



**Bridges of Cultural Understanding &
Musical Globetrotters**

Teacher Lesson Plans & Resources



Acknowledgements

The following curriculum materials were arranged by the Mizel Museum Education Department under the supervision of Georgina Kolber, Managing Director, and Penny Nisson, Director of Education.

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Table of Contents

Museum Introduction	1
Unit Background	1
Implications for Unit Study	1
Key Terms	2
Colorado Academic Unit Standards	3-5
Pre-Lessons Elementary: K-5	6
Language Lessons	7
Geography Mapping	8
Passport Research Project	9
Exploring Personal Heritage Through Interview	10
Reading to Understand: Culture & Diversity	11
Stories to Tell	12
Teacher Show & Tell	13
World Calendar or Student Planners	14
Stereotypes & Assumptions	15
Global Citizenship	16
Post-Lessons Elementary: K-5	17
Compare & Contrast Cultures	18
Making a Mask	19
Candle Decorating or Tin Candle Holders	20
Recipes from Home	21
Afghanistan Kites	22
Ojos de Dios	23
Pottery Design	24
Written Reflections	25
Bridging Cultural Understanding	26
Reading to Revisit: Culture & Diversity	27



Resources	28-29
Musical Globetrotters	30
Supplement	31
Language Lessons	32
What I Know About Me	33
What I Know About Others	34
World Map (Labeled)	35
World Map (Unlabeled)	36
Research Passport	37-38
Reading List: Culture & Diversity	39-45
Compare & Contrast Venn Diagram	46
Candle Making Instructions	47
Kite Making Instructions	48
Ojos de Dios Instructions	49
Pottery Design Page	50



Bridges of Cultural Understanding

Museum Introduction:

The Mizel Museum, an educational, nonprofit organization, is Denver's only museum that addresses today's social justice issues through the lens of Jewish history and values. We encourage people of all ages and backgrounds to celebrate diversity and equality and to combat discrimination and hatred. Our programs, events, and exhibits address these and other social issues and encourage positive change in our communities. Our museum is dedicated to fostering cross-cultural understanding, combatting racism, and promoting social justice. We achieve our mission through educational programming, events, and exhibits that connect universal Jewish values to the larger world.

Unit Background:

The American story is comprised of a vibrant mix of cultures, which lends itself to the diversity of our nation. In this program, objects in the traveling exhibits represent a cross-section of cultures commonly found in America and illustrate the artistry associated with cultural identity, the importance of retaining and supporting those identities, and the ways in which our collective nation story is comprised of rich and unique sub-stories. The six cultures within the display exhibits are a sampling of the identities, ceremonies, and select artifacts representative of African, Asian, Hispanic/Latino, Jewish, Native American, and Muslim cultures. Each of these cultures embody a wealth of rituals and traditions that serve to highlight meaningful milestones in the lives of its people. These rites of passage, ceremonies, and festivals signify key events in a person's or group of people's life, demonstrating that while each culture may observe these occasions in different ways, we share many common experiences as human beings. The **Bridges of Cultural Understanding** program encourages a cross-cultural connection that allows participants to learn from others while building relevance to their own lives. Both education programs and accompanying exhibits promote community engagement by nurturing respect for the diversity of our nation and its people.

Implications for Unit Study:

When we learn about these colorful, distinctive traditions from each culture as well as study their cultural artifacts, we gain insight into a culture's uniqueness and build bridges of understanding among diverse people. In turn, this encourages cultural respect and helps repair the world through active and reflective appreciation of our similarities and differences and helps repair the world. In Jewish culture, this is called ***Tikkun Olam***.

Key Terms:

Bridge	<i>A connection or means of coming together between people.</i>
Understanding	<i>To become aware of something or someone different than you and be considerate.</i>
Rite of Passage	<i>Ceremony that marks an important transitional period in a person's life, such as birth, adolescence, marriage, and death.</i>
Culture	<i>Way of life that characterizes a person or group of people.</i>
Tradition	<i>Handing down long-established patterns of behavior valued by a culture.</i>
Heritage	<i>Characteristics acquired by being born into a particular family</i>
Custom	<i>An activity a person or people may do based on tradition.</i>
Marriage	<i>A union established to create a familial bond, most often recognized through a wedding ceremony.</i>
Funeral	<i>A ceremony connected with the death of person or pet.</i>
Ceremony	<i>A formal religious or public occasion, celebrating a particular event or anniversary</i>
Festival	<i>A periodic celebration (usually annual) or program of cultural events often marked by merrymaking and food or feasting</i>
Birth/childhood	<i>Born to a mother, parents/caregivers protect and teach the child.</i>
Adolescence	<i>Children begin to take on more adult tasks or obligations.</i>
Adulthood & Marriage	<i>Individuals responsible for creating a home and making a living.</i>
Death & Remembrance	<i>When life ends for a person and ways of recalling that person.</i>
<i>Mazel Tov, ayekoo, felicitaciones</i>	<i>“Congratulations!”</i>

Colorado Academic Unit Standards

Content Area	Grade Level	Kindergarten
Standard	Grade Level Expectations (GLE)	
		GLE Code
Social Studies	<ul style="list-style-type: none"> Ask questions, share information and discuss ideas about the past People belong to different groups and live in different settings around the world that can be found on a map or globe 	SS09-GR.K-S.1-GLE.1 SS09-GR.K-S.2-GLE.1
Language Arts	<ul style="list-style-type: none"> Oral communication skills are built within a language-rich environment Communication relies on effective verbal and nonverbal skills Vocal sounds produce words and meaning to create early knowledge of phonemic awareness A variety of locations must be explored to find information that answers questions of interest Quality of thinking depends on the quality of questions 	RWC10-GR.K-S.1-GLE.1 RWC10-GR.K-S.1-GLE.2 RWC10-GR.K-S.1-GLE.3 RWC10-GR.K-S.4-GLE.1 RWC10-GR.K-S.4-GLE.3
Visual Arts	<ul style="list-style-type: none"> Personal feelings are described in and through works of art Artists interpret connections to the stories told in and by works of art Identify that art represents and tells the stories of people, places, or things Artists and viewers contribute and connect to their communities 	VA09-Gr.K-S.1-GLE.2 VA09-Gr.K-S.2-GLE.2 VA09-Gr.K-S.2-GLE.1 VA09-Gr.K-S.4-GLE.2
World Languages	<ul style="list-style-type: none"> Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture 	WL09-S.4-Nov-L-GLE.2
Music (with Musical Globetrotters)	<ul style="list-style-type: none"> Respond to musical performance at a basic level Recognize and discuss music and celebrations in daily life Demonstrate respect for the contributions of others in a musical setting 	MU09-Gr.K-S.4-GLE.2 MU09-Gr.K-S.4-GLE.3 MU09-Gr.K-S.4-GLE.1

Content Area	Grade Level	1 st Grade
Standard	Grade Level Expectations (GLE)	
		GLE Code
Social Studies	<ul style="list-style-type: none"> Family and cultural traditions in the United States in the past People in different groups and communities interact with each other and with the environment Notable people, places, holidays and patriotic symbols 	SS09-GR.1-S.1-GLE.2 SS09-GR.1-S.2-GLE.2 SS09-GR.1-S.4-GLE.2
Language Arts	<ul style="list-style-type: none"> Verbal and nonverbal language is used to express and receive information Multiple strategies develop and expand oral vocabulary Purpose, information, and questions about an issue are essential steps in early research A variety of locations must be explored to find information that answers questions of interest 	RWC10-GR.1-S.1-GLE.2 RWC10-GR.1-S.1-GLE.1 RWC10-GR.1-S.4-GLE.2 RWC10-GR.K-S.4-GLE.1
Visual Arts	<ul style="list-style-type: none"> Works of art express feelings Art represents and renders the stories of people, places, or things 	VA09-Gr.1-S.1-GLE.1 VA09-Gr.1-S.1-GLE.2
World Languages	<ul style="list-style-type: none"> Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture 	WL09-S.4-Nov-L-GLE.2



Music (with Musical Globetrotters)	<ul style="list-style-type: none"> • Demonstrate respect for the contributions of self and others in a musical setting • Identify music as an integral part of everyday life 	MU09-Gr.1-S.4-GLE.1 MU09-Gr.1-S.4-GLE.3
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Content Area	Grade Level	2nd Grade
Standard	Grade Level Expectations (GLE)	
		GLE Code
Social Studies	<ul style="list-style-type: none"> • People have influenced the history of neighborhoods and communities • Geographic terms and tools are used to describe space and place • People in communities manage, modify and depend on their environment 	SS09-GR.2-S.1-GLE.2 SS09-GR.2-S.2-GLE.1 SS09-GR.2-S.2-GLE.2
Language Arts	<ul style="list-style-type: none"> • Discussions contribute and expand on the ideas of self and others • New information can be learned and better dialogue created by listening actively • Questions are essential to analyze and evaluate the quality of thinking 	RWC10-GR.2-S.1-GLE.1 RWC10-GR.2-S.1-GLE.2 RWC10-GR.2-S.4-GLE.2
Visual Arts	<ul style="list-style-type: none"> • Artists make choices that communicate ideas in works of art • Characteristics and expressive features of art and design are used to identify and discuss works of art • Visual arts respond to human experience by relating art to the community 	VA09-Gr.2-S.1-GLE.1 VA09-Gr.2-S.1-GLE.2 VA09-Gr.2-S.4-GLE.2
World Languages	<ul style="list-style-type: none"> • Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture 	WL09-S.4-Nov-L-GLE.2
Music (with Musical Globetrotters)	<ul style="list-style-type: none"> • Demonstrate respect for the contributions of self and others in a musical setting • Demonstrate increased awareness of music in daily life or special events 	MU09-Gr.2-S.4-GLE.1 MU09-Gr.2-S.4-GLE.3

Content Area	Grade Level	3rd Grade
Standard	Grade Level Expectations (GLE)	
		GLE Code
Social Studies	<ul style="list-style-type: none"> • The concept of regions is developed through an understanding of similarities and differences in places • Respecting the views and rights of others is a key component of a democratic society 	SS09-GR.3-S.2-GLE.2 SS09-GR.3-S.4-GLE.1
Language Arts	<ul style="list-style-type: none"> • Successful group activities need the cooperation of everyone • Oral communication is used both informally and formally 	RWC10-GR.3-S.1-GLE.2 RWC10-GR.3-S.1-GLE.1
Visual Arts	<ul style="list-style-type: none"> • Art has intent and purpose • Historical and cultural ideas are evident in works of art • Works of art connect individual ideas to make meaning 	VA09-Gr.3-S.1-GLE.2 VA09-Gr.3-S.4-GLE.2 VA09-Gr.3-S.4-GLE.1
World Languages	<ul style="list-style-type: none"> • Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture 	WL09-S.4-Nov-L-GLE.2
Music (with Musical Globetrotters)	<ul style="list-style-type: none"> • Respond to and make informed judgments about music through participation, performance, and the creative process 	MU09-Gr.3-S.4-GLE.2 MU09-Gr.3-S.4-GLE.3

	<ul style="list-style-type: none"> • Articulate music’s significance within an individual musical experience 	
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Content Area	Grade Level	4 th Grade	
Standard	Grade Level Expectations (GLE)		GLE Code
Social Studies	<ul style="list-style-type: none"> • The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States • Connections within and across human and physical systems are developed 		SS09-GR.4-S.1-GLE.2 SS09-GR.4-S.2-GLE.2
Language Arts	<ul style="list-style-type: none"> • A clear communication plan is necessary to effectively deliver and receive information • Identifying implications, concepts, and ideas enriches reasoning skills 		RWC10-GR.4-S.1-GLE.1 RWC10-GR.4-S.4-GLE.2
Visual Arts	<ul style="list-style-type: none"> • Works of art articulate and express different points of view • Historical time periods and cultural settings are interpreted in works of art 		VA09-Gr.4-S.1-GLE.2 VA09-Gr.4-S.4-GLE.2
World Languages	<ul style="list-style-type: none"> • Identify and recognize the nature of culture through comparisons of the target culture(s) and the student’s own culture 		WL09-S.4-Nov-L-GLE.2
Music (with Musical Globetrotters)	<ul style="list-style-type: none"> • Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning 		MU09-Gr.4-S.4-GLE.2.3

Content Area	Grade Level	5 th Grade	
Standard	Grade Level Expectations (GLE)		GLE Code
Language Arts	<ul style="list-style-type: none"> • Listening strategies are techniques that contribute to understanding different situations and serving different purposes 		RWC10-GR.5-S.1-GLE.2
Visual Arts	<ul style="list-style-type: none"> • Visual arts communicate the human experience • Artists, viewers, and patrons respond to art from familiar and unfamiliar cultures 		VA09-Gr.5-S.1-GLE.2 VA09-Gr.5-S.4-GLE.2
World Languages	<ul style="list-style-type: none"> • Identify and recognize the nature of culture through comparisons of the target culture(s) and the student’s own culture 		WL09-S.4-Nov-L-GLE.2
Music (with Musical Globetrotters)	<ul style="list-style-type: none"> • Articulate the meaning in music according to elements, aesthetic qualities, and human responses 		MU09-Gr.5-S.4-GLE.2

PRE-LESSONS

Elementary K-5

Language Lessons

Overview

Pick from a list of countries to do a short language lesson on the most commonly used phrases in other countries or have students recite numbers in another language (see Supplement for handout). This activity could be useful as a classroom warm up.

Colorado Prepared Graduate Competencies

1. Demonstrate understanding of the nature of language through comparisons of the language studied and their own
2. Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
3. Understand the structure and properties of our number system. At the most basic level numbers are abstract symbols that represent real-world quantities.
4. Make sound predictions and generalizations based on patterns and relationships that arise from numbers, shapes, symbols, and data

Notes

Geography Mapping

Overview

Have students complete the “What I Know About Me” worksheet (see Supplement for handout). Then, have the students plot their country of birth on a world map. Use strings and pushpins to pinpoint current location (Colorado) to birth countries or states. Students can also individually map out their ancestors’ origins (parents, grandparents, siblings) using the world geography map. For older students, label the map as well, including major water bodies, directions, and/or longitude/latitude lines. Labeled and unlabeled maps are provided. This can be replicated on a United States map.

Colorado Prepared Graduate Competencies

1. Develop spatial understanding, perspectives, and personal connections to the world
2. Examine places and regions and the connections among them
3. Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective

Notes

Passport Research Project

Overview

Create a Personalized Passport that allows students to explore another country they would like to visit (see Supplement for handouts).

1. Enter personalized information
2. Draw or include a photo of the student
3. Research country information including language spoken, climate, population, best time to visit, favorite tourist spots, sports, customs, traditions, etc.

Colorado Prepared Graduate Competencies

1. Develop spatial understanding, perspectives, and personal connections to the world
2. Examine places and regions and the connections among them
3. Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
4. Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues
5. Exercise ethical conduct when writing, researching, and documenting sources

Notes

- To print the passport for folding, print the cover and fold into quarters. The blank secondary page can be used for additional research information and inserted and stapled into the passport.

Exploring Personal Heritage Through Interview

Overview

Have students explore their personal heritage through interviews (this could be a family member or another adult with a similar heritage to that of the student). Interviewing others is a way to practice listening, writing, and comprehension skills. Questionnaires could be teacher or student-prepared. Once the interviews are gathered, have students write an expository piece about their interviewee (upper levels). This could be in the form of a presentation (digital or not) or similar to a magazine or newspaper article. Kindergarten students might just present orally in a group discussion. Alternatively, students could interview someone of another heritage that they are interested in. See Supplement for handout.

Colorado Prepared Graduate Competencies

1. Demonstrate skill in inferential and evaluative listening
2. Write with a clear focus, coherent organization, sufficient elaboration, and detail
3. Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
4. Apply standard English conventions to effectively communicate with written language
5. Articulate the position of self and others using experiential and material logic

Notes

Reading to Understand: Culture & Diversity

Overview

Use the list provided in the supplement to locate age-appropriate pre-reading materials for the students. Consider using a piece from each of the six cultures that will be exhibited in the program: Asia, Native American, Middle East, Jewish, African/African American, Hispanic/Latino.

Colorado Prepared Graduate Competencies

1. Develop an understanding of how people view, construct, and interpret history
2. Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
3. Demonstrate comprehension of a variety of informational, literary, and persuasive texts
4. Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts

Notes

- Additional resource: [Multicultural Children's Book Day](#), which includes free book resources as well as additional activities for teaching about diversity.

Stories to Tell

Overview

Many cultures have strong oral and written traditions to pass on the legacies of their culture. In this activity, examine some of the stories that were utilized in the pre-reading activity. Have students write their own narratives (fiction or non-fiction). Consider the significance of myths, traditions, and customs as students write their stories. Pair this activity with the writing process to emphasize the role of plan, draft, edit, revise.

Colorado Prepared Graduate Competencies

1. Write with a clear focus, coherent organization, sufficient elaboration, and detail
2. Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
3. Apply standard English conventions to effectively communicate with written language
4. Implement the writing process successfully to plan, revise, and edit written work
5. Master the techniques of effective informational, literary, and persuasive writing

Notes

- Additional Resource: [Storytelling: Oral Traditions by PBS](#). This provides ways to introduce storytelling into the classroom.

Teacher Show & Tell

Overview

Oftentimes we forget that teachers are people too! Take some time to develop a teacher show-and-tell in which you present your own story of culture, heritage, and tradition to share with the students. Students want to know more about their teachers and learn from those connections. This activity may be useful as a unit introduction element or paired with a biography writing exercise. This could also be a preface to the Personal Heritage Interview and followed up with individual student show and tell where a student can bring in a personal item that represents their culture, heritage, or a family tradition to share.

Colorado Prepared Graduate Competencies

1. Deliver organized and effective oral presentations for diverse audiences and varied purposes
2. Use language appropriate for purpose and audience
3. Demonstrate skill in inferential and evaluative listening

Notes

World Calendar or Student Planners

Overview

Have students develop a year-long calendar (or even school year calendar) that includes some of the significant dates or holidays for the cultures that will be discussed in the program. This could also be added to planners for students (oftentimes handed out) or the class could make their own. Have the students utilize the calendars throughout the year or make a class calendar by having the students collaborate in research groups and contribute to its creation. Cultures studied: Hispanic/Latino, Native American, Asian, African, Jewish, Middle East. *Since these are broad categories, students could focus on specific countries and research those as well.

Colorado Prepared Graduate Competencies

1. Develop spatial understanding, perspectives, and personal connections to the world
2. Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
3. Understand the structure and properties of our number system. At the most basic level numbers are abstract symbols that represent real-world quantities
4. Make sound predictions and generalizations based on patterns and relationships that arise from numbers, shapes, symbols, and data

Notes

- Additional resource: [The Organised Student](#) or you can create your own calendars using Word.

Stereotypes & Assumptions

Overview

While students may gain stronger understanding of cultural similarities and differences through this program or unit of study, many students harbor stereotypes and assumptions about countries, cultures, and traditions prior to unit study. Use the following Discovery Education Resource to guide students in understanding (and debunking) stereotypes, making assumptions, and how bias affects our lives.

- [Understanding Stereotypes](#)

Colorado Prepared Graduate Competencies

1. Analyze and practice rights, roles, and responsibilities of citizens
2. Develop spatial understanding, perspectives, and personal connections to the world
3. Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
4. Demonstrate skill in inferential and evaluative listening

Notes

- Additional resource: [Breaking the Prejudice Habit](#). Created by students at Ball State University, these activities center on acknowledging and understanding prejudice, tolerance, and stereotypes.

Global Citizenship

Overview

Explore the concept of citizenship with students. Discuss how our interconnectedness with others promotes a need for global citizenship. How does this foster student agency in learning about current events and/or participating in activities that serve others worldwide? What does it mean to be a good global citizen? Use the following resource link to shape a daily lesson:

- [10 Tips to Promote Global Citizenship in the Classroom](#)

As a follow-up, students could generate a reflective writing piece or create a Class Citizen Roles & Responsibilities Poster in which the class can collaborate on what it would mean to be a good class, community, and global citizen. Post this in the class for the year.

Colorado Prepared Graduate Competencies

1. Analyze and practice rights, roles, and responsibilities of citizens
2. Develop spatial understanding, perspectives, and personal connections to the world
3. Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
4. Demonstrate skill in inferential and evaluative listening

Notes

POST-LESSONS

Elementary K-5

Compare & Contrast Cultures

Overview

Have students utilize the Venn diagram (see Supplement for handout) to compare and contrast two of the cultures represented in Ceremonies and Festivals or Rites of Passages. Students could compare their own life to that of what they learned. Students in upper levels could complete a writing extension activity.

Colorado Prepared Graduate Competencies

1. Develop spatial understanding, perspectives, and personal connections to the world
2. Examine places and regions and the connections among them

Notes

Making Masks

Overview

After learning about the significance of masks in cultures around the world, have the students make their own. Masks hold great meaning and are utilized to express a variety of themes within a culture. Have the students develop their mask around a specific purpose or culture. Use the following resource link for more information: [Mask: Face Covering](#)

Colorado Prepared Graduate Competencies

1. Develop spatial understanding, perspectives, and personal connections to the world
2. Examine places and regions and the connections among them
3. Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
4. Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies
5. Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
6. Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas
7. Transfer the value of visual arts to lifelong learning and the human experience

Notes

- Additional Resource: [What Masks Reveal](#). This is a lesson plan utilized for Grades 6-8 from the National Endowment for the Humanities. It could be adjusted to accommodate for K-5.

Candle Decorating & Tin Candle Holders

Overview

Students should have a better understanding of the significance of candles and light in many cultures. In this activity, have the students create their own decorated candles. *Tin Candle Holder creation would be best suited for 4th or 5th grade. See Supplement for instructional handout.

Colorado Prepared Graduate Competencies

1. Develop spatial understanding, perspectives, and personal connections to the world
2. Examine places and regions and the connections among them
3. Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
4. Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies
5. Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
6. Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas
7. Transfer the value of visual arts to lifelong learning and the human experience

Notes

Recipes from Home

Overview

Have the class design their own recipe book by contributing their favorite home recipes or recipe traditions for the book. Create illustrations, procedural writing, and a short synopsis from each student about their inclusion. Compile the recipes for print to hand back to the students. Guided lessons and additional resource: [America: A Home for Every Culture](#)

Colorado Prepared Graduate Competencies

1. Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
2. Write with a clear focus, coherent organization, sufficient elaboration, and detail
3. Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
4. Apply standard English conventions to effectively communicate with written language
5. Implement the writing process successfully to plan, revise, and edit written work
6. Master the techniques of effective informational, literary, and persuasive writing

Notes

- As a follow-up activity, students could bring in samples of items to share with the class for their favorite recipes.

Afghanistan Kites

Overview

Kites have long been a part of cultures worldwide. From elaborate manufactured kites to simple homemade kites, each kite brings joy to people all over the world. In this activity, students can make an Afghanistan kite using a plastic grocery bag, thread, and two sticks! See Supplement for instructional handout.

Colorado Prepared Graduate Competencies

1. Develop spatial understanding, perspectives, and personal connections to the world
2. Examine places and regions and the connections among them
3. Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
4. Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies
5. Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
6. Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas
7. Transfer the value of visual arts to lifelong learning and the human experience

Notes

Ojos de Dios

Overview

The creation of an Ojo de Dios is attributed to the Hichol Indians and Navajo Indians. These cultural artifacts were developed to keep a watchful eye on people, in particular children. See Supplement for instructional handout.

Colorado Prepared Graduate Competencies

1. Develop spatial understanding, perspectives, and personal connections to the world
2. Examine places and regions and the connections among them
3. Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
4. Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies
5. Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
6. Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas
7. Transfer the value of visual arts to lifelong learning and the human experience

Notes

Pottery Design

Overview

The Native Americans tribes used pottery for ceremonial and household vessels. Their designs, however, often reflected a tribe's specific belief or artistic mark. In this activity, students can recreate pottery design reflective of a specific tribe or come up with their own design that conveys personal meaning. Please see additional resources for history and information. See Supplement for coloring page.

Colorado Prepared Graduate Competencies

1. Develop spatial understanding, perspectives, and personal connections to the world
2. Examine places and regions and the connections among them
3. Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
4. Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies
5. Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
6. Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas
7. Transfer the value of visual arts to lifelong learning and the human experience
8. Understand quantity through estimation, precision, order of magnitude, and comparison. The reasonableness of answers relies on the ability to judge appropriateness, compare, estimate, and analyze error.
9. Make sound predictions and generalizations based on patterns and relationships that arise from numbers, shapes, symbols, and data

Notes

- Additional Resource: [Native American Pottery Designs & Styles](#)
- Additional Resource: [Native American Art](#)

Written Reflections

Overview

A primary component in bridging understanding is to reflect upon what a student has learned and gained from their new knowledge. Have students reflect upon the importance of “Bridging Cultural Understanding.” Consider the following questions: In what ways might they pass on their learning to their families, their friends, their communities, or the world at large? How can an understanding of the similarities and differences in cultures translate into meaningful social action as they move forward? How can bridging understanding help foster empathy for others? How might this learning carry forward in students’ lives?

Colorado Prepared Graduate Competencies

1. Analyze key historical periods and patterns of change over time within and across nations and cultures
2. Develop spatial understanding, perspectives, and personal connections to the world
3. Examine places and regions and the connections among them
4. Analyze and practice rights, roles, and responsibilities of citizens
5. Write with a clear focus, coherent organization, sufficient elaboration, and detail
6. Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
7. Apply standard English conventions to effectively communicate with written language
8. Articulate the position of self and others using experiential and material logic

Notes

Bridging Cultural Understanding

Overview

In this hands-on, collaborative activity, students will come together for a challenge exercise to build the strongest bridge out of paper and tape. Groups of 3 or 4 can learn to work together to see what methods of construction will provide the greatest support or design for their bridge. What can that support symbolize in terms of connecting cultures together? What meaningful connections can be made to parts of the bridge, constructing the bridge, and its final outcome? (K-2 students can draw out their ideas instead or make solo bridges. They could also bridge themselves to another culture in an artistic representation.) Visit the following resources for challenge and test ideas:

- [NPASS: Paper Bridges](#)
- [Building Big: Paper Bridge](#)

Colorado Prepared Graduate Competencies

1. Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
2. Deliver organized and effective oral presentations for diverse audiences and varied purposes
3. Use language appropriate for purpose and audience
4. Demonstrate skill in inferential and evaluative listening
5. Apply transformation to numbers, shapes, functional representations, and data
6. Observe, explain, and predict natural phenomena governed by Newton's laws of motion, acknowledging the limitations of their application to very small or very fast objects

Notes

Reading to Revisit

Overview

Use the list provided for “Reading to Understand” to locate age-appropriate post-reading materials for the students. Consider using a piece from each of the six cultures that will be exhibited in the program: Asia, Native American, Middle East, Jewish, African/African American, Hispanic/Latino. Pair with one of the primary writing genres as an extension activity.

Colorado Prepared Graduate Competencies

1. Develop an understanding of how people view, construct, and interpret history
2. Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
3. Demonstrate comprehension of a variety of informational, literary, and persuasive texts
4. Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts

Notes

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Musical Globetrotters



Sheldon Sands offers the Musical Globetrotters segment of Bridges of Cultural Understanding. This musical performance is paired with the Rites of Passage and Ceremonies & Festivals education programs at the end of a month-long exhibit installation. In this event, Sheldon and his wife, Kathleen Sands, perform a schoolwide concert presenting music from around the globe. Students are exposed to the sounds and words of various languages and will be able to sing verses in a participatory setting that promotes music and cultural appreciation.

Sheldon graduated from Naropa Institute in 1985 with a B.A. in Music. He has been active as a teacher for both private lessons and as a guest teacher for numerous schools. His emphasis in music centers on ethnomusicology, which is the study of the cultural and social aspects of music that derives from a select population.

In 1997, Sheldon participated in an artistic residency in Israel for seven months with the Arad Arts Project. There, he cultivated a love of music from various cultures and was able to travel extensively. At the time, however, his focus was on the composition of music and sounds of Israel, and he was able to collaborate with Palestinian and Israeli musicians in various recording sessions.

Since that time, Sheldon has shared his music knowledge and insight with the west. He has played in various bands as a pianist, keyboardist, guitarist, and percussionist. He partnered with the Mizel Museum over eight years ago to help teach music summer camps and facilitate the Musical Globetrotters program, which reflects the music from each of the six different cultures represented within the exhibit cases. Additionally, Sheldon is involved in a new program at the Mizel Museum, “Living in Tune”, which addresses conflict resolution in order to encourage others to live harmoniously as a method to create a more respectful and peaceful world

SUPPLEMENT
Lesson Plan Materials

Counting to 10 in Different Languages										
	1	2	3	4	5	6	7	8	9	10
Spanish	uno	dos	tres	cuatro	cinco	seis	siete	ocho	nueve	diez
Japanese	ichi	ni	san	shi	go	roku	shichi	hachi	kyū	jū
Lakota (Sioux)	wanji	núnpa	yámni	tópa	záptan	sákpe	sakowin	saglogan	napciyunka	wikcemna
Hebrew	achat אחת	shtaim שתיים	shalosh שלוש	arba ארבע	chamesh חמש	shesh שש	shevah שבע	shmoneh שמונה	tesha תשע	eser עשר
Arabic	waahid ١	ithnaan ٢	thalatha ٣	araba ٤	khamasa ٥	sitta ٦	saba ٧	thamanya ٨	tisa ٩	ashara ١٠
Swahili	moja	mbili	tatu	nne	tano	sita	saba	nane	tisa	kumi

Common Phrases in Different Languages							
	Hello	Goodbye	Please	Thank You	Good Morning	Good Afternoon	Good Evening
Spanish	Hola	Adios	Por favor	Gracias	Buenos dias	Buenos tardes	Buenos noches
Japanese	konnichiwa	sayonara	kudasai	(domo) arigato	ohayo	konnichiwa	konbanwa
Navajo	Yá'át'ééh	Hágooshjí	T'aa shoodi	Ahéhee'	Yá'át'ééh abíní	Yá'át'ééh	Yá'át'ééh ałní'íní
Hebrew	shalom	lehitraot	beveksha	Toda rabah	boker tov	achar tzahar'im tovim	Laila tov
Arabic	as-salam alaykum	ma'a as-salamah	mīn fāḍlikā	shukran	sabahul khayr	masa al-khayr	tusbih ala khayr
Swahili	hamjambo (pl)	kwaheri	tafadhali	asanteni (pl)	habari ya asubuhi	habari ya mchana	habari a jioni

With the help of your parents or guardians, please complete this activity sheet. This information will be used in our class study of cultures. In order to complete this activity, you may need to contact additional family members.

1. My name is: _____
2. My birthday is: _____
3. I am the _____ child in your family? (1st, 2nd, 3rd): _____
4. My siblings' names are: _____

5. My parents' or guardians' names are: _____
6. I was born in: _____
7. I currently live in: _____
8. Language(s) I speak: _____
9. What countries or places are your ancestors from? _____

10. What are the favorite foods of your family? _____

11. What traditions or celebrations do you have that come from your ancestors? _____

12. Where does your name come from? _____

13. If I could visit any place in the world, it would be: _____
14. What are your favorite hobbies? _____

In this exercise, interview another person about their heritage. Similar to the “What I Know About Me” worksheet, spend some time interviewing another, older family member or another person about *their* heritage. This information will be used in our class study of cultures.

1. Your name is: _____
2. Your birthday is: _____
3. You are the _____ child in your family? (1st, 2nd, 3rd): _____
4. If you have siblings, what are their names? _____

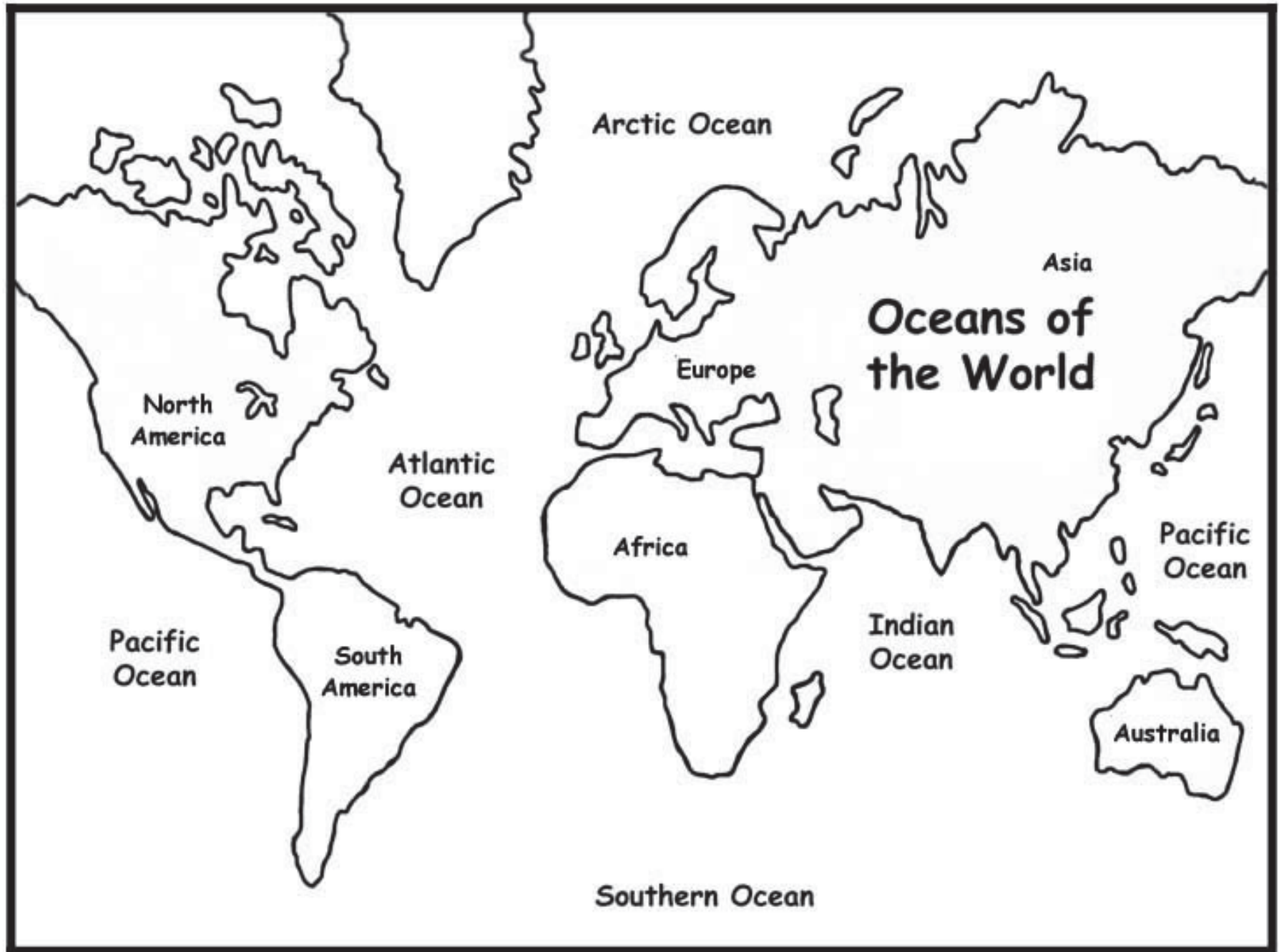
5. Your parents’ or guardians’ names are: _____
6. Where were you born? _____
7. Where did you grow up? _____
8. Language(s) you speak: _____
9. What countries or places are your ancestors from? _____

10. What are the favorite foods of your family? _____

11. What traditions or celebrations do you have that come from your ancestors? ____

12. Where does your name come from? _____

13. If I you could visit any place in the world, it would be: _____
14. What are your favorite hobbies? _____

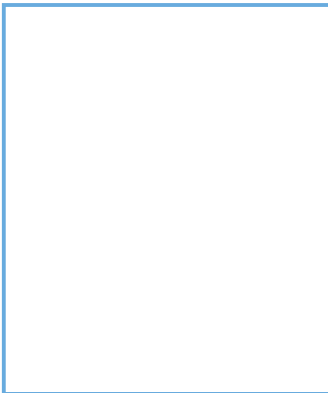






PASSPORT
TO

MUSEUM
MIZEL



Name: _____

D.O.B.: _____

Issuing State.: _____



Population.: _____

Language(s):. _____

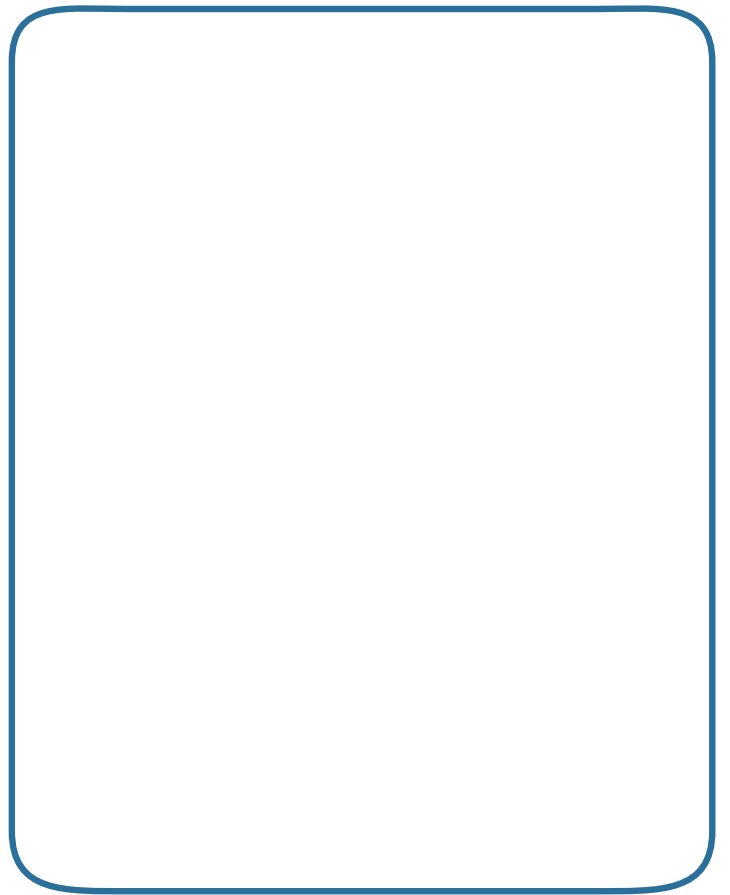
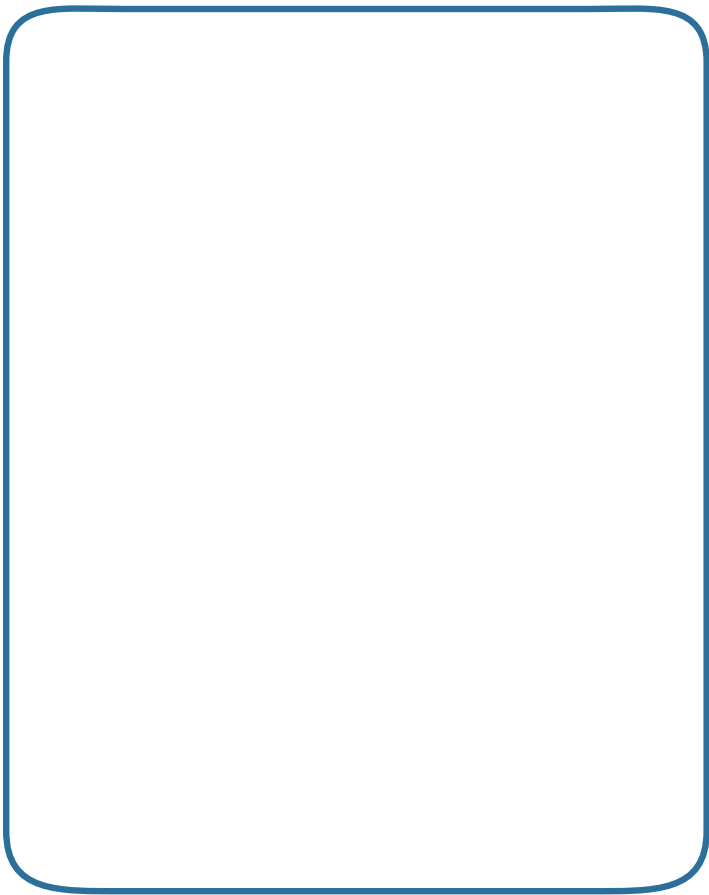
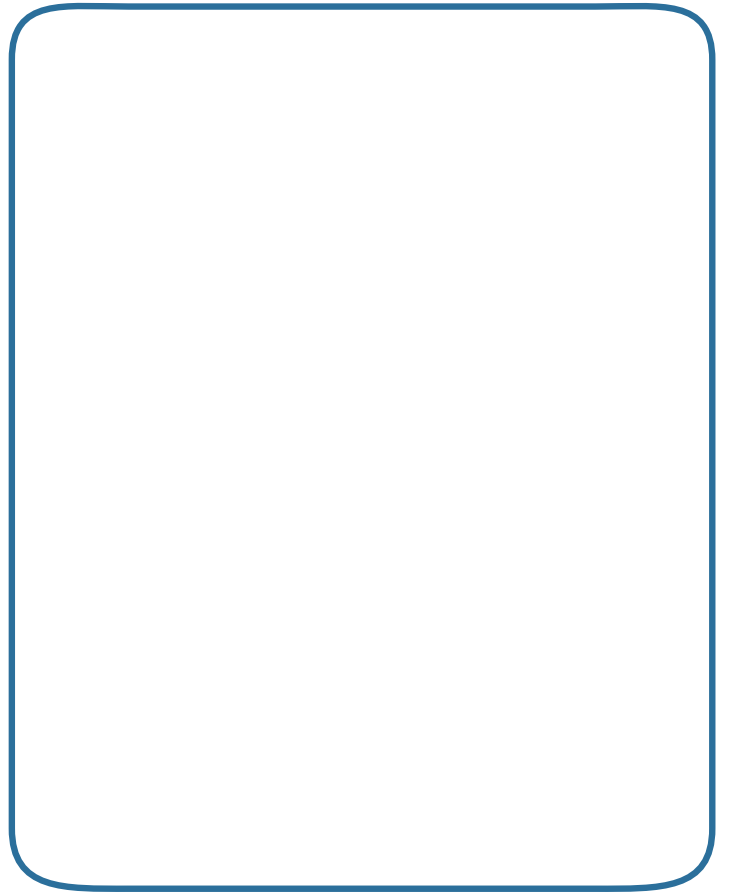
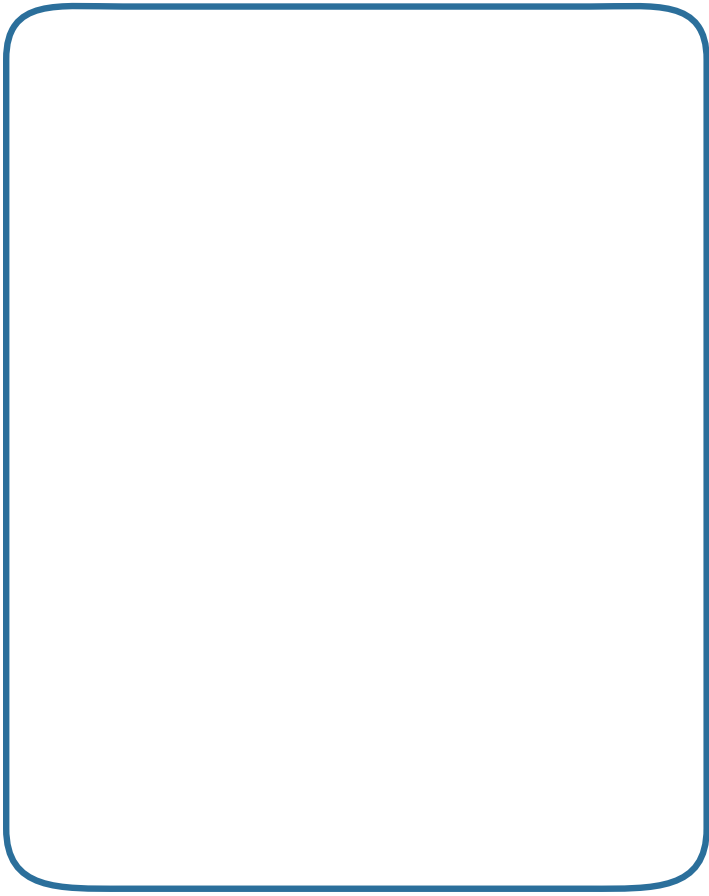
Continent.: _____

Climate.: _____

Tourist Season.: _____



Flag



A List of Multicultural Books for Students

The Tattered Cover Bookstores have provided a list of multicultural books for children on the following pages. You should be able to find these books at the Tattered Cover Bookstores, or in the library.

Cross-Cultural Picture Books

A Country Far Away by Nigel Gray
Bread, Bread, Bread by Ann Morris
Bein' With You This Way by William Nikola Lisa
Children Just Like Me by Anabel and Barnabas Kindersley
Creativity by John Steptoe
Everybody Bakes Bread by Nora Dooley
Everybody Cooks Rice by Nora Dooley
Fathers, Mothers, Sisters and Brothers by Mary Ann Hoberman
Home by Michael Rosen
Hopschotch Around the World by Mary Lankford
How to Make an Apple Pie and See the World by Marjorie Priceman
I Have a New Friend by Kathleen Allan-Meyer
Market by Ted Lewin
More More More, Said the Baby by Vera Williams
Nine O'Clock Lullaby by Marilyn Singer
Show and Tell Day by Anne Rockwell
Subway Sparrow by Leyla Torres
Talking Walls by Margy Knight
Talking Walls Continued by Margy Knight
Teammates by Peter Goldnbock
This is My House by Arthur Dorros
This is Our House by Michael Rosen
This the Way We Go to School by Edith Baer
Walk In My Shoes by Curriculum Associates
When Africa Was Home by Karen Lynn Williams
Who Says a Dog Goes Bow Wow? by Hank DeZutter
Yo! Yes? by Chris Raschka

Ages 8 to 10 Years

Mrs. Katz and Tush by Patricia Polacco
Pink and Say by Patricia Polacco
Scooter by Vera Williams
Soccer Sam by Jean Marzollo
Takiya and Thunderheart's Life Garden by J. Victor McGuire

Ages 12 and Up

The Brave by Robert Lipsyte
A Gathering of Flowers by Joyce Carol Thomas
Ghost Canoe by Will Hobbs
Maniac McGee by Jerry Spinelli
The Return by Sonia Levitin
Seedfolds by Paul Fleischman
Steal Away by Jennifer Armstrong
This Same Sky: A Collection of Poems from Around the World by Naomi Nye
True North by Kathryn Lasky

African-American Picture Books

Amazing Grace by Mary Hoffman
Aunt Harriet's Underground Railway in the Sky by Faith Ringgold
Barefoot: Escape in the Underground Railroad by Pamela Edwards
Boundless Grace by Mary Hoffman
Children of Promise: African-American Literature and Art for Young People by
Charles Sullivan
Follow the Drinking Gourd by Jeanette Winter
The Great Migration by Jacob Lawrence
Jambo Means Hello and Moja Means One by Muriel Feelings
Joshua's Masai Mask by Dkhar Hru
Kele's Secret by Tololwa Mollel
Kofi and His Magic by Maya Angelou
Masai and I by Virginia Kroll
Mufaro's Beautiful Daughters by John Steptoe
Now Let Me Fly by Dolores Johnson
Only a Pigeon by Jane and Christopher Kurts
Orphan Boy by Tolowa Mollel
The Story of Ruby Bridges by Robert Coles
Sweet Clara and the Freedom Quilt by Deborah Hopkinson
The Wagon by Tony Johnston
Where are You Going Manyoni by Catherine Stock
White Socks Only by Evelyn coleman
Working Cotton by Sherley Ann Williams

Ages 8 to 10 Years

The Big Bike Race by Lucy Jane Bledsoe
Coco Grimes by Mary Stolz
Coming Home - From the Life of Langston Hughes by Floyd Cooper
Go Fish by Mary Stolz
Harlem by Walter Dean Myers
Justin and the Best Biscuits in the World by Mildred Pitts Walter
Many Thousand Gone by Virginia Hamilton
Mississippi Bridge by Mildred Taylor

Ages 10 to 12 Years

For the Life of Laetitia by Merle Hodge
Morning Girl by Michael Dorris

Ages 12 Years and Up

Ajeemah and His Son by James Berry
Annie John by Jamaica Kincaid
A Taste of Salt: A Story of Modern Haiti by Frances Temple

South Africa
Picture Books

At the Crossroads by Rachel Isadora
The Day Gogo Went to Vote by Elinor Sisulu
Jafta by Hugh Lewin
Jafta the Homecoming by Hugh Lewin
Somewhere in Africa by Ingrid Mennen

Ages 10 to 12 Years

Journey to Jo'Burg by Beverley Naidoo
The Middle of Somewhere by Sheila Gordon

Ages 12 Years and Up

Chain of Fire by Beverley Naidoo
No Turning Back by Beverley Naidoo
Paper Bird by Maretha Maartens
Somehow Tenderness Survives by Hazel Rochman
Waiting for the Rain by Sheila Gordon

Mexico, Central and South America
Picture Books

Abuela by Arthur Dorros
Amelia's Road by Linda Altman
A Bear for Miguel by Elaine Alphin
A Birthday Basket for Tia by Pat Mora
Borreguita and the Coyote by Verna Aardema
A Day's Work by Eve Bunting
Diego by Jonah Winter
Going Home by Eve Bunting
How Many Days to American by Eve Bunting
Josefina by Jeanette Winter
Moon Rope Un Lazo A La Luna by Lois Ehlert
My First Book of Proverbs by Ralfka Gonzalez and Ana Ruis
My Mexico Mexico Mio poetry by Tony Johnston
Pedrito's Day by Luis Garay

Snapshots From the Wedding by Gary Soto
Tamarindo Puppy and Other Poems by Charlotte Pomerantz
Tonio's Cat by Mary Calhoun
Too Many Tamales by Gary Soto

Ages 8 to 10 Years

The Most Beautiful Place in the World by Ann Cameron
My Name is Maria Isabel by Alma Ada
Pool Party by Gary Soto
The Skirt by Gary Soto

Ages 10 to 12 Years

Baseball In April and Other Stories by Gary Soto
Chucaro: Wild Pony of the Pampa by Francis Kalnay
El Guero by Elizabeth De Trevino
Maldonado Miracle by Theodore Taylor
Morning Girl by Michael Dorris
Shark Beneath the Reef by Jean Craighead George

Ages 12 Years and Up

Among the Volcanoes by Omar Casteneda
Barrio Streets and Carnival Dreams by Lori Carlson
Cool Salsa by Lori Carlson
The Crossing by Gary Paulsen
Journey of the Sparrows by Fran L. Buss
Lupita Manana by Patricia Beatty
Parrot in the Oven by Victor Martinez
Taking Sides by Gary Soto

Native American
Picture Books

Annie and the Old One by Miska Miles
Beardream by Will Hobbs
Cheyenne Again by Eve Bunting
Brave as a Mountain Lion by Ann H. Scott
Dancing Teepees: Poems of American Indian Youth selected by Virginia Sneve
Fire Race by Jonathan Londaon
Fox Song by Joseph Bruchac
The Girl Who Loved Wild Horses by Paul Goble
The Great Ball Game by Joseph Bruchac
The Lost Children by Paul Goble
Mama, Do You Love Me? by Barbara Joosse
Polar Bear Son and Inuit Tale by Lydia Dabcovich
Rough-Face Girl retold by Rafe Martin
Small Tall Tale From the Far Far North by Peter sis
Thirteen Moons on Turtle's Back retold by Joseph Bruchac

Ages 8 to 10 Years

The ChiChi Hoo Hoo Bogeyman by Virginia Driving Hawk Sneve
The Lightning Inside You and Other Native American Riddles by John Bierhorst
Sees Behind Trees by Michael Dorris
The Unbreakable Code by Sara Hunter

Ages 10 to 12 Years

Bear Dance by Will Hobbs
Bearstone by Will Hobbs
Far North by Will Hobbs
Naya Nuki Shoshoni Girl Who Ran by Kenneth Thomasma
Toughboy and Sister by Kirkpatrick Hill

Ages 12 Years and Up

The Brave by Robert Lipsyte
Calico Captive by Elizabeth Speare
Circle Unbroken by Sollace Hotze
Julie by Jean Craighead George
Julie's Wolf Pack by Jean Craighead George
Once On This Island by Gloria Whelan
Soaring Eagle by Mary Peace Finley
Walk 2 Moons by Sharon Creech

Asian and Asian-American Picture Books

A is For Asia by Cynthiz Chin-Lee (Asia)
Angel, Child, Dragon Child by Michele Surat (Vietnam)
Baseball Saved Us by Ken Mochizuki (Japan)
Bicycle Man by Allen Say (Japan)
The Bracelet by Yoshiko Uchida (Japan)
Cleversticks by Bernard Ashley
Count Your Way Through Japan by Jim Haskins
Crow Boy by Taro Yashima (Japan)
Dia's Story Cloth by Dia Cha (Vietnam Hmong)
Dumpling Soup by Jama Kim Rattigan (Hawaii)
Grandfather's Dream by Holly Keller (Vietnam)
Heroes by Ken Mochizuki (Japan)
Hush! A Thai Lullaby by Mingfong Ho (Thailand)
I Hate English! by Ellen Levine (China)
In the Snow by Huy Voun Lee (China)
Lotus Seed by Sherry Garland (Vietnam)
Maples in the Mist translated by Mingfong Ho (China)
Mountains of Tibet by Mordicai Gerstein (Tibet)
Our Home is the Sea by Riki Levinson (China)

Sadako by Eleanor Coerr (Japan)
The Tiny Kite of Eddie Wing by Maxine Trottier (China)

Ages 8 to 10 Years

Voices of the Heart by Ed Young (China)
Yang the Youngest and His Terrible Ear by Lensey Namioka (China)

Ages 10 to 12 Years

If It Hadn't Been for Yoon Yun by Marie Lee (Korea)
In the Year of the Boar and Jackie Robinson by Bette Bao Lord (China)
Jar of Dreams by Yoshiko Uchida (Japan)
Journey Home by Yoshiko Uchida (Japan)
Journey to Topaz by Yoshiko Uchida (Japan)
Little Brother by Allan Baillie (Cambodia)

Ages 12 Years and Up

American Dragons by Lawrence Yep
Children of the River by Linda Crew (Cambodia)
Hiroshima by Lawrence Yep (Japan)
Homesick: My Own Story by Jean Fritz (China)
The Ink-Keep's Apprentice by Allen Say (Japan)
Let 100 Flowers Bloom by Feng Jicai (China)
The Lost Garden by Lawrence Yep
One Bird by Kyoko Mori
Song of the Buffalo Boy by Sherry Garland (Vietnam)
Year of Impossible Goodbyes by Sook Nyul Choi (Korea)

Middle East
Picture Books

Ali, Child of the Desert by Jonathan London
The Day of Ahmed's Secret by Florence Parry Heide
Sami and the Time of the Troubles by Florence Parry Heide

Ages 12 Years and Up

Broken Bridge by Lynn Reid Banks
Haveli by Susan Staples
Kiss the Dust by Elizabeth Laird
One More River by Lynn Reid Banks
Shabanu, Daughter of the Wind by Suzanne Fisher Staples

Books Related to the Holocaust
Picture Books

The Children We Remember by Chana Byers Abells
Let the Celebrations Begin! by Margaret Wild and Julie Vivas

Rose Blanche by Robert Innocenti

Star of Fear Star of Hope by Jo Hoestlandt

The Terrible Things: An Allegory of the Holocaust by Eve Bunting

Ages 8 to 10 Years

Number the Stars by Lois Lowry

Ages 10 to 12 Years

Alan and Naomi by Myron Levoy

I Have Lived 1000 Years by L. bitton-Jackson

Jacob's Rescue by M. Drucker, M. Halperin

Touch Wood a Girlhood in Occupied France by Renee Roth-Hano

The Upstairs Room by Johanna Reiss

Waiting for Anya by Michael Morpurgo

When Hitler Stole Pink Rabbit by Judith Kerr

Ages 12 Years and Up

The Journey Back by Johanna Reiss

A Time to Choose by Martha Attema

CULTURE: _____

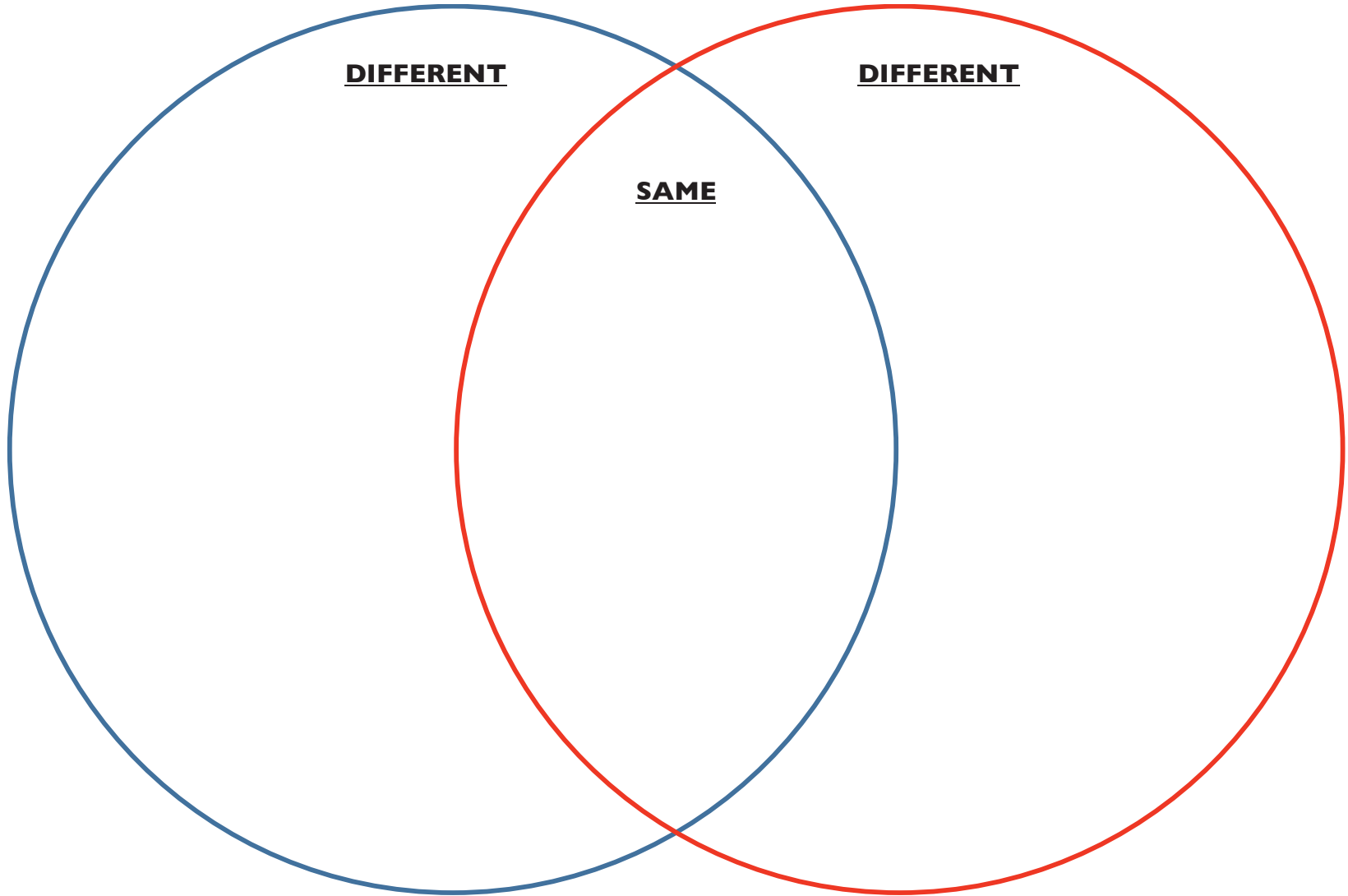
CULTURE: _____

DIFFERENT

DIFFERENT

SAME

NAME: _____



The use of candles in ceremonies and traditions extends to many cultures worldwide. In this activity, students can make and decorate candles or make tin candle holders. The method of candle-making is based upon age and availability of materials.

Candle Decorating with Wax & Embellishment

For this method, have students decorate candles with sheets of wax or beeswax. Supplies for wax can be found at the hobby store and candles can be located in the supermarket. Precut shapes can be made with cookie cutters (or you can have students try with plastic cookie cutters). Have students apply cut shapes to their candles. Designs (or engravings) can also be created on the wax sheets with any number of household implements, such as bottle caps or beads. The wax pieces to place on or around the candle should soften from the warmth of the students' hands.

Candle Decorating with Wax Paper, Tissue Paper, and a Markers



This method takes more work on the part of the teacher (or adult volunteer). Students decorate a piece of white tissue paper with markers. The designs should be simple since the tissue paper is so fragile. Once the students have completed their drawings, the drawing is placed around a candle. The teacher or volunteer can wrap a piece of wax paper around the tissue paper with wax paper. Then, using a heat gun or hairdryer, the tissue is “melted” into the candle with the design, transferring the image with the help of the wax paper. For a more detailed lesson, please see the following

resource link: [Come Together Kids: Artwork Candles](#)

Tin Candle Holders (Advanced Activity)

In this last activity, older students can make candle holders with tin cans saved from the kitchen. Once the tin can is washed and free of labels/glue, students can paint the can or leave it as its original color (painting could also be done after the design is created). The suggested method is to add water to the cans and freeze them beforehand to create a hard surface for punching (so they do not dent). If this is not done, large binder clips could be used to hold the can down to a desk or solid surface to avoid rolling away during the punching process and students will need to be careful to not exert too much pressure on the can itself. Working in partners could help with this issue. Designs can also be drawn on white paper beforehand and taped to the can or the students can create a freehand design. Hammer and nails are also needed for this activity and the diameter of the nail will determine the look of the design. This is an advanced activity for older students, so take necessary precautions when utilizing this activity in the classroom.



There are many different methods to making kites. Kites have become a long-lasting symbol of celebration and childhood. They have been used in cultures around the world and can illustrate both simple and complex kite design. For more comprehensive information, please visit the following resource on the history, uses, and even lesson plans for kites: [American Kitefliers Association](#)

For this exercise, students can make an Afghanistan kite using a plastic grocery bag, thread or light string, and two flexible sticks. Reference materials often suggest using bamboo sticks (found in the landscaping section of your local home improvement store). However, any mildly flexible stick will do (such as those found in the craft section of your hobby store). Brief instructions are as follows:

1. Flatten out the plastic bag
2. Cut off the bottom of the bag in a straight line and cut off the handles
3. Cut one side of the bag so it can be opened (you should have a large plastic sheet)
4. Make a triangle on one end by folding a corner up to the top of the edge of the bag
5. Cut the triangle from the rest of the plastic so you end up with a square
6. Have two sticks cut for the supports:
 - a. Make one stick about a $\frac{1}{2}$ inch smaller when measuring diagonally corner to corner
 - b. Make the other stick about 2" bigger than the other
7. Lay the shorter stick from corner to corner lengthwise and fold over the corner (for reinforcement, use electric tape on the corner)
8. Fasten the bag to the stick using thread (tying and wrapping multiple times works best)
9. Repeat on the other corner (you should now have the vertical stick in place)
10. To tie the horizontal stick in place, lay the stick down and fasten the bag to the end using the same technique (fold over the plastic and tie off with a string)
11. To make a true Afghanistan kite, gently bend the stick in an upward arch and tie off the opposite corner. The tighter this corner can be tied, the tougher the kite will be.
12. Tie off string to the cross section to finish.



Use the following YouTube Video for visual instructions: [How to Make an Afghanistan Kite](#)

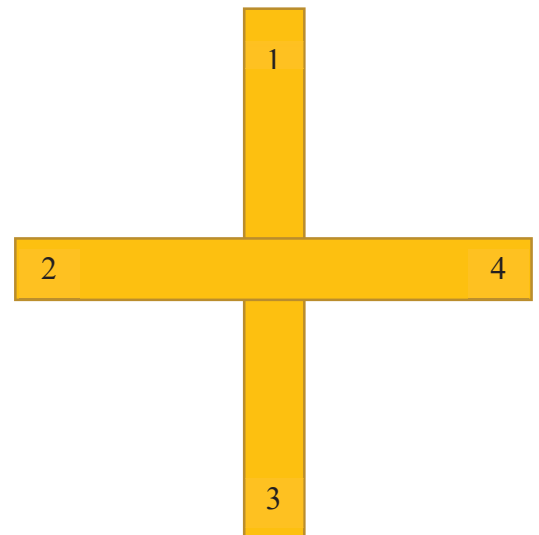
Ojos de Dios or God’s Eye, were developed by the Huichol Indians. It was made when a child was born to watch over them. There are several cultures that have since adopted the Ojos de Dios and have expanded the simple, two-stick design to create much more elaborate weavings. This activity uses sticks and yard to weave an Ojos de Dios. Smaller Ojos could be made for ornaments, while larger Ojos could be created for household decoration. For this activity, the traditional two sticks are used to explain the weaving process.

Materials:

- 2 sticks of equal length (even small twigs or sticks from trees can work to make an Ojo). Try to choose two sticks that are a little skinnier to make the design look tighter
- Different colors of yard (at least two for contrast)

Weaving:

- Glue the two sticks together in the middle so they form a plus sign
- Number the ends of the sticks on the back or in pencil on the front: 1, 2, 3, 4
- Tie one of the lengths of yarn around the middle, wrapping a few times to keep it together
- Start the weave with the yarn on the right side of Stick 1
- Wrap around the stick once so you are back on the right side
- Rotate the piece so Stick 2 is on top
- Cross over the top of Stick 2 and wrap around it so the yarn is now on the right side of 2
- Rotate the piece so Stick 3 is on top
- Cross over the top of Stick 3 and wrap around it so the yard is on the right of 3
- Continue rotating the stick in this way, crossing over the top of each stick and around it before rotating
- Different colors can be tied to the initial yarn to make new square. Loose ends can be tucked or weaved in to the Ojo
- More sticks can be added to create a more elaborate Ojo.



There are a lot of YouTube videos posted if it helps to watch someone create an Ojo. While this activity is not too hard, it can be a complex activity for students that are still building their hand/eye coordination. Please visit the following resource for history and information:

[Oklahoma Historical Society: God’s Eye](#)

