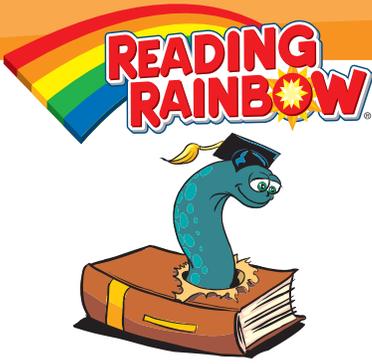


CULTURES AND TRADITIONS



Episode	Segment
Borrequita and the Coyote	Guitar making, Los Lobos
The Lotus Seed	Feature book
Liang and the Magic Paintbrush	Feature book, Family
My Little Island	Feature book, LeVar's flashbacks
The Paper Crane	Feature book, Adoption

Setting the stage:

- Create a book corner with books about a variety of cultures. Ask your media specialist for assistance to help gather the collection.
- Display pictures of different cultures on a bulletin board to encourage discussions.
- Invite students to bring things from other cultures and display the items. You might encourage a short note to accompany each item stating the student's name and what culture it represents.
- Have a large world map accessible to locate the different cultures being discussed. You might choose to mark each location with a pushpin or a small picture of something representative of that culture.
- Obtain writing samples of foreign languages to display for children to see the written language of others.

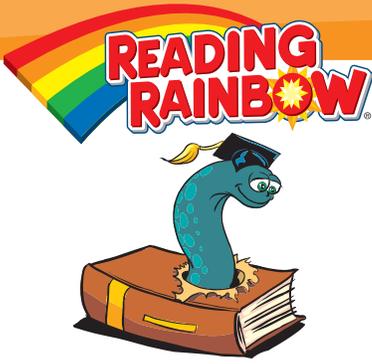
Topics for Discussion:

- Choose two or more cultures with which your students are familiar. Discuss the similarities and differences between the cultures. Encourage students to notice not only the qualities that make these cultures unique, but also the characteristics that they share.
- Discuss students' cultural traditions, especially those relating to celebration of special days, including family stories, dress, foods, etc.
- Talk about ways in which items from other cultures have become integrated into our lives, e.g., food, language, music, art, etc.
- Discuss how you would feel if you moved to a foreign country where you did not know the language. What different things might you do to be able to communicate with others?
- To increase appreciation for the story in **The Paper Crane**, share the following information about the development of the book with the class. Early versions of the book did not have a child as one of the characters. Molly Bang's editors suggested that she include one. After she added the boy, she felt that the story had two plots going on at once, (i.e. the dad who was mainly interested in running the restaurant and the child who loved the bird and lost it), which made the story more interesting. Molly wants readers to notice that the boy is not in the written story at all—he appears only in the illustrations. (This example shows the importance of both the words and the pictures in telling the story in a picture book). Allow your students to discuss their thoughts on including the boy.
- Discuss why learning about the music, dance, art, stories, and customs of many different cultures is important in today's world.

Activities to get started:

- If possible, take field trips to different cultural centers or restaurants. If this is not feasible, ask speakers from different cultures to come and speak to the students.

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Activities to get started, con't.:

- Host a Multicultural Fair in which students share traditions from their heritage. Invite family members to help demonstrate traditions. Students may wish to set up a display, share special food, and/or music, or wear native costumes. Help students who do not have support from home by pairing them with volunteers who can assist them in researching their cultural traditions.
- Ask each student to pretend they were moving to a foreign country. If they were able to take only five things with them, what would they be? Have the students write about the importance of each item. Invite them to share their ideas with others.
- Encourage each student to choose one culture or one aspect of a culture they would like to learn more about. Provide time and resource materials for them to research. Be sure to allow time for students to share their research with others.
- Play games from other cultures, such as the dragon game. In a large space, (a playground or gym), divide the class in half. Each half forms a "dragon" with one student as the dragon's head and one as the tail. The other players make up the body and line up after the head with their hands on the shoulders of the person ahead. At the signal to move, the dragon's head tries to catch the tail. If the head succeeds, the game starts over. If the body breaks apart, the head moves to the tail position and the next person in line becomes the dragon's head.
- Listen to music from other cultures. What instruments do the students hear? What kinds of rhythms do they have? How are the various types of music similar and how are they different? Invite students to move according to the way the music makes them feel.
- Teach the students common words from a few different languages.
- Make a musical instrument to resemble those in the videos. Using a small coffee can, medium-sized rubber bands, and aluminum foil, have students place a sheet of aluminum foil over the top of an empty coffee can so that it makes a shallow bowl shape in the top of the can. Cut a 2 inch round hole in the center of the foil. Stretch several rubber bands from the top of the coffee can to the bottom. Strum across the rubber bands to produce sounds. Discuss with the students that the sounds are caused by vibrations. Experiment by adding more rubber bands or taking some away to produce different sounds.
- After viewing **Liang and the Magic Paintbrush**, direct students to complete the sentence, "If I had a magic paintbrush, I would ..." Provide paper, paint, and brushes for illustrating their stories.