nations in the series include: the Abenaki, Ottawa, Pomo, Shawnee, and Cherokee. Some Native American reviewers suggest that sources by Indian people of the nations described be used along with these texts. Genre: Nonfiction. Limited availability.

Langen, Annette. *Letters from Felix*. New York: Abbeville Publishing Group, 1994. ISBN 1-55859-886-3. This book is filled with the adventure experienced by a rabbit, Sophie's favorite toy, who unexpectedly travels around the world.

- Lankford, M. D. *Hopscotch Around the World*. New York: Harper Trophy, 1996. ISBN 0-688147453. Hopscotch is set within many cultures and is acknowledged as one of the unifying and beloved games of childhood. The directions, rules and patterns are clearly provided for playing variations of hopscotch, an ancient game still played worldwide.
- Leedy, Loreen. *Blast off to Earth!* New York: Holiday House, 1992. ISBN 0-8234-0973-2. A group of aliens on a field trip visit each of the continents on earth and learn about some of their unique features.
- Levy, Janice *The Spirit of Tio Fernando: A Day of the Dead Story/ El espiritu de tio Fernando: Una historia del Dia de los Muertos/*. Albert Whitman & Co.: 1995. ISBN: 0807575852. This is a description of the Mexican celebration of the Day of the Dead through a young boy's eyes. Genre: Nonfiction Language: Spanish/English
- Lobel, Anita. *Away From Home*. New York: Greenwillow Books, 1994. This book proceeds through the alphabet using boys' names and the names of exotic places in alliterative fashion.
- Livingston, Myra. *Festivals*. New York: Holiday House, 1996. ISBN 0-8234-1217-2 (Hardcover). \$17.95. Poems celebrating fourteen festivals observed around the world including Chinese New Year, Kwanzaa, Purim, and Tet-Nguyen-dan. Limited stock.
- Maestro, Betsy. *Coming to America*. Scholastic: 1996. ISBN: 0590441515 This book explores the evolving history of immigration to the United States. It shows how each group of immigrants have contributed to the fabric of American life. Genre: Nonfiction
- Marshak, Samuel. *Hail to Mail*. New York: Henry Holt & Company, 1990. ISBN 0-8050-3124-3. This book tells the story of a certified letter that follows its intended recipient all over the world as the postal service attempts to catch up to him.
- \* Menzel, Peter. *Material World: A Global Family Portrait*. San Francisco: Sierra Club Books, 1994. ISBN 0-87156-430-0. (\$15.75 on Amazon.com) Sixteen of the world's foremost photographers traveled to 30 nations around the globe to live for a week with the families that are statistically "average" for that nation. A portrait photograph was taken of each family outside their home, surrounded by all of their possessions. The result is a vivid portrayal of the look and feel of the human condition everywhere on Earth. Through photographic art and statistics, both the common humanity of the peoples inhabiting our Earth and the great differences in materials goods and circumstances that make rich and poor societies. Posters showing twelve of the different families are now available from Poster Education.
- \* Moore, JoEllen. *Bread Around the World*. Illustrated by Gary Shipman. Monterey, Calif.: Evan-Moor Corp. 1995. This teacher resource thematic unit has a wealth of cross-curricular ideas for teaching about bread. Two full-color, two-sided posters are included along with many practical activities.
- Moore, Jo Ellen. *Homes Around the World*. Illustrated by Cindy Davis. Monterey, Calif.: Evan-Moor Corp., 1996. A thematic book of activities with some reproducible worksheets.

- \* Morris, Ann. *Bread, Bread, Bread*. New York: Mulberry Books, 1989. ISBN 0-688-12275-2. This book celebrates the many different kinds of bread and how it may be enjoyed all over the world.
  - \* Morris, Ann. *Hats, Hats, Hats*. New York: Mulberry Paperback Book, 1989. ISBN 0-688-12274-4. This book introduces a variety of hats, from soft and hard hats to snugly and hooded hats.
  - \* Morris, Ann. *Houses and Homes*. Photographs by Ken Heyman. New York: Harper Trophy, 1995. ISBN 0-688-13578-1. Mostly a picture book, this book is collection of actual photographs of homes around the world which gives a glimpse into a rich variety of cultures and customs. The map at the end of the book shows where the photographs were taken. The index has the location of each home pictured in the book along with a sentence or two that describes the picture.
  - \* Morris, Ann. *On the Go!*. Photographs by Ken Heyman. New York: Harper Trophy, 1994. ISBN 0-688-136370. Mostly a picture book, this book is collection of actual photographs types of transportation around the world which gives a glimpse into a rich variety of cultures and customs. The map at the end of the book shows where the photographs were taken. The index has the location of each type of transportation pictured in the book along with a sentence or two that describes the picture.
  - \* Morris, Ann. *Shoes, Shoes, Shoes*. New York: Lothrop, Lee & Shepard Books, 1995. ISBN 0-688-13667-2. Combined with illustrations and simple text, this book describe all kinds of shoes for dancing, walking, playing and for the types of weather.
- My Wish for Tomorrow* (A collaboration between Jim Henson Publishing and the United Nations.) New York: Harper Collins, 1995. ISBN 0-688-14451-1. If you were granted just one wish to make the world a better place, what would it be? The poignant answers and artwork of over forty children make this book a treasure. The voices of children around the world are heard expressing their wishes, hopes, and dreams for a better future.
- Nelson, W. E., and H. Glass. *International Playtime: Classroom Games and Dances from Around the World*. Carthage, Illinois: Fearon Teacher Aids (Simon & Schuster), 1992. ISBN 0-86653-990-5. This teacher resources book contains a collection of games and dances that represent a variety of cultures. Suggested grade levels are included along with background information on the culture of each country and the origin of each dance.
- Paulsen, Gary. *The Tortilla Factory*. Ruth Paulsen, illustrator. Voyager Books, 1998. ISBN 0152016988. The simple prose poem describes how corn is harvested and made into tortillas. Warm-toned paintings set the scene.
- \* *People and Places*. New York: Dorling Kindersley, 1994. ISBN 1-56458-639-1. This picturepedia takes the reader all over the world to meet different kinds of people and learn about their way of living.
- Quakenbush, Robert. *Henry's World Tour*. New York: Bantam Doubleday Dell Publishing Group, Inc., 1992. ISBN 0-385-42010-2. Henry the Duck embarks on a round-the-world

tour, visiting relatives everywhere to find out why he has one speckled feather in his tail.  
Limited availability.

Rounds, Glen. *Sod Houses on the Great Plains*. New York: Holiday House, 1996. ISBN 0-8234-1263-6. This book describes how a sod house is built, and how people live in it.

Shea, Pegi Deitz. *Whispering Cloth: A Refugee's Story*. Boyd Mills Press. 1996. ISBN: 1563976234. Mai, a young Hmong refugee in a Thai refugee camp, is lonely for her cousins who have escaped to America. While passing long hours at the Widow's Store, she comes to appreciate both the stitchery and tales behind the lovely traditional embroidered cloths made by the older women. She gradually learns how to make her own cloth and in doing so, comes to terms with her own short but eventful life story. Colorful watercolors combined with pictures of actual Hmong embroidered cloths help bring this sad but hopeful story to life. A glossary, map and short forward about the Hmong people also are included. Genre: Fiction

Soto, Gary. *Too Many Tamales*. New York: Putnam Juvenile, 1996. ISBN 0698114124. While preparing for the family Christmas get-together, Maria and her mother make tamales. Out of curiosity, Maria tries on her mother's wedding ring, which was left on the counter. Panic ensues, when, hours later, she realizes the ring is missing. Maria and her cousins desperately try to eat their way out of trouble under a platter of tamales. This is a warm story of how a family pulls together to make Christmas perfect.

Spier, Peter. *People*. New York: Doubleday, 1988. ISBN 0385 244 69X. This book explores the individual differences among human beings, such as food, religion, skin color, eyes, and so forth. There are more than four billion people in this world, but each and every person is different from every other person.

Surat, Michele Maria. *Angel Child, Dragon Child*. Scholastic 1989 ISBN: 0590422715 Ut, a lonely Vietnamese girl receives an unusual gift from a classmate at a school in the U.S. Genre: Fiction

Turner, Dorothy. *Bread*. Minneapolis: Carolrhoda books, 1988. ISBN 0-87614-359-1. This book describes how bread is produced, prepared, and eaten. It presents some background history of bread, including a recipe for whole wheat bread and chappatis.

Walters, Kate. *Sarah Morton's Day*. New York: Scholastic, 1993. See the daily chores done on a typical day in Plimoth Plantation. Several pictures of typical clothing are included along with word labels describing what they are. A companion book is Samuel Eaton's Day.

\* Weiss, G.D. & B. Thiele. *What a Wonderful World*. New York: Atheneum (Simon & Schuster), 1994. ISBN 0689800878 Hard cover. Through the lyrics of Weiss & Thiele, the song made famous by Louis Armstrong is brightly illustrated by award-winning Ashley Bryan and presented in this book depicting children of many backgrounds.

Westley, Joan. *Home and Neighborhood*. Sunnyvale, Calif.: Creative Publications, 1989. ISBN 0-88488-778-2. This teacher resource provides activity ideas for teachers of young children.

\* Wing, Natasha. *Jalapeno Bagels*. New York: Atheneum Books for Young Readers, 1996. ISBN 0-689-80530-6. For International Day, Pablo wants to bring something which reflects the cultures of both his parents. He wants to pick something from the bakery his parents own. From the pan dulce and chango bars his Mexican mother prepares to the bagels and challah made by Jewish father, he finally decides to bring jalapeno bagels. This book celebrates the delicious coming together of two different cultures.

White, Sylvia. *Welcome Home!* Chicago: Children's Press. 1995. ISBN 0-516-48193-2. This book contains a varied collection of photographs of many different types and styles of houses, including an igloo, a motorhome, etc. There are comparisons made between homes from long ago and homes of today. Comparisons are also made between homes of similar style but from different locations and cultures. The reader learns that the types of house people build depend on the climate and resources available where they live.

Wilcox, John. *Chumash, The: Through a Child's Eyes*. Pacific Books: 1997. ISBN: 1885375026. This picture book guides the young reader to an introductory understanding of the main points of Chumash daily life by comparing it to a child's life today. Much of this is done through the illustrations, but brief explanatory text supports the drawings. Genre: Historical Fiction. Limited availability.

Yashimo, Taro. *Umbrella*. Econo-Clad Books:1999. ISBN: 0808523767. Exquisite pictures, finely illustrated endpapers, and a gentle, sweet story surrounding a little girl's birthday present are features of this book. Genre: Fiction

Zalben, Jane. *Beni's First Chanukah*. Holt: 1994. ISBN: 0805035397. This is the story of Beni the bear's celebration of Chanukah

## **Folktales**

Ahenakew, Freda. *How the Birch Tree Got Its Stripes*. Fifth House 1988 ISBN: 0920079385. In this traditional Cree "how-it-came-to-be" story, Wisahkecahk attempts to prove himself strong. He finds out he isn't, and takes it out on the birch trees.

Anderson, James. *A Letter to the King*. Oslo, Norway: Det Norske Samlaget, 1987. ISBN 0-06-020079-0. This is the story of a little girl who composes a letter to the king asking for her father's release from prison. It is a story of bravery; about one little girl's struggle to do what is right in a world where only boys are looked upon as having worth.

Baumgartner, Barbara. *Crocodile! Crocodile!* New York: Dorling Kindersley, 1994. ISBN 1-56458-463-1. This is an international collection of folktales that teaches young listeners the simple truths of folktales and the wisdom that each imparts.

Bruchac, Joseph. *First Strawberries: A Cherokee Story*. Penguin Putnam Book:1998 ISBN: 0140564098. Today, when the Cherokee people eat strawberries, they are reminded to always be kind to each other; to remember that friendship and respect are as sweet as the taste of ripe, red berries." This story tells how that came to be.

Burchac, Joseph and Ross, Gayle. *Story of the Milky Way: A Cherokee Tale*. Dial Books for Young Readers:1995. ISBN: 0803717377. The legend of the Milky Way tells of an elderly

couple who lived long ago. One day they discover that a giant spirit dog has stolen some of their cornmeal. After they drive the dog from the village into the night sky, the band of stars that is formed in its wake becomes the Milky Way. Exquisite paintings support text by two renowned Native American storytellers.

Carpenter, Frances. *Tales of a Korean Grandmother*. C.E. Tuttle:1973 ISBN: 0804810435. This is a superb collection of valuable material- folktales collected from many sources and illustrated with Korean paintings.

Dwyer, Mindy *Aurora: Tale of the Northern Lights*. Graphic Arts Center Publishing 1997 ISBN: 0882404946. This picture book offers a fanciful explanation for the origin of the aurora borealis and whimsical, colorful illustrations. "In a long ago northern land" of perpetual sunshine, Aurora goes in search of a place of darkness described to her by her grandmother.

Goble, Paul *Buffalo Woman*. Simon & Schuster: 1984. ISBN: 0027377202 This retelling of an Indian myth conveys in vivid detail the theme "we are all related." Goble's work is a favorite among children but he is not a Native American writer.

Goble, Paul. *Her Seven Brothers*. Aladdin:1993. ISBN: 068971730X The author retells the Cheyenne legend in which a girl and her seven chosen brothers become the Big Dipper. Goble is not a Native American writer.

Goode, Diane (Ed.) *Diane Goode Book of American Folk Tales & Songs, The*. Puffin, 1996. ISBN: 0140559531 This book presents a collection of folktales and songs from a variety of regions and ethnic groups in the U.S.

Han, Oki S. *Kongi and Potgi*. New York: Dial Books for Young Readers, 1996. ISBN 0-8037-1572-2. This is a Korean Cinderella story whose main character is Kongi. Although Kongi is treated unfairly by her stepmother and stepsister, she proves she is worthy to become the prince's bride. Many other "Cinderella" type stories are available.

Jaffe, Nina. *Older Brother, Younger Brother*. New York: Penguin Books USA Inc., 1995. ISBN 0-670-85645-2. A Korean tale retold that teaches how kindness brings good wealth and how greediness does nothing but bring harm to family honor.

Joe, Donna. *Salmon Boy: A Legend of the Sechelt People*. Nightwood Editions.1999 ISBN: 0889711666. This traditional story tells of how the relationship between the people and the salmon came to be. Because the people treat the salmon with respect, the salmon are "happy to come ashore each year and give their rich flesh to feed the people of the land."

Lester, Julius. *Tales of Uncle Remus: The Adventures of the Brer Rabbit*. E.P. Dutton1987. ISBN: 080370271X. These forty-eight Brer Rabbit tales represent a rich, cultural tradition of African American storytellers.

McLellan, Joseph *Birth of Nanabosho*. Pemmican: 1989. ISBN: 0921827008. This traditional Ojibway tale describes how Nanabosho, the son of West Wind and grandson of Nokomis, is born into this world, grows and learns of the world around him.

- Pryor, Bonnie. *The Dream Jar*. Illustrations by Mark Graham. New York: Morrow Junior Books. 1996. ISBN 0-688-13061-5. After emigrating to America, each member of a Russian family works hard to contribute to the family's dream of someday owning and running a store. The soft illustrations capture the warmth and hope in this insightful portrait of a young girl's immigrant experience.
- Quayle, Eric. *Shining Princess and Other Japanese Legends, The*. Andersen 1999. ISBN: 0862648831. The ten Japanese folktales contained here provide examples of the humor and wisdom to be found in folklore. The tales are best read aloud at this grade level.
- Singer, Marilyn. *The Painted Fan*. New York: Morrow Junior Books, 1994. ISBN 0-688-11743-0. In this elegant story, illustrated with breathtaking watercolors, the reader is transported to a time of prophecy and magic, when greed becomes a feared ruler's undoing and a simple fan shows a brave young girl the way to end her people's suffering.
- Souhami, Jessica. *Rama and the Demon King: An Ancient Tale from India*. New York: Dorling Kindersley, 1997. ISBN 0-7894-2450-9. This story of the brave prince Rama, who rescues his wife, Sita, from the Demon King, has been told in India for thousands of years. Jessica Souhami retells this ancient Hindu tale and includes illustrations adapted from her own shadow puppets based on ancient Indian paintings.
- Step toe, John. *Mufaro's Beautiful Daughters*. New York: Scholastic Inc., 1987. This is an African tale which tells that selfishness and conceitedness does not reward a girl with her highest dream to be queen, but it takes mercy and kindness.
- Step toe, John. *Story of Jumping Mouse, The*. Lothrop: 1985 ISBN: 0688019021  
This is an American Indian tale of haunting beauty. The late John Step toe was a leading writer-illustrator.

## **Multicultural Literature**

- Kollar, J.L. *An Annotated Bibliography of Multicultural Literature*. Huntington Beach, Calif.: Teacher Created Materials, 1993. This teacher resource is an annotated list of books organized into literature for primary, intermediate, and challenging. It contains an alphabetized list of children's literature with detailed descriptions of each story. Activity ideas are not included but the plot analyses are useful for someone who is trying to expand their multicultural collection.
- McGowan, M., T. McGowan, and P. Wheeler. *Appreciating Diversity Through Children's Literature: Teaching Activities for the Primary Grades*. Englewood, CO: Teachers Ideas Press, 1994. Using literature as a springboard for learning, this teacher resource book includes suggestions for techniques such as role-playing, interviewing, and storytelling to focus on four types of diversity - age, gender, physical abilities, and ethnicity. The ethnicity section includes the African-American, Asian-American, Hispanic American, and the Native-American experience.
- Stoodt, B.D. *Exploring Cultures Through Literature*. Greensboro, NC: Carson-Dellosa, 1993. Designed for grades one through four, the book begins with an introductory section that includes books such as *People* by Peter Spier. The remaining sections of the book are

divided into literature about Hispanic Americans, Native Americans, Asian Americans, African Americans, and Jewish Americans. Book notes that summarize the plot are followed by well-designed initiating activities, critical thinking questions, and activities for responding to the literature. Additional books are recommended after each piece of literature in the “Read More” section.

*Stories of Our People - A Multicultural Literature Program*. Waterbury, Conn.: Graphic Learning. Over thirty different titles in English or Spanish are available in this series which includes legends, African American, Hispanic American, Native American, Asian American, and Europe/North American stories. Eight story cards are available per selection as well as sentence strips for retelling, story mapping, or rewriting stories. Read-along tapes, make-a-book story sheets, and a teacher’s guide are also available.

### **Visual and Performing Arts Resources**

\* Armstrong, Louis. *What a Wonderful World*. New York: MCA Records, Inc., Decca GRD-656, 1988. This compact disc includes the song “What a Wonderful World” which describes the beauty of a multicultural and multi-ethnic world. Refer to Weiss & Thiele for the accompanying book illustrated by Ashley Bryan.

Ed Kremers’ Folk Showplace, 155 Turk Street, San Francisco, CA 94102.

Festival Records. 2773 West Pico Blvd. Los Angeles, CA 90006.

Folkraft/Dance Record Distributors. P.O. Box 404. Florham Park, New Jersey 07932

Raffi and Debi Pike. *Like Me and You*. New York: Crown Publishers, Inc., 1985. ISBN 0-517-59587-7. This book is an illustrated version of Raffi’s song about children all over the world, who are much like one another despite living in different countries.

Saldana, V. *Drama of Color: Improvisation with Multiethnic Folklore*. Portsmouth, NH: Heineman, 1995. If you would like to combine folk literature with informal classroom drama, this useful book provides a wealth of resources for using dramatic art as a springboard for examining different ethnic perspectives and dispelling stereotypes. It features an anthology of twenty folktales from the four broad ethnic and cultural groups: Mexican and Mexican American; Asian and Pacific Islanders, Native Americans; and, African and African Americans. The study of folktales and their related components such as ethnic origin, motif, characters, and symbolic meanings, provides opportunities for both historic and contemporary interpretation of a culture.

Wagon Wheel Records/Bob Ruff. 8459 Edmaru Avenue. Whittier, CA 90605