

Love Books, Exciting and New! Traveling Around the World Through Reading

Jesus-Joaquim Cerda-Tortosa
Windsor Village Elementary School

With tears on both sides, I took leave of my wife and my boy and girl, and went on board the *Adventure*, ship well named to please me.

-*Gulliver in Lilliput*

INTRODUCTION

Why a curriculum unit on travel literature? Traveling abroad for many years studying other cultures has always helped me to improve personally. Traveling is a wonderful way of experiencing new approaches to life in other countries: you see how people live, think, reason and survive in other places. I have always been interested in literature and that's why I received a Master's Degree in Philology, Modern Languages and Literature, including English, Spanish, Catalan, German, French and Latin. Through my studies, various literature books, and travels, I have been able to see the world from a different perspective. When I had the chance to visit all those places I read about, I considered myself lucky to have read and known of them before. I always thought that as a modern languages teacher, I would like to teach differently from the way I was taught because I think the more dynamic and interesting the lessons you create, the more motivated students become. The idea of using *realia* (bringing newspapers, postcards, cinema posters, and brochures directly from any other country) could help to motivate my students, and it would be a great way to encourage them. If they are not able to travel in the future, they can travel through reading.

Coming from Spain, I had the opportunity to travel to France, the U.K, Greece, Egypt, Israel, and Morocco. I have had the chance to visit not only all those places I studied (from Ancient Greece and Ancient Egypt to medieval sceneries), but also the ones I read about for many years. Since I arrived in Houston three years ago, I have traveled around the Americas visiting places I always wanted to see. I have also been to the Mayan ruins of Tikal in Guatemala and the Inca ruins of Machu Picchu in Peru. Upon returning, I used material I got from these countries in discussions and activities during Hispanic Heritage Month in my classes. I also visited places like St. Ann's Bay in Jamaica, where Christopher Columbus came after being in the Dominican Republic, his first step on American land, which was baptized as "La Hispaniola." I also had activities on places like "Castillo del Moro" in Old San Juan, Puerto Rico, where Sir Frances Drake came in the 16th Century. I use my pictures, brochures and tickets that I keep for hands on classroom activities.

I am very interested in literature and travel. Choosing some books from different parts of the world will assist me in explaining, showing, and teaching my students a different reality from the one they live in. Students need to be exposed to other places, and

literature is a great source. There is too much out there and students need to be exposed to different places and different experiences. Reading is a cheap way of traveling!

SCHOOL BACKGROUND

I am going to try to work with a very specific audience: teachers and students from elementary schools. The school in which I work, Windsor Village Elementary, is located southwest of downtown Houston. It provides educational services for 918 pre-kindergarten through fifth-grade students. The school population consists of the following ethnicities: 45.1% African American, 1.6% Asian, 52.8% Hispanic, and 0.4% Caucasian. My school is a Vanguard Magnet that attracts students from outside the community. This Vanguard Magnet program serves 193 students (21.1%). The nature of this program is to enrich the Gifted and Talented (G/T) students to move, study, and learn at a faster pace. There has been a marked increase in Limited English Proficiency (LEP) students and economically disadvantaged students (37.8% of our students are At-Risk). The LEP students are serviced in English as a Second Language (ESL) and the LEP population is 35%. I teach Spanish as Language Other Than English (LOTE) and I work with students who are native Spanish speakers and/or others whose first language is English. That is why some of my classes are held in Spanish (for the native Spanish speakers) and some others are taught using English and Spanish. My intention with this unit is to present an approach to literature study through analysis of reading and writing. Some of the activities will be in Spanish and others in English to get a balance between the heterogeneous groups.

UNIT BACKGROUND: A VERY PRACTICAL AND VISUAL UNIT

“Reading can open up a world of enjoyment and wonder to children, but how can you encourage your students to become enthusiastic readers? One way to accomplish that goal is to introduce students to valued works of literature that interest and excite them—literature that will help them develop a true love of reading” (Reeves v).

This curriculum unit on travel literature is going to be a wonderful opportunity to expose students to diverse communities, languages, places, and traditions. I was thinking about how I could put in writing some of my experiences of traveling to various places and relate that to great books, working from chapter books to comic strips. It is all about different books and different countries using different formats. In some cases, there will be comparisons between the books and the movies, and, in many cases, the movies differ significantly from the book. I am going to include information to use songs and lyrics for some of the books used. One of the activities which will be mentioned is the idea of creating a program using music from the series *The Adventures of Willy Fog: Around the World in 80 Days* (*Las Aventuras de Willy Fog: La Vuelta al Mundo en 80 Días*).

Practical and Visual: A Reading Map of the World

The main idea of this curriculum unit is to create a big bulletin board called “Reading Map of the World.” In the middle of the bulletin board, I will have a political world map and I will have a card for each one of the books used. The information I want to include on the cards for each country is the following: area, population, capital city, other cities, highest point, official language and currency. This can be used with the books I am using in this unit but it can be used as a standard activity. Any teacher can choose any book according to the level and interest and use the idea of the map to adapt it to their selection of books. At the same time, I am planning to use different colors for each book. That is how students will see the different journeys on each of the travels. I will also use different colors of yarn to guide the students to the books written about these countries. Each book will have a color assigned, and we will mark on a big map the journey/places. After reading the books, in a certain way, we can say, “Hey, we have all been here!”

At the end of the unit, I want my students to have seen and be aware of different cultures and places around the world: from New York City to Nepal, from Japan to London. The length of the unit will depend on activities for each book. The average is to use every book in four or five classes of 45 minutes.

Reading: The Best and the Cheapest Option

The first question that comes to my mind is, “Why reading?”. According to Harold Bloom, “reading is one of the great pleasures that solitude can afford you, because it is [...] the most healing of pleasures” (Bloom 19). The selection of books I chose was in an effort to motivate/encourage my students to read for pleasure. That is why I tried to have a different variety of books/adaptations and authors. Those books show other people in other places, with other lives, other beliefs, showing us how things really are in other parts of the world. “We read deeply for varied reasons, most of them familiar: that we cannot know enough people profoundly enough; that we need to know ourselves better; that we require knowledge, not just of self and others, but of the way things are” (Bloom 28). In a way Bloom is talking about reality: using reading, using travel to know reality.

I will structure my unit in three large groups classifying the books to be used to talk about other continents than America.

Spinning Around and Climbing in the Middle East and Asia: *Runaway Dreidel*, a Jewish Community in New York

A couple of the groups I will be talking about are the Middle East and Asia. That is why my curriculum unit includes books such as *Runaway Dreidel* by Lesléa Newman. The story is set in a Jewish community in New York City. This book is about the Jewish celebration of Chanukah. The celebration of the first night of Chanukah, a lucky boy receives a shiny new dreidel, but once it starts spinning, it just will not stop. We will start

by talking about the book cover. Who do we think is going to be the main character? Why is he wearing different clothes to the ones children usually wear? What is a dreidel? Have you ever seen one? Where is the action set? (There is part of the Brooklyn Bridge on the picture.) How do we know this could be in a Jewish community? (There's a Star of David on the picture of the cover.) The most important thing is going to be the reading in the book.

Even though *Runaway Dreidel* is a short book, there is a moral for the students to obtain from it. Although it is set in a Jewish community in New York City, it will help to find out some facts and data about Israel. When reading the book, intonation will be important as the book is written in rhymes. The part dedicated to the book will not only have activities for social studies (including maps and data about countries in Asia found on research from the Internet or in an atlas), but also activities with rhymes. I think they will really enjoy reading as it has the same rhyme and meter as "The Night Before Christmas":

"Twas the first night of Chanukah and on the fifth floor ,	A
There was holiday hustling and bustling galore :	A
Papa was shining the silver menorah ,	B
Mama was wrapping a gift for Aunt Dora .	B
Grandma was slicing up two chocolate babkas ,	C
Grandpa was stirring potatoes for latkes .	C
Sister was stirring the soup with a ladle ,	D
And I at her feet spin my shiny new dreidel "	D

The way the author uses rhyming makes the story more dynamic and makes the reader travel through the city: rhymes move as the dreidel spins. Using rhyming couplets, Lesléa Newman helps the dynamism of the story. The plot is good to include character education (values like respect and love for family), specific vocabulary for stores and shops, sequencing, and time expressions. It is a funny story with great pictures showing that the dreidel spins around the city and even a farm, a valley, and finally travels to the sky and becomes a star.

The importance of the family, everybody sharing some work at home, and the figure of the grandparents are used by the author to appeal to little people and grown-ups, uncles and aunts, nieces, nephews, and cousins coming to share a very special night. Teachers can also practice the different parts of the house as the dreidel spins around it. It also travels around the city. While the little boy runs after it, they pass through a bakery, a grocery store, a restaurant, a laundry, a boutique, and a deli. Then the dreidel spins out of the city: the country, a farm (talk about animals found on a farm), a valley, and a beach. Finally, it even spins to the sky until it becomes a glittering star. It has a happy ending as the whole family celebrates their "fiesta" at home. Some of the activities for the children will be to relate this story to one of the most famous children stories, *The Gingerbread*

Man. It reminds us of the story of the gingerbread man as everybody is running after him and they cannot catch him.

I will tell the students that our first star on the map is going to be on New York City as the story is set there, although it refers to the Chanukah celebrations which come from Israel, a country in the Middle East. The card will include details as it follows: USA: area: 3,615,259 sq miles; population: 265.3 million; capital city: Washington DC; other cities: New York, Los Angeles, Chicago, Houston; highest point: Mt. McKinley (20,312 ft); official language: English; currency: dollar. I will also include data about Israel on the map (area: 8,130 sq miles; population: 5,692,000; capital city: Jerusalem; other cities: Tel Aviv-Jaffa, Haifa; highest point: Mt. Meron (3,963 ft); official languages: Hebrew, Arab; currency: shekel).

Himalaya: *Customs and Traditions in Nepal*

The other book I will use is called *Himalaya*, which is set in Dolpo, in Northwest Nepal. This is a great book to talk about customs, traditions, and folklore of other civilizations between China and India. It tells about the Dolpo people, who live high in the Himalayan Mountains. Their lives depend on the arduous treks they make down to central valleys of Nepal to trade salt for grain. Eric Valli, a French filmmaker, has lived among the Dolpo-pa, and in 2000, he made the Oscar-nominated film, *Himalaya*, in close collaboration with them. This movie will be an interesting source for teachers in high school, as it is in Nepalese with subtitles in English. I am not planning to play the movie as my students are very young, but I do really encourage middle and high school teachers to see it and use it in some lessons. I will probably show a short part of it to give the students a look at the scenery, the architecture, and the people. The plot is as follows:

In a remote village in the Himalayas, young Tsering waits impatiently for the salt caravan to return. His father has led the caravan on the long trek down from the high plateaus, with yaks bearing heavy bundles of salt. When the yaks finally appear in a cloud of dust, Tsering scarcely believes his eyes. Draped across one of the animals is the lifeless body of his father. Tingle, Tsering's grandfather, blames Karma, his son's best friend for the death. "You want to be the new chief. You killed my son on purpose!" Even though Tingle is too young to succeed his father as a chief, his grandfather refuses to allow Karma to take over. When Karma gathers the young men of the village and embarks on the next caravan before the day decreed by the wise lamas, Tingle is furious. He decides to lead the village elders on another caravan himself with the help of his grandson. At the last minute they are joined by Tingle's remaining son, the Buddhist monk, Norbu.

This story tells how Tingle battles ages, the elements, and his own pride to bring grain to his people and train his grandson to be the new chief of the Dolpo-pa. Another star and a card will be included in our bulletin board with details about Nepal: area, population,

capital city, other cities, highest point, official language, and currency. With this book, I am going to work on an adapted version of a KWL chart: a traffic light. With reference to a specific text in the book and using green cards, I will ask my students: *What is the text about? What do I already know? What do the pictures tell me? What are the new vocabulary words? What do the questions ask? What are the subtitles?* Using yellow cards I will ask them the following: *Does this make sense? What have I learned so far? Re-read the first sentence of each paragraph.* And finally, on red cards, we will answer *what the main and supporting ideas are and talk about details.* The following is a glimpse of what one can expect from *Himalaya*:

The fields of barley waved in the gentle breeze. Tsering gathered up a sheap of feathery stalks. "Look, Grandfather," he said. "There's enough here to feed our village for a whole lifetime. No one will be hungry this winter." Old Tingle laughed. "The harvest is good, but it's not enough," he told his grandson. "We'll need to go down into valley again to trade for more grain if we're to have enough to last through the winter (Norbu-Lama 2).

Old Europe: To and from France, Spain and the United Kingdom with *The Little Prince* and *Don Quixote*, two "Heroes" of Travel

My second large group will be the one dedicated to Europe. I will travel from medieval times to modern times with books such as *The Little Prince*, who travels abroad from his planet B612. I will surely use the curriculum unit I wrote for HTI 2003 Seminar on The 20th Century's Most Significant Books for Children and Young Adults. It is a curriculum unit on *The Little Prince* and his travels from his planet to other planets (visit <http://www.uh.edu/hti>). There will be a star and data about France on our bulletin board (same data: area, population, capital city, other cities, highest point, official language and currency). I will also include a children's version (cartoon version) of *Don Quixote*, the Renaissance book on excellence in Spanish Literature, which shows the "travels" of a medieval knight in search of adventures in the Spain of the 17th Century. Another star and card will go to Spain, including same data as the other countries.

Phileas Fogg: A Classic Traveler

Classics of European literature will include references to Jules Verne and books such as *Around the World in 80 days*. There is a great version of this famous novel, which became a hit on European television at the beginning of the 1980s and is still acclaimed by the general public. I am going to use this animated version to prepare a musical program in which students will explain the story and will sing the songs from the cartoon version. This animated version differed from the novel in many aspects, but the most interesting and appealing thing is that the main characters were not people but animals. I believe this is a fantastic animated version by which to show the students, in a very entertaining/amusing way, the travels of Willy Fog around the world.

There is a lot of information that we can get from websites/books, but the most exciting thing is to see how they travel from London to Bombay, Hawaii, Tijuana, or Singapore in a balloon, on an elephant, or by train. The original soundtrack from this series has great songs with which to prepare a program at school with very easy and, of course, very funny lyrics! This series was so popular in other countries in Europe and was seen on so many TVs that after being shown on BBC, they declared April 28, 1987, National Willy Fog Day!

The story, which is set in the early 1900s, starts in a gentleman's club – “The Reform Club” in London, where Willy Fog, a perfect English gentleman (**a lion**) – is discussing the possibility of traveling around the world in just eighty days. Only Lord Guinness – an elderly, wheelchair-bound **goat** – and Fog believe that it can be done. Lord Guinness is most frustrated that he cannot practically prove the others wrong and actually make the journey, so Fog says that he instead will do it – much to the amusement of the others. Fog challenges Sullivan (**a fox**) - the one most against the idea – to a £10,000 bet. Five others also bet £10,000 against Fog, who accepts. Thus the scene is set for the series. Fog, together with his new French butler Rigadon (**a cat**, a one-time circus performer) and a charming Spanish **hamster** called Tico (who worked with Rigadon in the circus), set off on their adventure. Throughout the episodes they come across all manner of problems, many of which are due to Transfer – a nasty piece of work hired by Sullivan to sabotage Fog's expedition. Transfer is a master of disguise who follows them around the world causing havoc at every possible opportunity. To add to their problems, Fog and his friends are followed throughout the voyage by Inspector Dix of Scotland Yard (**a dog**), who has a warrant for Willy Fog's arrest. (The police mistakenly believe that Fog is a bank robber on the run!) During the adventure, in which the team has to conquer all manner of storms, breakdowns, and trouble in distant lands, there is an addition to Fog's crew – a good natured **cat**, and an Indian princess at that, Romy – whom the trio rescue from being burned alive. She immediately falls in love with Fog and decides to join him on his adventure to start a new life with him. The four manage to overcome all the problems they encounter on the way and return to London. A last-minute panic causes them to think that they are a day late, which is resolved when they realize that after traveling round the world they actually have gained a day. They return to the Reform Club in the nick of time to win the bet! (*Around the World with Willy Fog*).

A wonderful reading book is the one called *La Vuelta al Mundo en 80 Días* edited by Alfaguara Editions in a very simple language, with short chapters in Spanish, a lot of action, and some comic pages. It is a great version of the book that students will really enjoy, as shown below:

El *General Grant*, barco que realizaba la travesía de Yokohama a San Francisco, emplearía aún veintiún días en atravesar el Pacífico. Phileas Fogg podía llegar a San Francisco el dos de diciembre; a Nueva York, el día once; y el veinte a Londres. Se anticiparía, así, algunas horas a la fecha fatal del veintiuno de diciembre (Verne 76).

Traveling in a Balloon: Miranda Around the World

Related to this animated series of Fog's travels, I am including a book by James Mayhew. In this book, *Miranda da la Vuelta al Mundo (Miranda the Explorer)*, Mayhew shows us some of the most beautiful places in the world. Miranda has won a prize in a drawing competition and the prize is a balloon ride. Accidentally, the wind blows hard and the balloon flies away. She gets to places like Taj Mahal in India, the Statue of Liberty in New York City, Mount Fuji in Japan, the Pyramids in Egypt, St. Basil Cathedral in Moscow, the Pisa Tower in Pisa (Italy), The Great Wall of China, Mount Everest (Himalaya, Nepal) and the Eiffel Tower in Paris:

Miranda había Ganado el primer premio de un concurso de dibujo. El premio consistía en un paseo en globo . . . Miranda se metió en el cesto del globo . . . Pero un inesperado golpe de viento rompió la cuerda que mantenía al globo amarrado al suelo . . . y el globo se elevó (Mayhew 1).

That is how the book begins: the balloon takes Miranda around the world and she meets a lot of children from lots of different countries and cultures.

With this book, children will have to locate on a map all the places she goes to. Reading this book to ESL children in a 45-minute session and having them color in a map of the places she travels also will help the children to meet other children around the world: Olga, Hari, Nobuko, Bruce, Omar (typical names in those countries). They can also write a postcard from any/all the places Miranda visits. We are on our way to complete the bulletin board as we include information data about the following countries: India, Japan, Egypt, Russia, Italy, and China. Students can write a postcard from every country and from the reading of the book, they learn how to say and write expressions like *Hello!*, *Goodbye!* or *Thanks!* in different languages: Arabic, Russian, Italian, Japanese, or even Chinese.

When talking about travel books, we need to bear in mind and with special interest a very good book: *The Travels of Marco Polo*. This book is great as he describes his trip to China from Venice. European people became aware of places such as Sumatra, South India, the Indic Ocean, and the Persian Gulf from Marco Polo's travels. "Marco Polo was a Venetian merchant whose account of his trip to the Far East is the most famous of travel books" (Hornstein 585). His descriptions were so great and helpful that he motivated other sailors to discover and travel to new worlds. His influence was of great importance for people of that time who were interested in getting to the places he described. That is why in 1492, Christopher Columbus sailed across the sea from Spain to the Far East and came to America. This will help to introduce exercises about the Hispanic Heritage Month with one of the best books illustrated by Tomie de Paola, *The Great Adventure of Christopher Columbus*.

Gulliver: Cast Away!

Obviously, if we talk of classics we cannot forget *Gulliver's Travels*. I will use the story retold by Margaret Hodges called *Gulliver in Lilliput* to practice the TEKS objectives of reading and writing in third and fourth grades, for example drawing conclusions through the reading of a text.

A Spanish version, *Los Viajes de Gulliver en Lilliput*, will be used, as will the 1939 animated film version. We all know that Swift's book was not written for children, but "it has been at once one of the most glamorous of children's adventures stories and one of the most pungent critiques of humanity addressed to the mature imagination" (Hornstein 310). *Gulliver's Travels* exhibits vigor of mind, intensity, emotion and a brilliant virtuosity of satiric technique (Kosh 14).

With the version I am using, *Gulliver in Lilliput*, students will know first-hand how Gulliver might have told the first of his adventures to children. We will work comparing and contrasting the book with the 1939 animated version (using Venn diagrams). We will introduce some discussion points: *How do you think Gulliver's life changed after he returned from the island? Imagine you are in an island where nobody lives. If you could have three things with you in an island, what would those things be? How would your life be different if you lived on a small island?*

From all the answers we will include facts about different islands around the world. We will talk about islands such as Greenland (which is not green but mostly white) and Australia, and we will point out that at the time Swift wrote his book, Australia had not yet been located and defined. We will also talk about other islands in the world: Madagascar, Iceland, Java, Jamaica, and New Zealand. We will read paragraphs aloud, in silence, with a partner. We will also have a connection with science and will talk about different kinds of islands (*barrier islands, continental islands, coral islands and volcanic islands*). Taking a class trip to the library to check encyclopedias and Internet resources will be included. I will also include a mathematics connection, reminding students that Gulliver uses measures in the story. One of the activities will be measuring the room and other things in feet and inches, meters and centimeters (Reeves 8). We find a lot of references to measures in the book and some of the facts that we will talk about are the following:

- "I saw a little man not six inches high" (Swift, *Gulliver's Travels and Other Writings* 4)
- That night, while I slept, they brought a wooden frame, seven feet long and four wide, mounted on twenty-two wheels with nine hundred of their strongest men to lift me onto it. Five hundred of the emperor's largest horses, each about four and a half inches high, then dragged me to the city, half a mile (Swift, *Travels and Other Writings* 7).
- The chains were about six feet long (Swift, *Travels and Others* 8).

I also include a children's version to work rhymes with first and second grades. This version will be used with the bilingual groups to practice intonation, rhyme, and pronunciation in Spanish. It is a pop-up version with lots of "windows," lively pictures to introduce discussion topics and make a list of cognates (English and Spanish words):

*Gulliver era un doctor
Que adoraba viajar
Buscando aventuras
Por tierra y por mar.
Pero una mañana, sin avisar,
El océano se erizó
Y estalló una tempestad...
¡Que hizo a su barco naufragar!*

We will write cognates in construction paper and put them on the white board. Once we finish I will classify them according if they are nouns, adjectives or verbs.

<i>Doctor/Doctor Aventuras/Adventures Océano/Ocean Tempestad/Tempest</i>

When I have the cognates classified, we will get a word (e.g. *doctor*), we will define the word (*A physician, dentist or veterinarian who is trained in and licensed to practice medicine*) and we will use the word in a sentence (*My mother took me to the doctor because I was sick*). We can use this activity with cognates to write the words, the definitions and/or sentences in Spanish and/or English.

Land Ahoy: America!

My third large group will be focused on American works. One of them is "Crossing," a poem written by Philip Booth on trains coming down the river valley from Montreal to Boston. With this poem, illustrated by Bagram Ibatoulline, I will work on commands, application of sequence, definition of key words using pictures and context clues: "Stop, look, listen/As gate stripes swing down,/count the cars hauling distance/upgrade through town . . ." (Booth)

The activities with this book will include finding a song to recite with the poem and include other topics such as talking about the steam trains and the Texas railroad (one travels from Palestine to Rusk in northern Texas). There are many websites where teachers can get information about steam trains.

Most of the adaptations/books I am using are from novels, but this adaptation is based on a poem. Adaptations can be understood as "translations" into different formats. David

Lodge, in his book *Language of Fiction*, states in Chapter 20 (“The Argument of Translation”) the following:

[N]ovels . . . are apparently translatable in the sense that we all read translated novels with some confidence in our judgment of them and their authors. Hence, it is argued, the identity of a novel cannot be determined by the words of which it is composed – as a poem is so determined – because this identity is not changed when the novel is translated into other different words.

With all these books chosen for this curriculum unit, the teachers can design activities to work with word maps, word wizards, word sorts, cognates, reading with partner correction and comprehension check, retelling through cards, using KWL charts, using simple and content webbing, story mapping, and writing activities (prewriting, drafting, revising, editing, and sharing or publishing).

LESSON PLANS

Lesson Plan 1: A Reading Map of the World (Making bulletin boards)

Objectives

- Students will work in cooperative groups.
- Students understand narrative text structure.
- Students demonstrate comprehension after a selection is read.
- Students read to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Materials needed

Bulletin board paper
A political map of the world
Construction paper (several colors)
Scissors
Markers
Crayons
Pencils
Computer
Printer
Atlas

Procedure

1. Teacher needs to have a bulletin board with a political world map in the classroom. Tell students that every time you read a book about a country you are going to mark that on a map and you are going to include data and facts about each country. Teacher has a selection of books about different countries, and every time you all finish talking about a book, they need to fill in a card.

2. The card can be on construction paper so that each country will be identified with a different color. Each country is a different color, and each book is a different color. Give them an empty card and explain them what kind of information they need to find. The information I want to include on the cards for each country is the following: area, population, capital city, other cities, highest point, official language, and currency.

<p>COUNTRY/PAÍS _____ CONTINENT/CONTINENTE _____</p> <p>Area/Área: _____ (sq mile/millas cuadradas).</p> <p>Population/ Población: _____ (inhabitants/habitantes).</p> <p>Capital city/Ciudad capital: _____ .</p> <p>Other cities/Otras ciudades: _____, _____, _____ .</p> <p>Highest point/ Punto más alto: _____ (feet/pies).</p> <p>Official Language/Idioma oficial: _____ .</p> <p>Currency/Moneda: _____ .</p>

<p>COUNTRY/PAIS: <u>United States of America</u> CONTINENT/CONTINENTE: <u>America</u></p> <p>Area/ Área: 3,615,259 (sq mile/millas cuadradas).</p> <p>Population/Población: 265.3 million (inhabitants/habitantes).</p> <p>Capital city/Ciudad capital: Washington DC.</p> <p>Other cities/Otras ciudades: New York, Los Angeles, Chicago, Houston.</p> <p>Highest point/ Punto más alto: Mt. Mckinley 20,312 (feet/pies).</p> <p>Official Language/Idioma oficial: English.</p> <p>Currency/Moneda: US Dollar.</p>

3. Tell them they can check data in an atlas or on the Internet. They can also have a journal/diary where they can write a paragraph about each country in English and Spanish. One day you can have a session where every student can read a paragraph about one of the different countries.

The United States is a country in the American continent. It covers an area of 3,615,259 square miles and it has a population of 265.3 million. The capital city is Washington D.C. in the District of Columbia. There are a lot of other important cities, including New York City, Los Angeles, Chicago, and Houston. The highest point in the United States is Mount Mckinley, which is 20,312 feet high. The official language is English, and the currency is the American dollar.

Los Estados Unidos son un país en el continente americano. Ocupan un área de 3,615,259 millas cuadradas y tiene una población de 265.3 millones de habitantes. La ciudad capital es Washington D.C. que se encuentra en el estado de Columbia. Hay otras ciudades importantes, entre las cuales, cabe destacar Nueva York, Los Ángeles, Chicago y Houston. El punto más alto del país es el Monte Mckinley que tiene 20,312 pies de altitud. El idioma oficial es el inglés y la moneda, el dólar americano.

Using technology resources in the classroom.

We can find a lot of resources on the Internet and in the library that can help us to improve this lesson and provide us with a lot of extra information about geography (maps, data, and facts about the countries in the world). Below are a few examples along with descriptions from the sources themselves:

- Internet Resource
Type of resource: Website – National Geographic
URL: <http://www.nationalgeographic.com/maps/>
Description: find almost any place with online National Geographic atlases, order maps, get information about countries & states, print maps, and play geography games.
- Internet Resource
Type of resource: Website – Travel Channel
URL: <http://www.travelchannel.co.uk/>
Description: Travel Channel is the only channel to bring you entertaining and inspiring travel programming from around the world.
- Internet Resource
Type of resource: Website – Atlas Encyclopedia: Geography
URL: <http://www.atlapedia.com/>
Description: The “World Maps” section provides full color physical maps and political maps for regions of the world. Lots of classroom resources.
- Book Resource
Type of resource: Atlas – Lye, Keith & Steele, Philip. *Ultimate Atlas of the World*. Bath: Parragon, 1999.
Description: This illustrated atlas is a guide to people and places, divided into continental regions covering all the countries in the world. Over 1,000 color Illustrations and photographs.

Evaluation

Teachers evaluate the accuracy of the data, their interest in working in cooperative learning groups, and the final result of the bulletin boards. Teachers need to evaluate the paragraphs written about each country. Attention to the spelling mistakes.

Lesson Plan 2: Let's Travel with Gulliver

Subjects

Reading and writing (language arts). Comparing books and movies.

Grade level

4th Grade ESL Reading (also can be used in 3rd and 5th grades).

Implementation Time

5 classes of 45 minutes

1st Day

Introducing book, author, time where book was written, author's note, and pictures. Start reading the book and start filling out the information worksheet. Teacher needs to provide the worksheet with the 15 questions. Tell them to finish book for the following day.

2nd Day

Finish filling in the information sheet and revising the book. Discuss with students the main points of the book. Check every answer. They need to have the correct answers to compare later.

3rd/4th Day

Show them the video: Max Fleischer's classic animated version of *Gulliver's Travels* and start filling the second worksheet about the movie. The movie is 70 minutes long. Show it in two parts so you can have time for discussion.

5th Day

Check the 15 questions about the movie from the worksheet. Work with the Venn diagram worksheet. Note similarities and differences between the two versions, movie and book.

Standards used for Reading

- Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral setting.
- Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
- Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.
- Compare and contrast information on the same topic after reading several passages or articles.

Standards used for Writing

- Write responses to literature:
 - a. Demonstrate an understanding of the literary work.

b. Support judgments through references to both the text and prior knowledge.

Objectives

Students will:

- Be able to compare and contrast the similarities and differences between the two versions of *Gulliver's Travels* used in the classroom: book versus movie.
- Get conclusions through comparisons (working with both editions of *Gulliver's Travels*, the book and the movie, we will practice the four macro-skills of reading, listening, writing, and speaking).
- Analyze a text (before, during, and after reading).

Student Prerequisites (what students need to know to be successful with this lesson)

- Have read or heard the story of *Gulliver's Travels*.
- Be able to work within a cooperative group setting.

Materials Needed

A personal copy of *Gulliver in Lilliput*

Computers (in case they need to find some extra information on the net)

A printer

Venn diagram worksheet

Fill in information worksheet (15 questions for the book, same for the movie)

Paper

Pencil

TV and VCR/ DVD player.

Procedures and Activities

- Read the story. Use the version retold by Margaret Hodges from *Gulliver's Travels* by Jonathan Swift and illustrated by Kimberly Bulcken Root. This is a good edition as the pictures of the book are in color and combined with black-and-white, making the book very attractive. The students can read the story together, orally, silently, in groups, with partners, etc...).
- Divide the class into small groups of four so that each student can read one paragraph of each chapter. There are 10 chapters in this version, so we will use all of them in the classroom. They can read some at home, too, and the teacher can sometimes read them aloud. Reading aloud will allow the teacher to stop at any point and ask for the spelling of certain words. The chapters are: *A Long Voyage and a Disaster; Captured; My New Home; My Pockets; Lilliput Goes to War; I attack Blefuscu; Victory; I am Accused of Treason; A Discovery; Souvenirs of the Voyage*. Only with the title of the chapters can we build the story. What do we think might happen in each chapter? Teacher can have a pre-reading activity asking students what each chapter title means.
- Tell the students that one of the most important things is to pay attention to the main character, Gulliver.

- The first activity is going to be a fill-in information sheet, where we get the main points of the book. Before reading the book (a warming-up activity) I will show them the cover of the book and ask them the following 3 questions:

1.- What does the title (<i>Gulliver in Lilliput</i>) tell me about the story?	
2.- What do the pictures tell me?	
3.- What do I already know about the story of <i>Gulliver's Travels</i> or <i>Gulliver in Lilliput</i> ?	Note: the book we are reading is the first of the adventures of <i>Gulliver's Travels</i> .

During the reading of the chapters, we will stop to spell some words and answer the following questions:

4.- Who is the main character? Do we have one or more main characters?	
5.- What happens?	
6.- When does it happen?	
7.- Where does it happen?	
8.- Why does it happen?	
9.- How does it happen?	
10.- What do I think will happen next?	

After reading the book they will be able to answer these questions:

11.- Who were the main characters?	
12.- What was the setting?	
13.- What was the problem?	
14.- How was the problem solved?	
15.- Why did...?	

- Once they have finished the book and have completed the above 15 questions we have as a result, a summary of the book. If they write the answers on a paper, they get a summary of the book. What we are going to do next is watching a video based on Swift's *Gulliver's Travels*. It is the 1939 animated children's classic of the book and what students need to do, is to fill in a separate sheet of paper with the same 15 questions they just finished about the book we read.

1.- What does the title (<i>Gulliver's Travels</i>) tell me about the story?	Note: The book was <i>Gulliver in Lilliput</i> . The movie is <i>Gulliver's Travels</i> .
2.- Look at the cover of the movie. What do the pictures tell me? How is Gulliver going to be like from seeing the picture in the cover?	Note: tell them to make a description.
3.- What do I already know about the story of Gulliver?	Note: as they have just read the book, they need to know what is to found in the movie. A KWL chart will be useful.

During the film, we will stop and answer the following questions:

4.- Who is the main character? Do we have one or more main characters?	
5.- What does it happen?	
6.- When does it happen?	
7.- Where does it happen?	
8.- Why does it happen?	
9.- How does it happen?	
10.- What do I think will happen next?	

After watching the movie they will be able to answer these:

11.- Who were the main characters?	
12.- What was the setting?	
13.- What was the problem?	
14.- How was the problem solved?	
15.- Why did...?	

Once they have finished the movie and have completed the above 15 questions, we will have, as a result, a summary of the movie. Writing all the answers on a sheet of paper, we have a summary of the movie.

- What are the similarities between the two versions of this story (the book and the movie)? Let's find out what they both have in common and where there is a difference. There is a Venn diagram worksheet provided to do this activity. Using the Venn diagram, students will compare the similarities and differences between the two versions. We can do this as a whole group, small groups or as a teacher-directed activity. As teachers we can use different versions of the diagram to motivate students. There is a Venn diagram website where you can get any type of diagram you like (visit www.Venndiagram.com).

Using Technology Resources in the Classroom

We can find a lot of websites on the Internet that can help us to improve this lesson and provide us with a lot of extra information about *Gulliver's Travels* or its author, Jonathan Swift. I've listed a few below along with descriptions from the sources themselves.

- Internet Resource
Type of resource: Website- Spark Notes: Literature
URL: <http://www.pd.sparknotes.com/lit/gulliver>
Description: analysis of major characters, themes, motifs and symbols, important quotations explained and suggestions for further reading.
- Internet Resource
Type of resource: Website- Literature (Swift and *Gulliver's Travels*).
URL: <http://www.online-literature.com/swift/gulliver/>
Description: literature network and edition online of Swift's book.
- Internet Resource
Type of resource: Website- Britannica Encyclopaedia: Literature
URL: <http://www.britannica.com/eb/article?eu=72483>
Description: Introduction. Early life and education. Years at Moor Park. Career as satirist, political journalist and churchman. Withdrawal to Ireland. Last years. *Gulliver's Travels*.
- Multimedia Resource
Type of resource: DVD- *Gulliver's Travels*. Fleischer, Dave (director). *Gulliver's Travels*. Alpha Video, 1939. 72 min.
Description: 1939's animated children's classic. Shipwrecked by a storm at sea, Lemuel Gulliver washes up on the shores of Lilliput, where the citizens are no taller than his thumb.

Extra Activities

As mentioned above, the Spanish version of the book, *Los Viajes de Gulliver en Lilibut*, will be used to work rhyme and meter in 1st and 2nd grades. Make sure you provide a chart to write all cognate words from the book (remember to classify them according to nouns, adjectives and/or verbs). Then, students can write definitions and use each word in a sentence. This can be used for English and Spanish groups.

Assessment and Evaluation (determining how the students have attained the instructional objectives)

The teacher needs to evaluate the accuracy in answering the questions on both charts, the accuracy of the filling information and their participation when asked about the questions. Complete information on the Venn diagram will also be assessed.

Lesson Plan 3: Dalai Lama Sings from Nepal

Subject

Spanish Language Arts (SLA) and English as a Second Language (ESL).

Grade Level

3rd-Grade Reading (also can be used in 4th and 5th grades).

Implementation Time

3 classes of 45 minutes

1st Day

Introduce the story. Tell them about when it was written and what it is about. Tell them they are going to see a short part of the movie called *Himalaya* and you want them to tell you why the movie has that name.

2nd Day

Read the book called *Himalaya* and talk about action, setting, and characters. Write a summary of the story.

3rd Day

They write about how to follow a paragraph from the story (give them the beginning of a paragraph on sheet so they can follow writing in Spanish or English). Then tell them they are going to listen a song. Give them the sheet (fill in the blanks, cognates, words, nouns).

3rd Grade Listening and Speaking Standards Used

3.1 The student listens attentively and engages actively in various situations.

3.2 The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Objectives

Students will determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate. Participate in rhymes, songs, conversations, and discussions. Distinguish and produce sounds and intonation patterns of Spanish. Infer meaning by making associations of utterances with actions, visuals, and the context of the situation. Interact with languages other than English working with cognates.

Materials needed

A copy of the movie either on VHS or DVD (The DVD version has more information as it includes extra scenes and special features)

Himalaya, directed by Eric Valli, 2000

Computers (in case we need to find some extra information on the Internet)

A printer

Lyrics for the song “Dalai Lama”

Writing worksheet

Paper

Pencil

TV and VCR/DVD player

CD player

Procedures and activities

- Teachers should have read the book so they can talk about the differences with the movie later. We do not want the students to watch the whole movie but watch a short part of it to give the students a look at the scenery, architecture, and people. After reading the book and before doing any other activity, give them a writing worksheet with the beginning of the book and tell them to write a few lines:

“The fields of barley waved in the gentle breeze. Tsering gathered up a sheap of feathery stalks. “Look, Grandfather,” he said. “There’s enough here to feed our village for a whole lifetime. No one will be hungry this winter.” Old Tindle laughed. “The harvest is good, but it’s not enough,” he told his grandson. “We’ll need to go down into valley again to

This will be just a warming-up activity. After they have seen part of the movie, they will be able to write a few lines and go on with the story. It does not have to be accurate, that is, based on what they have just seen, but they will get involved in the plot without having read the book.

- The students can read the beginning of “their” story together, in groups, in pairs, etc.
- Once the first activity (writing some lines from the beginning of the story) is finished, tell them they are going to listen to a song called “Dalai Lama” by a group called Mecano. Give them a sheet with the lyrics including some gaps and tell them they are going to listen to it and they need to fill in the gaps. The story tells the story of how the Lamas went and searched for their real Dalai Lama. You can get the lyrics at their website, <www.mecano.es>.

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