

# WORLD FAIR CELEBRATION

The World Fair is a culminating activity that allows students to show off what they know about the countries they learned about in the unit. In addition, it provides an opportunity for students to practice cooperative group work and time management skills.

This will be a fair-like atmosphere, with different booths that you can visit. Each group will be responsible for a booth or station that will showcase your assigned country at the event. You want visitors to leave your booth feeling that they have learned something about a unique and special place.

Assign students the following information to cover during the fair:

## World Map—

- location of country being studied clearly marked on the map
- what continent it is on
- what hemispheres it is in
- the date and time it is in that country if it is 12 noon (12:00 p.m.) on January 1<sup>st</sup> at the prime meridian in Greenwich, England.

## Country Map

- Capital and major cities, rivers, mountains, lakes, deserts
- Also you may include tourist spots, natural resources, etc.

## Food

Make posters, pictures, recipes  
Display actual foods



## Entertainment



Music, books, dance, sports,  
games (teach/play)

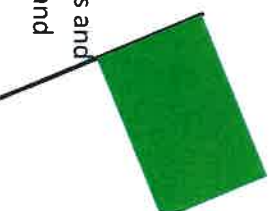
## Dress

- How do people dress daily?
- School uniforms
- Festivals, celebrations, ceremonies
- Show copies of pictures, make your own drawings, dress a doll, or come dressed in costume



## Flag—When it was

adopted; what colors and  
symbols mean, size and  
shape, other facts



## Festivals and celebrations

Act out  
Props, posters, stories



## Language

What is the official language?  
Teach seven basic sayings in the official  
language



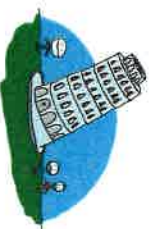
## Industry, exports

Bring in samples  
Show pictures or drawings  
Charts and graphs



## Must-Sees

Places, parks, building structures  
Use pictures, posters, replicas, etc



## Plants and animals

- Pictures and drawings
- Samples of fruits or plants



**Add any other art and information you studied in this unit**

## Olympic Field Day



### **Suggested Grade Level:**

Kinder – 8<sup>th</sup> grade

### **Description of Idea**

We begin our Olympic Field Day by going through the same procedures that Olympic athletes do. We begin with the Parade of "Athletes" (all students in the classes) who come down to the gym/grass area carrying the flag of their "country". The rest of the opening ceremony is:

1. Facilitator declares the Games open.
2. Discussion of the torch lighting followed by the torch being run in by chosen students.
3. The lighting of the torch.
4. Administer the Olympic Oath
5. Release the (paper) doves
6. "Let the Games Begin"

### **Potential Events:**

- Team Volley (Moon Ball)
- Team Walk race (Stick with Me)
- Olympic Ring Race (Houdini Hoops)
- Discus Throw (Regular Frisbee throw for distance)
- Shot Put (throw softball/bean bag for distance)
- Sprints
- Relay Race
- Potato Sack Race
- Standing Long Jump

### **Choosing Teams:**

Each team will consist of students in grades K-8. These students will be divided evenly into 4 teams. Each student will participate in every event.

### **Informational meeting:**

I will be scheduling a field day informational meeting for all those interested in hosted an event. During this meeting we will review the different events, scoring and logistics.

# Traveling to Far Off Places

## **Primary Learning Objective(s):**

Students will:

1. Create and maintain an itinerary
2. Apply map reading skills to real-life situations
3. Search Web sites for accurate information related to a defined topic
4. Create a multimedia presentation related to research and, or
5. Design a brochure based on research, or
6. Create a scrapbook about their trip

**Approximate Duration of the Lesson:** Up to 5 hours depending on which activities are chosen

**Materials and Equipment:** notebooks and folders to keep materials and group meeting notes organized, construction paper, art materials

**Technology Resources Needed:** Computers with Internet connection, presentation software such as PowerPoint, Microsoft Publisher or other desktop publishing or word processing software. If you have limited access to technology, students can draw, cut and paste pictures to create the brochure or scrapbook.

**Background/Preparation:** The multimedia presentation and the brochure can be done simultaneously by different members of the groups, or each member can contribute to a portion of each product.

## **Procedures/Activities:**

- 1.) On paper, the students will plan which team member is going to be responsible for researching the different parts of the project. These include, what car to use, restaurants to visit, hotels to use, and which route to travel. Each student gets to choose and research an attraction in the area he would like to visit.
- 2.) This step may take two 50-minute sessions in the computer lab. Students spend time researching and gathering information on their topics. Prior to beginning this phase, give a list of possible web sites that would be helpful. These could include, but are not limited to:

[www.travelocity.com](http://www.travelocity.com)

[www.mapquest.com](http://www.mapquest.com)

[www.expedia.com](http://www.expedia.com)

[www.ticketmaster.com](http://www.ticketmaster.com)

3.) Once students have gathered their information, students should first plan, on paper, their slideshow presentations. Then, arrange computer time for them to create a slideshow presentation which highlights the "trip". It must include a map of the route, a picture of, and information about, the type of car they chose, and pictures and descriptions of the restaurants, hotels, attractions etc. visited. This may take several computer lab periods.

4.) The next project in this unit is to create a brochure of the country they visited. Begin by showing students several brochures that have been picked up from a travel agent or the local Chamber of Commerce. Discuss how the brochures are laid out, and what type of information they include. Tell the students their brochures must focus on the history of the destination they chose. It must include pictures, text, and a bibliography of the resources. This can be done by using Microsoft Publisher or other desktop publishing or word processing software.

5.) Once all groups are finished with their projects, allow time for each group to present its PowerPoint presentation and brochure to the class.

### **Traveling to far off places Rules**

1. Find out how many miles you will be traveling from Stockton to your country, and figure out the best route to take. (Do you want the quickest most direct route, or do you want the most scenic route?)
2. Research how you will get around in the country, public transportation, rental car, taxis. How much will it cost?
3. Research the hotels in the area you are traveling to, and decide which one is right for you. You might want to consider things like proximity to your destination, amenities such as pool, free continental breakfast, shuttle service to area attractions, and cost per night. Don't forget to include hotels for the nights you are traveling to and from your destination.
4. Research the attractions you are going to visit. What sights do you want to see, how much will each cost, and how many days will you be there?
5. Research the restaurants in the area. Where do you plan on eating, and how much will it cost? Remember you have 3 meals per day for 7 days, times 4 people.
6. Allow each person in your group money for souvenirs.
7. Keep track of your money, when you run out, you're stuck!

### **Choices for Final Projects**

1. Make a Power Point presentation that includes: a map of your route, pictures and highlights of the places you visited, and an itemized list of your budget.
2. Make a brochure that focuses on the history of the city and sites you visited. This must also include pictures of your "trip."
3. Make a scrapbook highlighting your trip (see next pages).

Hints: The following websites may be helpful. [www.travelocity.com](http://www.travelocity.com); [www.mapquest.com](http://www.mapquest.com); [www.expedia.com](http://www.expedia.com); [www.ticketmaster.com](http://www.ticketmaster.com); [www.yelp.com](http://www.yelp.com)

### Scrapbook Culminating Activity

Create a scrapbook of your vacation to the country you studied. You will include information that shows knowledge of the culture. You must include the following:

1. Itinerary (List of sites, places visited and dates and time) of your trip for 7 days and 7 nights. You must visit at least 3 different places. What did you do each day from 8:00 AM – 10:00 PM?
2. A map showing the major cities and geographical features. Mark your map showing the sites you visited.
3. Include the country's flag.
4. 3 pictures from the country you visited (drawn or cut out). Include a caption underneath each photo that explains the photo and briefly what you did there.
5. A menu from a restaurant you dined at during your stay. Design a menu from a restaurant you ate at in that country. Your menu must have breakfast, lunch, and dinner, beverages and dessert. Include a caption that explains that you ate at this restaurant, etc.
6. 2 tickets stubs from cultural events you attended. Underneath the stubs add a caption that briefly describes the event.
7. 3 travel logs—journals written while visiting the country. These journals should reflect the things that you have done, seen and learned while visiting the country. Tell about three souvenirs you brought back. These must be written in essay form, and have no spelling errors. Each travel log must be 1/2 page long.
8. Include a coin or bill of currency from the country. In the caption underneath include exchange rate.
9. Put together a scrapbook using 8 1/2 X 11 paper. You must have a cover with a title and your name.

**All pictures, ticket stubs, menus, etc. must have captions.**

# Scrapbook Example



This is a Zork banknote. One hundred Zorkettes make up one Zork. One American dollar equals 5 Zork dollars. The exchange rate really helped me out. I had more money to buy souvenirs and lamb kabobs.

## Travel Log 7/13/14

After breakfast, I headed out to the art museum. There was an oil painting exhibit by Zokar. Zokar is a famous Zalbanian painter. He is known for his drippy paintbrush style. "The Big Drip," his most famous work is filled with happy little trees.

Zelden's marble sculptures stood like giants among the other pieces of art. His famous statue of Zorf the god of dirt was fabulous. Zorf is holding a shovel full of dirt in one hand and giving the thumbs up sign with his other hand.

I left the museum and ate lunch at the historic Zalbanian Inn. The food was great, and the inn was amazing. The building dates back to the 1300's.

According to a plaque inside, Zorkle the Great slept here on his way to the Battle of Zeedle. The inn still looks strong and in good shape. They must have really built buildings strong in those days.

## Peniski

### Breakfasts

Ground Mush  
Turtle Eggs  
Sea Bass Omelet



### Lunch

Goat Cheese and Flat Bread

Beet Pie

Slavic Casserole



### Dinner

Lamb Kabobs  
Lamb Chops  
Lamb Stew

### Desserts

Flaming Rutabaga

### Beverages

Goat Milk  
Coke  
Tea



This is the menu I got from Peniski Restaurant. I enjoyed a wonderful dinner here. The kabobs were superb. My friend's lamb stew looked scrumptious.



# Create Living Statues

*Have students research and report on some important people from this culture.*

## Preparing for the lesson:

1. Have students research significant people from the culture/country you are studying.
2. Provide students with the Speech Organizer page.

Assign one of the following famous Kenyan's to each student, or any other famous people.

<b>Isabella Ochichi</b> -- Olympic medalist, runner	<b>Uhuru Kenyatta</b> president
<b>Mouloud Mammeri</b> -- writer, poet, anthropologist, linguist	<b>Kakai Kilonzo</b> musician
<b>Kad Merad</b> -- actor, screenwriter, director, producer	<b>Jimnah Kimani</b> artist
<b>Mustapha Moussa</b> -- Olympic medalist, boxer	<b>Chris Kirubi</b> entrepreneur, industrialist
<b>Deeo Roy</b> -- actor, stuntman	<b>Fundi Konde</b> musician
<b>Paul Tergat</b> Olympic medalist, long-distance runner	<b>Hussein Adan Isack</b> naturalist
<b>Pio Gama Pinto</b> -- journalist, politician, freedom fighter	<b>Bulinya Martins</b> painter
<b>Michael Werikhe</b> -- conservationist	<b>Ngugi wa Miriri</b> playwright
<b>Bethwell Allan Ogot</b> historian	<b>Seth Mshindi</b> painter
<b>Miriam Were</b> public health advocate, academic, novelist	<b>Mohamed Amin</b> photographer, publisher
<b>Wahome Mutahi</b> humorist	<b>Ngugi wa Miriri</b> playwright
<b>Daniel Adongo</b> footballer	<b>Henrie Mutuku</b> singer
<b>Richard Dawkins</b> biologist	<b>John Njue</b> Roman Catholic cardinal
<b>Mugo Gatheru</b> writer	<b>Catherine Ndereba</b> Olympic medalist, marathon runner
	<b>Wahome Mutahi</b> humorist
	<b>Mukoma wa Ngugi</b> poet, author
	<b>Simeon Nyachae</b> politician
	<b>Jeremiah J.M. Nyagah</b> politician

## Create Living Statues

1. Tell students that they are going to research and write short biographical speeches about their important person. The speeches will be written in first person, as if they are the characters describing themselves.
2. Have students also note any clothing or props associated with their character as they research. Tell them they can dress in costume and present their speeches as if they are museum statues come to life.
3. Have students write out on paper the Speech Organizer outline and have them prepare their speeches. Visual aids include their costumes and props.
4. Set up days to rehearse. Students will be frozen as others speak. To set up your museum have students dress in their costumes and pose as if statues.
5. On the day of the presentation, tell students they have entered a museum where the statues come to life.
6. Each statue takes a turn speaking and then freezing again.

### Speech Organizer

I. **Introduction**—get audience interested—question, trivia, joke, dramatization

II. **Body**—clear sequence of events, points with supporting details

III. **Conclusion**—summarize and state points, end with strong closing statements



## **Travel Around the World Game Instructions**

*Students will prepare a game board, game cards and game pieces. The game is played in a similar way to Monopoly or Candyland.*

**Time Duration:** 1-2 classes

### **Materials per Student:**

- One 11x17" sheet of white construction paper
- 20 question cards 2x4" or smaller, either precut, or prepare a sheet for students to cut
- Paints, crayons or markers, ruler, scissors, pencil, paper clip, glue stick, small baggie
- Optional: spinner, a modeling substance (for example, Model Magic)

### **Objective:**

- Summarize and compare specific characteristics of several countries. (Can be used for two or more countries.)
- Research to learn about a country other than the United States. Draw comparisons between specific areas of interest, such as: geography, food, children's activities, and celebrations.

### **Activities and Procedures:**

1. Record facts in a way that is useful to you. For example, students can write researched facts and comments on post-its, and then group their comments with those of similar content written by other students in the class. A country journal could be made for students to record their own facts for game cards.
2. Make playing cards. Use construction paper cut to approximately 2"x4" for each card.

3. Write cultural questions on each card. (Cards can also be prepared on computer.) Some sample cards are as follows:

- \* Eat a pretzel and a frankfurter at Oktoberfest. Move ahead two spaces.
- \* Stay overnight at a castle in the Alps. Skip a turn.
- \* Say Guten Morgen before you leave for school. Move ahead one space.
- \* Play with a German Shepherd puppy.  
Go back two spaces.
- \* Score a goal for Team Germany in a soccer match. Move ahead three spaces.

4. Students should continue to create game cards for additional countries. They can be stored in a plastic baggie. The number is not significant, but five cards for each country, 20 total, is suggested.

5. Preparation of game board.

- 1) Color or paint a world map and glue it in the middle of the game board.
- 2) Use a ruler to make the border and spaces.
- 3) Color or paint the world map. When dry, add details with a fine point marker. (Watercolors work well.)
- 4) Create "Take a Card" spaces at random places and put a dot or a star in those places.
- 5) Designate "Start Here" and "Finish" spaces.
- 6) Make two rectangles on the game board. One is for playing cards that the students have created; the other is the discard pile.

- 7) Make a place for the spinner. If you don't have a spinner, you can write the numbers 1-4 in pie pieces of a circle and use a paperclip and pencil as spinner. You could also use one die.
- 8) Decide on playing pieces. Use buttons, coins or create playing pieces with a modeling substance. A small ball of Model Magic (for example) is sufficient. Students can make the items reflect the symbols of the countries studied.
- 9) Provide a baggie for students' playing cards, spinner or die, and playing pieces. If possible, laminate the board. It is also useful to give students a rubber band to roll up their board and store their cards and playing pieces inside the roll.
6. Playing the game. Players spin to move. When they land on the "Take a Card" spaces, players should follow the directions on the card. First person to finish is the winner. (Making the game may be even more fun than actually playing!)



## MINI-BOOKS

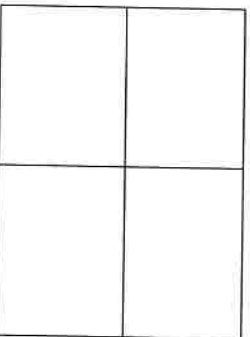
### Beginning Readers

You may have older grades make Mini-books  
for the Beginning Readers too

- > As a group review what students have learned.
- > Write a list of words that students give you, that are related to the topic. These words should be ones that can be illustrated.

- > Give each child a piece of blank paper.

- > Have them fold it in  $\frac{1}{2}$  and then  $\frac{1}{2}$  again- they should have 4 squares



- > At the bottom of each square the student prints one word or a sentence from their study

- > Direct them to illustrate the word. Encourage them to use 'details' in their pictures

- > The squares may be cut apart and stapled together to make a book.

- > You may do this activity each week as a review and put all the pages together to make one large book.

- > Students can take turns "reading" their book to other students or staff.

# Place-to-Place Pop-Ups

2-13

K-2

3-4

5-6

## Suggested Preparation and Discussion

Ask children to find reproductions of the works of African American artists, such as Jacob Lawrence's "Migration Series," as well as Joshua Johnston, James VanDerZee, William Johnson, Romare Bearden's collage art, and Faith Ringgold's fabric story art.

Explain how Lawrence painted the "Migration Series" in 1940 as a means of telling the story of the African American migration from the rural South in the early part of the 20th century to the industrial cities of the North in search of employment.

Explain that each child will make a pop-up to explain to others what part of the "Migration Series" impressed or inspired them the most. Create and share an example of the type of project they will make.

Display examples of masks and pictures of masks from different parts of the world, various time periods, and those used for a range of purposes. Discuss materials used to make them.

Children each choose a situation in which a feeling can be portrayed in a unique mask.

## Crayola® Supplies

- Colored Pencils
- Crayons
- Glitter Glue
- School Glue
- Scissors

## Other Materials

- Oak tag
- Rulers
- White drawing paper

## Set-up/Tips

- Encourage families to collect examples of local history and fine art wherever they go. Postcards and small prints are inexpensive sources of inspiration.
- Make pop-up samples in various stages to demonstrate how the books are constructed.

## Process: Session 1 20-30 min.

### Learn about one African American artist

1. Look carefully at reproductions of Jacob Lawrence's "Migration Series." Each child selects one work in the series. Read more about the events portrayed to better understand their effects on real people.
2. Write the reasons for selecting the piece. Were children impressed by the color? the drama? the history behind the painting? Encourage them to proofread and correct spelling.

## Process: Session 2 30-40 min.

### Create a pop-up book

3. Cut tag paper into a 9- x 18-inch sheet. Fold it in half. Unfold it flat.

4. Outline the most important object in the scene, extending it across both sides of the fold.

5. To make the pop-up part, carefully cut along the top and bottom lines of the object. Be careful **not** to cut the sides. Create a reverse-fold on the object so that it pops out from the background.

6. Open the pop-up page completely. Add details and color to the picture.

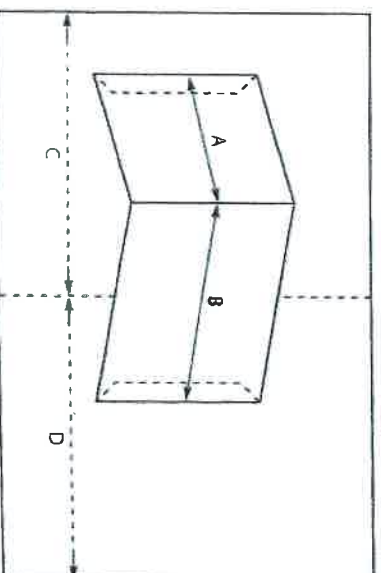
7. Cut white drawing paper into a 9- x 18-inch sheet. Turn the oak tag over. Glue the outer edges **EXCEPT** the pop-up section. Carefully lay drawing paper over the glue and smooth. Air-dry the glue.

### Create a pop-up book

3. Cut tag paper into a 9- x 18-inch sheet. Fold it in half. Unfold it flat. Illustrate an inspiring event from the "Migration Series" art to fill the page.

4. To make the pop-up section, cut drawing paper into a piece 10" wide and approximately 5" high. Fold and score each end to create 1 1/2" tabs, making the paper 9" wide. Draw a line dividing the paper into two **unequal** segments (see diagram). Fold paper along this line. Illustrate a section of the event to match or add to the first drawing.

5. Fold under the tabs on the drawing paper. Glue the tabs. Place the pop-up on the background to match the original drawing. Carefully close the pop-up so the paper and oak tag fold in opposite directions. Gently apply pressure until the glue air-dries.



A and B are not equal.  
C and D are half equal.  
Flaps are glued to  
surface of C and D.



Process  
Session 3  
20-30 min.

K-2

### Complete the cover

8. Fold the "book" so the pop-up is inside. Illustrate the front cover with the name of the art and decorative designs. On the back cover, write reasons for selecting the scene. Add sparkle with Glitter Glue. Air-dry the glue before opening and folding the pop-up out.

3-4

### Complete the cover

6. Illustrate the front cover with the title of the work. Write reasons for selecting the scene on the back. Add sparkle with Glitter Glue. Air-dry the glue before handling.

5-6

### Assessment

- Children actively participated in discussions and the search for samples of African American art.
- Children created pop-up as directed. They included clear, correctly written explanations for their choices.
- Ask students to reflect on this lesson and write a DREAM statement to summarize the most important things they learned.

### Extensions

- Students with special needs can create a pop-up effect inside an oak tag cover with accordion-folded strips of paper glued to the back of a flat picture.
- Create the interior pop-up as directed for K-2 without covers. Glue several together and make one cover to create a class pop-up book.
- Children with strong artistic skills may want to each create their own books incorporating several pop-up techniques.
- Repeat a similar project with other history, science, or social studies lessons.
- Explore different methods to create pop-up art.



*Antique Pop Up Cards*

*Acrylic ink on paper*

*Hand-drawn*

*8 x 10 inch*

*Glitter Glue (optional)*



**Dream~Makers**

Building, for, and creatively into standards-based learning

# Place-to-Place Pop-Ups

Visual Arts

Children use reading and research skills to learn about a culture focusing on the art, books, and geographic movements of large groups of people within the United States.

Children demonstrate an understanding of the function of art in relation to history and cultures by creating visual pop-ups based on Jacob Lawrence's "Migration Series" of art.

Multiple Intelligences



## National Standards

### Visual Arts Standard #3

Choosing and evaluating a range of subject matter, symbols, and ideas

#### Visual Arts Standard #4

Understanding the visual arts in relation to history and cultures

### English Language Arts Standard #3

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

#### Social Studies Standard #2

Time, Continuity, and Change—Experiences that provide for the study of the ways human beings view themselves in and over time

#### Social Studies Standard #3

People, Places, and Environments—Experiences that provide for the study of people, places, and environments

#### Social Studies Standard #5

Individuals, Groups, and Institutions—Experiences that provide for the study of interactions among individuals, groups, and institutions

## Background Information

Jacob Lawrence (1917-2000) started experimenting with tempera paints at an after-school program when he was listening to African-American history lectures at libraries in Harlem in New York City. His dedication to art was obvious at a very young age, earning him support from prominent African American artists such as Augusta Savage. He won the Easel Project, which paid him \$23.86 per week for two paintings every 6 weeks. Museums and gallery owners courted him as soon as he showed his work publicly. By age 30, he was considered America's foremost African American artist. He eventually moved to Seattle to become a distinguished art professor and mentor. Jacob Lawrence painted pictures that tell stories about people's lives, triumphs, and struggles. The Black Renaissance and Depression receive the most attention in Lawrence's work.

Romare Bearden's vibrant, cinematic, realistic, and anecdotal assemblage pictures also attract young people. His familiar photomontages of Harlem faces still have the power to move people.

The lives and careers of people like Lawrence and Bearden, which often involved overcoming racial barriers, are portrayed against the backdrop of artistic, social, and political events.

## Resources

*The Great Migration: An American Story* by Jacob Lawrence  
Account of the northward movement of African Americans during the early 1900s. Illustrated through Lawrence's paintings.

*Jacob Lawrence (Getting to Know the World's Greatest Artists)* by Mike Venezia  
Black-and-white photographs and full-color reproductions of paintings illustrate Lawrence's biography. Venezia focuses on events in Lawrence's life that affect his art.

*Romare Bearden: Collage of Memories* by Jan Greenberg  
Introduction to Bearden's collages with large color images. Biographical information included along with explanatory text about the process Bearden uses in his art.

## Vocabulary List

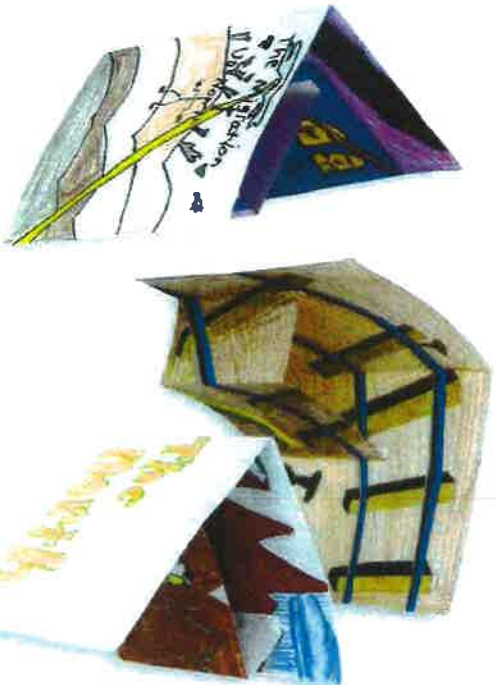
Use this list to explore new vocabulary, create idea webs, or brainstorm related subjects.

Assemblage	Illustration	Racial
Collage	Industrial	Social events
Contemporary	Inspiration	Storyteller
Cultures	Interpret	Triumph/struggle
Decorative	Migration	Unequal
Design	Perspectives	
Employment	Photomontage	
Equal	Political events	
History	Portrait	





collage created by students from  
Canton Creek Elementary School  
Public Schools, Oregon  
Teacher: Nancy Rhoads



collage created by students from  
Canton Creek Elementary School  
Public Schools, Oregon  
Teacher: Nancy Rhoads



**Dream-Makers**  
Building fun and creativity into standards-based learning



# Kenyan wildlife Grid references



These are  
called four  
figure grid  
references.



Name of animal			Grid reference			Found in Kenya		
	beaver	Yes/no		koala	Yes/no			
	gazelle	Yes/no		jackal	Yes/no			
	elephant	Yes/no		elk	Yes/no			
	bear	Yes/no		bat	Yes/no			
	crocodile	Yes/no		panda	Yes/no			
	hyena	Yes/no		rabbit	Yes/no			
	rhino	Yes/no		giraffe	Yes/no			
	tiger	Yes/no		hippo	Yes/no			
	zebra	Yes/no		monkey	Yes/no			
	lion	Yes/no		penguin	Yes/no			

- 1 Complete the table above by writing in the four figure grid references for each animal.
- 2 Then draw a circle around yes or no depending on whether you can find that animal in Kenya.

## Kenyan animals

### Elephants

- African Bush Elephant

### Primates

- Potto
- Demidoff's Dwarf Galago
- Somali Galago
- Senegal Bushbaby
- Thomas's Bushbaby
- Zanzibar Bushbaby
- Brown Greater Galago
- Northern Greater Galago
- Patas Monkey
- Chlorocebus
- Black-cheeked White-nosed Monkey
- Blue Monkey
- De Brazza's Monkey
- Grey-cheeked Mangabey
- Olive Baboon
- Yellow Baboon
- Crested mangabey
- Angola Colobus
- Mantled Guereza
- Tana River Red Colobus

### Carnivorous animals

- Cheetah
- Caracal
- African Wildcat
- Serval
- African Golden Cat
- Lion
- Leopard
- African Civet
- Common Genet
- Rusty-spotted Genet
- Servaline Genet
- African Palm Civet
- Bushy-tailed Mongoose
- Jackson's Mongoose
- Slender Mongoose
- Ethiopian Dwarf Mongoose
- Common Dwarf Mongoose
- Egyptian Mongoose

- Long-nosed Mongoose
- White-tailed Mongoose
- Banded Mongoose
- Spotted Hyena
- Striped Hyena
- Aardwolf
- Side-striped Jackal
- Golden Jackal
- Black-backed Jackal
- Bat-eared Fox
- African Wild Dog
- Striped Polecat
- African Striped Weasel
- Ratel
- Speckle-throated Otter
- African Clawless Otter

### Grazing animals

- Plains Zebra
- Grevy's Zebra
- Black Rhinoceros
- Warthog
- Warthog
- Giant forest hog
- Bushpig
- Hippopotamus
- Giraffe
- Hartebeest
- Blue Wildebeest
- Topi
- Hirola
- Grant's Gazelle
- Soemmerring's Gazelle
- Thomson's Gazelle
- Gerenuk
- Guenther's Dikdik
- Kirk's Dik-dik
- Salt's Dik-dik
- Suni
- Klipspringer
- Oribi
- Steenbok
- African Buffalo
- Bongo (antelope)
- Lesser Kudu

## Kenyan animals

- Common Eland
- Bushbuck
- Sitatunga
- Greater Kudu
- Ader's Duiker
- Peters's Duiker
- Harvey's Duiker
- Blue Duiker
- Black-fronted Duiker
- Yellow-backed Duiker
- Weyns's Duiker
- Common Duiker
- Roan Antelope
- Sable Antelope
- Gemsbok
- Impala
- Waterbuck
- Kob
- Mountain Reedbuck
- Bohor Reedbuck

### Rabbits and hares

- Smith's Red Rockhare
- Cape Hare
- Ethiopian Hare
- African Savanna Hare

### Hedgehogs

- Four-toed Hedgehog

### Bats

Bats comprise 20 % of all mammals in the world and to date, 110 different species of bat have been identified living in Kenya.

### Pangolins

- Giant Pangolin
- Ground Pangolin
- Tree Pangolin

### Shrews and moles

There are 41 different types of shrew found in Kenya including these species listed here:

- Giant Otter Shrew
- Stuhlmann's Golden Mole
- Short-snouted Sengi
- Rufous Sengi
- Four-toed Sengi
- Golden-rumped Elephant Shrew
- Black And Rufous Sengi

### Aardvarks

- Aardvark

### Hyraxes

- Southern Tree Hyrax
- Yellow-spotted Rock Hyrax
- Cape Hyrax

### Dugongs

- Dugong



## Objectives

Students observe detailed features in the historical and contemporary dress worn by peoples in diverse cultures, including those reflected in the collage art of Romare Bearden.

Students create paper figures of people dressed in clothing authentic for a specific time and culture, reflecting their knowledge and understanding of diversity.

## Multiple Intelligences

Interpersonal

Spatial

National Standards	
<b>Visual Arts Standard #4</b> Understanding the visual arts in relation to arts and cultures	<b>Social Studies Standard #9</b> Global Connections—experiences that provide for the study of global connections and interdependence
	<b>Health Education Standard #2</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Background Information

Collage art is a two-dimensional work of art containing pieces of paper, cloth, or other materials which are arranged and then glued to a flat surface. Many artists like Picasso created collage art where he cut out and glued newspaper and magazine shapes and glued them to his paintings. American artist like Romare Bearden (1911-1988) used collage to create images that reflected the African American heritage. He embedded his very complex collages with symbols that added meaning to his work and the story being told through it. Romare Bearden wanted people to think about his collage artworks. He hoped his collages would influence positive social behavior in people.

## Resources

*All the Colors of the Earth* by Sheila Hamanaka  
 Rich oil paintings explore the diversity of the world's ethnic heritages. For students in kindergarten to fourth grade.

*Me and Uncle Romie: A Story Inspired by the Life and Art of Romare Bearden* by Claire Harflicd  
 Written for children ages 6 to 10. Fictional account of the life of Romare Bearden told through his nephew's eyes. Illustrated in the Bearden style.

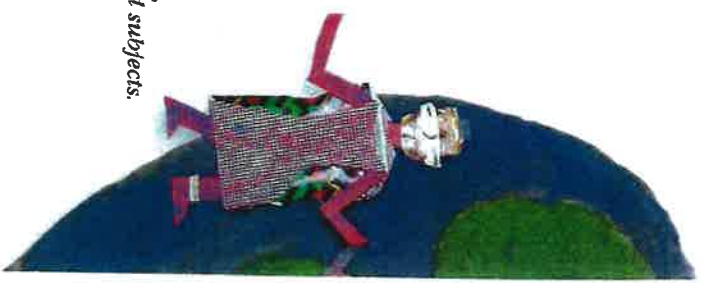
*Quilted Landscape: Conversations With Young Immigrants* by Yale Strom  
 Interviews about what's its like to be an immigrant in America with young people from 26 different countries (interviewed before 9-11-01). Printed like a teen magazine with black/white photographs. For grades 5 and up.

*Romare Bearden: Collage of Memories* by Jan Greenberg  
 Large-format introduction to Bearden's work. Accessible poetry for students in grades 5 and 6.

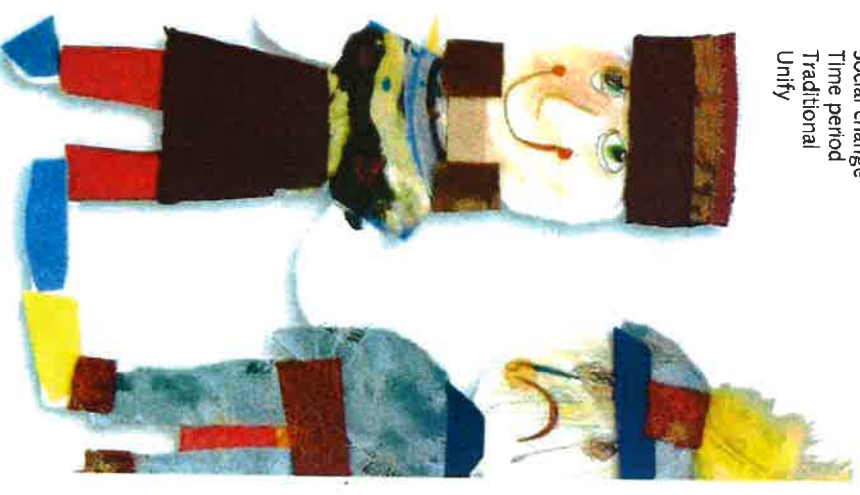
## Vocabulary List

Use this list to explore new vocabulary, create idea webs, or brainstorm related subjects.

African-American	Clue
Artist	Harlem
Authentic	Heritage
Bearden	Immigrant
Blues	Jazz
Clothes/clothing	Paste
Collage	Renaissance
Contemporary	Romare
Culture	Setting
Cut	Social change
Dolls	Time period
Diverse/diversity	Traditional
Dress	Unity
Era	
Ethnicity	
Fabric	
Figures	



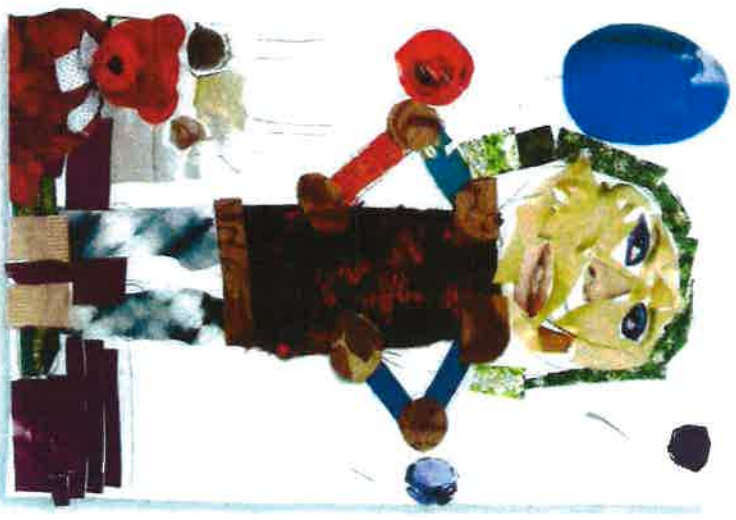
Artwork by students from  
 St. Theresa School,  
 Hellertown, Pennsylvania.



Artwork by students from CS 102,  
Bronx, New York.  
Teacher: Nella Steiner



Artwork by students from  
St. Theresa School,  
Hellertown, Pennsylvania.



### What Does It Mean?

**Abstract:** art that emphasizes line, color, and general or geometric forms and how they relate to one another. 20th century art was often abstract

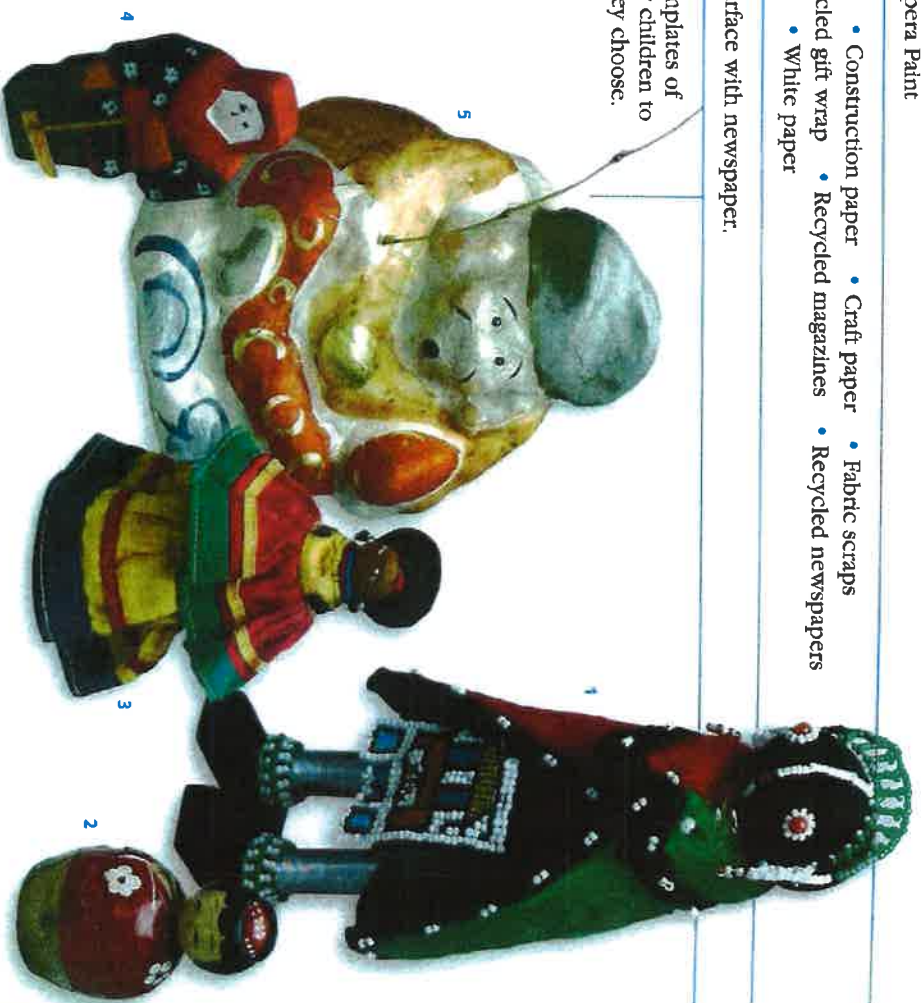
**Accordion-style fold:** folding paper pleats so the paper springs open and closed

**Collage:** art composed by attaching on a single surface various materials not typically associated with one another

**Symbols:** image that represents an idea or object



	K-2	3-4	5-6
<b>Suggested Preparation and Discussion</b>	<p>Display photography, books, and dolls that show and describe traditional and contemporary authentic dress (both everyday and special occasion) from various cultures. Make sure that many depict cultures with which the students are familiar, including their families.</p> <p>Students identify an ethnic group within their families or community to depict in traditional clothing.</p>	<p>Display photographs, books, or dolls that show and describe traditional and contemporary authentic dress.</p> <p>Make a list to identify similarities and differences among at least three cultures including those of families in the community.</p> <p>Discuss how Romare Bearden created people and scenes. Talk about the variety of mediums he used, including fabric, paper, photographs, and paint. Examine how these materials are cut, arranged, and glued together to create new designs.</p> <p>Students each select two or three ethnicities to portray in collage. Research traditional designs, customs, indigenous food, shelter, and other unique qualities of the chosen groups. Especially note clothing and how it has changed over time.</p>	
<b>Crayola® Supplies</b>	<ul style="list-style-type: none"> <li>• Colored Pencils</li> <li>• Crayons</li> <li>• Glitter Glue</li> <li>• Glue Sticks</li> <li>• Markers</li> <li>• Paint Brushes</li> <li>• Scissors</li> <li>• Tempera Paint</li> </ul>		
<b>Other Materials</b>	<ul style="list-style-type: none"> <li>• Collage materials</li> <li>• Construction paper</li> <li>• Craft paper</li> <li>• Fabric scraps</li> <li>• Oak tag</li> <li>• Recycled gift wrap</li> <li>• Recycled magazines</li> <li>• Recycled newspapers</li> <li>• Water containers</li> <li>• White paper</li> </ul>		
<b>Set-up/Tips</b>	<ul style="list-style-type: none"> <li>• Cover painting surface with newspaper.</li> <li>• Create several templates of human figures for children to trace around if they choose.</li> </ul>		



## Dolls

Private Collection.

### 1. African Ndebele Initiation Doll

Artist: unknown  
Beads, felt, leather, wood and wire  
4" x 3 1/2" x 10 1/2"

### 2. Japanese Wood Puzzle Doll

Artist: unknown  
Wood, paint  
2" x 2" x 3 1/2"

### 3. Seminole Indian Doll

Artist: unknown  
Beads, cotton fabric, threads, coconut fiber  
5 1/4" x 3 1/2" x 1 1/2"

### 4. Northwest Alaskan Doll

Artist: unknown  
Ceramic, metal, paint  
2" x 1 1/2" x 3 1/2"

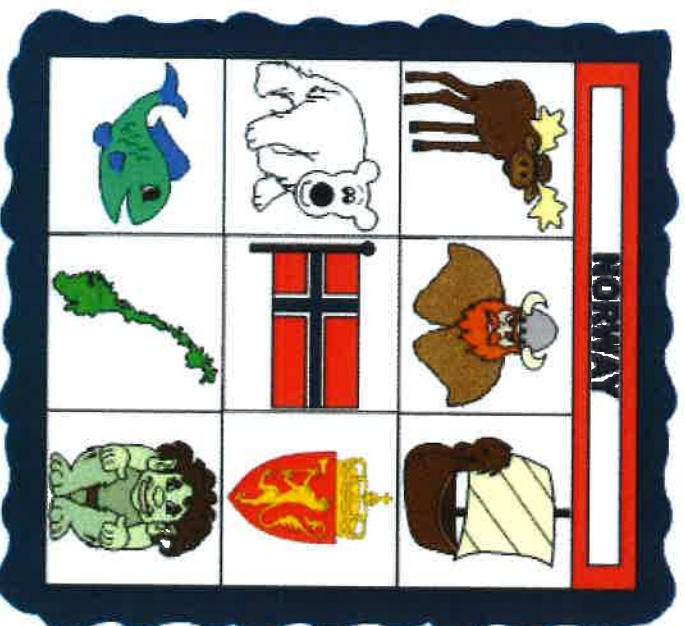
### 5. Japanese Paper Maché Doll

Artist: unknown  
Paper, paint, bamboo, gold leaf  
7" x 5 1/2" x 5 1/2"

K-2		3-4	5-6
<b>Process:</b> <b>Session 1</b> <b>20-30 min.</b>	<b>Paint mural</b> <ol style="list-style-type: none"> <li>1. Outline continents on large craft paper. Paint in ocean and landmass areas. Air-dry the map.</li> </ol>	<b>Prepare the collage setting</b> <ol style="list-style-type: none"> <li>1. Students choose patterned paper, fabric scraps, and other materials to develop an authentic time-period background setting for each of their collages. Include details such as clothing, furnishings, and shelter.</li> </ol>	
	<b>Process:</b> <b>Session 2</b> <b>15-20 min.</b>	<b>Create figures</b> <ol style="list-style-type: none"> <li>2. On oak tag, students draw a human figure with arms reaching out to the sides, or trace around the template.</li> <li>3. Cut out figures.</li> </ol>	<b>Create figures</b> <ol style="list-style-type: none"> <li>2. Fold construction paper in half, (joining short ends). Fold top edge back to the crease. Turn paper over and fold on opposite side to complete accordion fold.</li> <li>3. With accordion in vertical position, draw simple figures on top of the folds. Make sure that hands and feet extend to the edges. Cut out figures.</li> </ol>
<b>Process:</b> <b>Session 3</b> <b>20-30 min.</b>	<b>Decorate figures</b> <ol style="list-style-type: none"> <li>4. Cut and glue facial features from recycled magazines on figures in the style of Romare Bearden's collages.</li> <li>5. Color, cut out, and glue decorative paper or fabric scraps to replicate authentic clothing styles from various cultures and time periods. Enrich designs with markers, crayons, and/or glitter glue.</li> <li>6. Display paper figures in a unified manner.</li> </ol>		<b>Display collages</b> <ol style="list-style-type: none"> <li>4. Students write short descriptive paragraphs detailing the culture and time period depicted in each collage.</li> <li>5. Display the collages in a way that unifies students' diverse works.</li> </ol>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Students represent a human figure with detailed facial and clothing features.</li> <li>• Students identify the culture of their figures and describe the distinctive elements of their authentic clothing designs.</li> </ul>		<ul style="list-style-type: none"> <li>• Verify accuracy of students' research as reflected in the figures' clothing and background for the collage.</li> <li>• Are collages detailed and aesthetically pleasing?</li> <li>• Do written descriptions match the clothing and settings depicted in the collages?</li> </ul>
<b>Extensions</b>	<p>Go on a collage hunt. Collect examples of collage design in books, magazines, and on TV.</p> <p>Read more of the storybooks of Romare Bearden. What other fine artists have illustrated children's books (Jean-Paul Basquait and William Steif, for example)?</p> <p>Cutting oak tag may be difficult for younger children and some with motor disabilities. Pair children with an older student or ask for volunteers to assist.</p>	<p>Connect with students from other parts of the world, such as adopting sister schools or communicating with pen pals. Research and adopt an interesting, fun, and safe program.</p> <p>Brainstorm ways that ethnic clothing can be preserved for future generations to see and understand. How could it be shown in the context of an event?</p> <p>Review local newspapers for examples of diversity in the community. Look for coverage of pow-wows, religious holidays, and other events in which people wear traditional dress.</p>	<p>Students review Bearden's work and identify elements that speak to social issues of his time.</p> <p>Listen to jazz and blues recordings that Bearden might have heard. Share the connections between the music and his art. Examine other artists who they have been influenced by musical forms like Robert Rauschenberg by John Cage or Andy Warhol by pop music.</p> <p>Ask gifted students to find contemporary art that carries a message of social change. Why does the artist feel compelled to address issues through art? How effective is art in getting the message across?</p>



# Paper Quilt Craft



This is a great paper craft project for learning about any country. It can include some animals, symbolic icons, the flag and a map of the chosen country.

1. Brainstorm with your group ideas for the quilt. Have students choose what images they want to create for the quilt.
2. Have students work in pairs or individually on one square of the quilt. Then, assemble everyone's pieces into one quilt.
- 3, Display the quilt in the multipurpose room or classroom.

## Materials:

- paper,
- printer,
- something to color with,
- scissors,
- glue,
- pencils,
- erasers
- Optional: construction paper

## CULTURE VENN DIAGRAM COMPARISON

After learning about various cultures, students can compare and contrast one culture/country to the United States or compare any two other countries to each other.

Hand out the worksheet and have students label the circles with the names of the two countries he or she wishes to compare.

As a group or in pairs, have students brainstorm the features of the cultures. Have students fill in the Venn Diagram handout.

Next, have students draw a large Venn Diagram on a sheet of large paper. Have the group prepare Venn Diagrams to post on the walls.

### Venn Diagram

