

Come Fly with Me . . . Open a Book: Travels through Literature

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INTRODUCTION

In school districts across the United States, the tension to meet academic standards is high because the stakes are high. The general view of public education is fueled by the publication of school test scores in the local newspapers. “The legislative push for school vouchers and the creation of a plethora of private school models—from home based schooling to for profit, business-run schools – chips away the traditional public school model. National and state standards are developed to bring structure to the curriculum of what students should know and able to do.” (Erickson, vii) While this is a good way to measure students’ progress, it should not be the only way. There are many other ways to teach the students what they need to know to function and succeed in our modern society. An excellent way to instill in the students the desire to learn for the sake of learning and not just to score well on a test is through reading good literature. Students can use literature to gain experience they might otherwise never see. I plan to teach my students to read—not just to pass a test, but for enjoyment that reading brings. My students will see the world from a different point of view. They will become part of a world culture and realize that this new world needs citizens that are wise as well as prepared to confront the problems that our future citizen will face.

A well-informed person is a well-read individual. Traditionally, a cultured (educated) person was a person with general but broad knowledge of history, literature, science, and many other things learned from life’s experiences or having read extensively. Sadly, talking to teachers of literature at a high school level shows me how difficult it is for the teacher to teach literature because the students can’t focus on the longer readings. Many teachers believe the basis of their problem is that, although they have passed their state mandated tests with short passages and lower-level questions that mainly rely on recall and identification, they are not accustomed to reading novels or other types of literature that require longer attention spans and focusing skills. It is also very difficult for students to imagine abstract or hypothetical settings or ideas. Analysis is another necessary skill that many students lack. These important skills, which are necessary, if not vital for success in higher education, are just not there. High school teachers say that they have to teach students how to read longer selections and that they are at a loss because of time restraints. Because of the stress of having students pass the required tests, teachers feel obligated to help the students pass. Additionally, many students find the reading selections included in the curriculum uninteresting and unimportant. While such books as *A Tale of Two Cities* are obviously interesting and well written, many students find the subject matter difficult to understand and appreciate. They simply do not have the imagination or analytical skills to take novels and apply the ideas and principles to their own lives.

In this environment every one loses—most of all the students. They miss the opportunity to read for pleasure and the satisfaction of using their imagination as a way to enhance their environment. A good solution to this dilemma is to teach the students the joy of reading for enjoyment and knowledge. Travel Literature is an ideal genre for this journey. Travel literature is literature that appeals to the masses because there is an almost inherent drive for exploration and new experiences. People of all ethnicities and nationalities can appreciate the adventures, trials and tribulations of others.

Many of the students that I teach have very little opportunity to travel and explore their immediate environment and even less of a chance to travel further away. My curriculum unit will help the students explore their environment; additionally, as they read, they will be able to travel and experience adventures that can only be found with the use of their full imagination and the reading of good literature. Further, by offering a child a chance to gain a lifelong appreciation of reading, I am giving him or her an affordable access pass to the world. Reading teaches students about other cultures, viewpoints, and places. It breeds tolerance and understanding. Children with the ability and desire to read cognitively have a much better understanding of their environment and the world around them.

The literature that I will use includes a wide variety of children's classics, all of which contain "travels," both factual and imaginary. I plan to use books such *Daniel Defoe: Robinson Crusoe & Notes* and Mark Twain's *Huckleberry Finn*. *Daniel Defoe: Robinson Crusoe & Notes* is an adventure novel that is easy to understand and can be read easily. It is formatted as a graphic adventure, which will make it easier for elementary age students to understand, while introducing them to the timeless classic *Robinson Crusoe*. Although this version is intended for children to read, the classic has been enjoyed for many generations by persons of all ages in a variety of different forms, including comic books and in movies. I plan to use both the classic and the graphic novel in my class. Like many novels, *Robinson Crusoe* is based on fact. A man named Alexander Selkirk spent many years on a lonely island before he returned to Scotland. Defoe took the facts and clothed them with a lively account of all that the hero Robinson Crusoe might have done on his island. The adventure teaches the student the adventurous life on the island but more importantly it teaches the importance of the strength of the human being, friendship and the interdependence of all humans. The adventure teaches the student about the adventurous life on the island, but more importantly it teaches the importance of the strength of the human being, friendship and the interdependence of all humans. Because the content and syntax is geared for more advanced readers than the typical third grade student, the classic novel will be used in my classroom as a resource for these students to explore at their leisure while I plan to use the graphic novel during teacher assisted free reading time. I also plan to explore the qualities of Mark Twain's *Huckleberry Finn*, which is about a young boy and a slave traveling along the Mississippi River. It is a fun book that every girl and boy should enjoy reading. It teaches tolerance, friendship and adventure. Twain's use of a wide variety of interesting and lively characters in this novel adds to the colorful adventure. It teaches the about human

qualities that make a hero such as bravery, kindness, and empathy. I plan to read this novel to the students and discuss the adventures with them. I hope that this interactive approach will encourage children to explore their world.

With true-life adventures, the student explores a wide range of possibilities for fun and learning, all taken from the real world. Fact-based travel literature also teaches students by utilizing a personal approach to the different eras, places and people of our world's history. While factual travel literature is inspiring, fantasy travels such as *The Wizard of Oz*, *James and the Giant Peach*, and *Alice's Adventures in Wonderland*, will also inspire, educate and delight readers. Both fantasy and factual travel literature teach human traits of goodness, such as hope, friendship, and that there is "No place like home." The qualities that good literature teach do not come from testing and drilling but from reading the good works for enjoyment and self-advancement. With real adventures, the student explores a wide range of possibilities for fun and learning, all taken from the real world. While fun and informative are accounts of fantasy, travels allow the children to use their imagination and understand their world from a completely different way.

In a world as confusing and sometimes harsh as that of primary and secondary public school education, students have an opportunity to temporarily escape to a better or at least a different world. Paul Fussell comments on travel literature's ability to provide such an escape in his book, *The Norton Book of Travel*:

But if travels offer the thrill of quasi-felonious escape, [they] also conveys [sic] the pleasure of learning new things and as Aristotle observed over 2300 years ago, not only philosophers but people in general like learning things, even if the learning comes disguised as "entertainment" . . . (13)

Through the literature of travel and exploration we can in the future have world where citizens that are cultured and educated, in a global environment.

Today, we need citizens who will be leaders who are just and knowledgeable. We can no longer ignore the fact that nearly everyone in the world depends on others for survival, nor the fact that world preservation is a global effort. It is our duty as teachers and citizens of the world to give our children our best so that, in the future, our travelers may take the right path.

In this curriculum unit I will include lesson plans that comply with my district's guidelines for instruction and will plan my lessons accordingly, using classic literature to teach our reading objectives, that not only covers the testing requirements but will also teach the students that reading is also for fun.

On a speech delivered in Central Park in 1999, the Dalai Lama spoke these inspirational words:

Pay attention not only to the cultivation of knowledge but to the cultivation of qualities of the heart, so that at the end of education, not only will you be knowledgeable, but also you will also be a warm hearted and compassionate person.

I wholeheartedly believe that learning to enjoy literature will help cultivate all the qualities of the heart.

Finally, I plan to use “Travel Literature” as a teaching tool with very diverse literature. I know the students will benefit from this Institute Seminar because it will give me the knowledge necessary to bring the world to the “at risk” students. I plan to give the students a view of world culture, a glimpse at the future and a start to a good education.

BACKGROUND

I am a bilingual third grade teacher in an inner city school whose demographics consist of a high percentage of minority students, specifically Hispanics and African-Americans. Because I am a bilingual teacher, my classes are taught predominantly in Spanish, with some English instruction. Most of my students are considered at-risk because of their low socio-economic status and limited English proficiency. My personal philosophy is that all children come to this world with the same learning potential. I believe that a positive and intriguing learning environment can provoke a student to strive for and achieve his or her highest potential. However, because of their unique economic and cultural circumstances, these students are at a disadvantage when they start their education. Only exemplary teachers and a vast variety of experiences can help curb the effects of these students’ disadvantages.

Teachers need to provide these students with the tools necessary to help them overcome as many obstacles as possible and become well-informed, critical thinkers. In doing so, teachers create students with a level of education and culture equal to that of the middle class or to the students’ more affluent counterparts.

To better understand the difference between urban and suburban students, I read a book about poverty written by a local educator that informs us about this problem. Ruby Payne’s book is entitled *A Framework for Understanding Poverty*. It helps one to better understand urban at-risk students and build better structure into one’s lessons with the knowledge of the individual students’ needs.

Payne begins by examining people in poverty. She classifies people in poverty into two groups: generational and situational. “Generational poverty is defined as being in poverty for two generations or longer. Situational poverty is a shorter time is caused by circumstance” (10). Needless to say, both have a negative impact on student progress. To better understand students, Payne gives the definition of poverty as the “extent to which an individual does without resources” (13). She defines these resources as

financial, emotional, spiritual, physical, support systems, relationship, and knowledge of hidden rules and language skills.

Payne believes that each of these resources play an important role in the success of students (16-17). Through the use of scenarios, Payne illustrates how the lack of said resources affects the emotional and physical well being of people in poverty.

Next she describes the effect of poverty among children and how it relates to the learning environment. She believes that students of poverty lack the language skills needed in order to succeed. To illustrate, Payne reflects on the work of Montano-Harmon and describes the five registers of language. The five registers are frozen, formal, consultative, casual, and intimate (42). She states that disadvantaged students are unable to communicate effectively because their lack of exposure and use of frozen, formal, and consultative registers. She maintains that children of poverty remain in the intimate and casual registers, which do not lend themselves to success for learning. Another variable, which affects disadvantaged students, is their lack of knowledge of the hidden rules of middle and upper classes. Since hidden rules affect how children's capabilities are perceived, it is vital that these children learn these rules in order to succeed.

Payne concludes by discussing strategies for improvement of student achievement among disadvantaged students. She believes that educators can enhance student learning by providing a support system, role models, and opportunities to learn. In the classroom the teacher should use graphic organizers, establish goal setting, teach conceptual frameworks as part of the content, use a kinesthetic approach to learning, use rubrics for assessment, teach the structure of language, and teach students how to make questions. Finally she states that it is the educator's responsibility to teach the differences and skills that allow the individual student to make choices on their own (Payne, back cover).

Through the understanding of people in poverty, the effects it has on the way students interact in the school environment, and the ways to improve achievement among disadvantaged students, educators will become more willing to make necessary changes in order to provide these students with an environment conducive to meaningful learning.

These disadvantages become even more visible in children enrolled in bilingual programs where they are not only lacking in English and Spanish language skills but also in a very limited American cultural environment. However, I believe that well-informed and skilled teachers can help these students overcome their disadvantages and thus prepare them to become critical thinkers and informed citizens.

This book has given me a deeper understanding of children in poverty. I, like Ruby Payne, believe that it is crucial for educators to have the knowledge in order to provide the students with the tools necessary for success. Ruby Payne has done a fine job of

providing the reader with her personal experiences and some case scenarios that reflect the image and cultural differences of children in poverty.

This book has helped me become more aware of many factors that will help me become a better, more effective educator. First, the importance of understanding the culture and value of poverty will lessen the frustration that educators feel when dealing with students and parents. Second, students' resources should be analyzed in order to seek solutions to the situation of students in poverty because the attitudes the students and parents have are caused by their culture and personal beliefs. Third, educators have the opportunity to influence the students positively by being a role model. Fourth, students need to be taught the hidden rules of middle class and be given educational opportunities equal to those of the upper and middle classes to be able to succeed. Finally, being in poverty is rarely about the lack of intelligence or ability. Being aware of these factors has helped me plan my teaching strategies according to the students' individual needs.

By utilizing Payne's methods and knowledge I can better implement individual instruction according to a child's needs. Further, I will be better prepared to teach children from all backgrounds. I have included in my lesson plans activities that will encourage and support diversity and multiculturalism.

IMPLICATIONS

All students have the right to learn and should be given the opportunity to do so. I believe that education should provide all students with an equal opportunity for success while encompassing and promoting diverse experiences, ideologies, and skills. I also believe that the education system should guarantee that all students would be successful regardless of socioeconomic status, ethnicity, or individual differences. Through the understanding of students in poverty, educators should be able to help students pursue their education in an environment that is conducive to fair and equal opportunity.

STRATEGIES FOR IMPLEMENTATION

Preparation

To prepare for this unit I did an extensive search for the appropriate literature. I bought several books and read them to the students. I also searched the Internet for additional literature and observed students reactions to the readings. I was very pleased with their reaction. After having done our share of TAKS reading and math work, the reading of "fun" material was very welcomed. The students were glad to participate in our travel adventure. In our ESL time we looked up material on the Internet individually and in small groups, which really excited them because many of them do not have access to computers at home. For many of my students this was an introduction to the web. Although we do have a computer lab in our school, at this grade level their time is usually

assigned to TAKS, the state mandated assessment, math and reading objectives (short passages).

I believe that by implementing the use of the Internet I will introduce the students to the mechanics and value of the internet as a learning tool. This will provide the students with a life long opportunity to access knowledge and information at their fingertips.

Objectives

In this curriculum, I will incorporate reading, science, social studies, math, and ESL objectives that will embark the students on a life-long journey of learning; critical thinking and comprehension. These skills will help the students understand and embrace culturally diverse written text. Throughout the unit, students will be introduced to new words and their meanings while listening or to reading the assigned texts. The students will learn to break words down to their root, which will aid in comprehension. Furthermore, the students will be able to recognize that a word might have a different meaning in different texts. These skills will help a student find and define central parts of a story such as plot, main idea, setting, climax and characters. This will also help the students to succinctly summarize or narrate a story.

We will travel through time and space by reading both fact and fiction books such as *El diario de Pedro* (Conrad), a book about stowaway on the Santa Maria Columbus's ship during the historic voyage of discovery, and *The Travels of Christopher Columbus* (Internet version English), *Cristobal Colon, Libro de Lectura pada cuarto grado*, which is a Mexican textbook, *Las Paredes hablan* (Knight, Chan), *James and the Giant Peach* (Dahl), *Have Space Suit, Will Travel* (Heinlein) and the children's version of *Robinson Crusoe*.

The students will understand characterization, as an example Pedro, from *El diario De Pedro*, by Pam Conrad, which will help the students think about what was the character's quality and qualifications that helped Pedro get his opportunity to travel with Christopher Columbus in his historic voyage and because of his ability to read and write was able to become his scribe, of the fantastic historic voyage.

The students will explore the relationship between characters, and think about changes they go through as they travel to new adventures. What are their feelings? What do they see? How do they feel about what they are experiencing? There are endless possibilities to teach and encourage the students to think about. The students will learn about weather and its implication on the outcome and the effect it has on what happens.

I will encourage the students to use a variety of strategies to analyze culturally diverse written texts. We will use story maps, graphs and charts to analyze the information received and recognize the unique characteristics if articles, reports, journals, and the difference between fact and fiction. The students will relate what they already know and

what they are currently reading to their daily life. During the learning process the students will use the computer as a reading and research tool both in English and Spanish.

While studying these works, students will make reasonable predictions about what might happen in the future. What kind of travel will they will be able to use in their own lifetime, and what places will they travel to? I will encourage the students to think critically; they will compare and contrast travel stories that were written centuries apart, such as *El diario de Pedro* (Conrad) and *Have Spacesuit Will travel* (Heinlein). The students will recognize the fact that although many wonderful discoveries have been made, it is the uniqueness of the human being that makes all the adventures through time, place and fantasy possible.

We will travel in fantasy by reading *James and the Giant Peach* (Dahl). A tale of travel in a fantastic peach, James, an unhappy British child, escapes the reality of his sad life by traveling to New York inside a giant peach. The book tells of many events that make this childhood favorite a classic that should be read by every child who wishes to escape his everyday life for a few hours by reading. The delights of this reading adventure are a sure way to instill in the students a desire to read more.

Travel Literature is a wonderful tool to teach the students good literature that is exiting, informative, and educational. Through this unit the students will be encouraged to think critically. What would I have done if I were to travel with Christopher Columbus? Write a journal entry about what they think of the trip. Could such an adventure be possible today?

The students will explore the possibility of space travel as a new frontier. What is the difference between fact and fiction? What is fantasy? Many different approaches could lead to further reading and learning. This unit will help bridge the gap of the different life circumstances and the opportunity for equal learning. The students will learn that they can experience the joys of travel even if the financial circumstances make it very difficult for them to travel. They can come fly with me ...open a book.

Activities

I will use this unit to teach the students about cultural diversity and awareness of the world community. I plan to use *Talking Walls: The Stories Continue*. This book contains stories and activities that encourage the students to ask more questions, do their own research and even create projects that take them beyond the text and pictures in the book (Knight ix).

Many of the activities featured explore different parts of the world exposing the students to a diverse look at the world around them. Knight uses many of the great walls of the world to teach diversity and knowledge about history, geography, religions, animals, weather and culture in the world around us. We will travel through literature and

do such activities as designing and producing travel brochures and passports; writing newspaper articles; dressing up activities; and creating weather reports. I will have a class project to do during the year. It will be to make a class quilt to be raffled at the end of the year. The project will consist of having the students design a square drawing to help make a quilt, or wall hanging. Each student will choose a country, concept, thought or message to contribute towards completion of a wall hanging or a quilt with what they have learned about the world around us, including religions, differences of culture, people and places. I will enlist the help and cooperation of the parents in helping the students to draw or to embroider a square of the wall hanging. This project will be an ongoing learning experience throughout the year as we read or chosen book, *Talking Walls*. The students will learn that walls can be used to keep one in or to keep one out, to deliver and important message, or just to express an opinion about what makes each one of us unique. When this project is completed at the end of the year, the students will have a greater understanding of what is needed to be a good citizen, not only in the confines of our own country but in the greater scope of being a citizen of the world.

I plan to take the students beyond the facts and facilitate a deeper understanding of the material presented, encourage the transfer of knowledge from the readings to their life situation, as well encourage developing conceptual schema in the brain to handle new information, and with these skills meet higher academic standards related to content knowledge, process abilities and meet standard required for a good education.

Suggested Activities for “Over the Walls” (from the book by Margy Burns Knight)

Brainstorming

Put the word *wall* on a large piece of paper taped to the chalkboard and ask the students what they know about walls or what comes to mind when they see or heard the word. Write all contributions or have a recorder write them on the paper. Then ask the students to name important walls in the city or town where they live. Conclude by asking about famous walls around the world. Leave the paper on the board so that the students can add names as they come to mind. After reading and discussing *Talking Walls*, (English or Spanish) brainstorm again and compare thoughts.

I will expand this activity by doing some drawing and writing activities and display their work for further use in the making of our wall hanging. Weekly or biweekly we would choose which we are going to keep as individuals to develop into a quilt square.

Cover

Ask your students to spend some time looking at the cover of *Talking Walls*. What do they see? How many action words could they think of to describe what they see on the cover? A group of fourth graders guessed 10 and were ecstatic to find 16. Do the same with description words, such as watching, reading, painting, jumping, smiling, laughing,

and talking. These words lists may be used to write stories, ask questions, or practice spelling. Try the same activity with other illustrations in the book, or expand the theme by asking students to look at the illustration and tell who, what, where, and how. The words generated by the group could be recorded and used in spelling, writing, and reading lessons.

Cultures

Many cultures are introduced in *Talking Walls*. Ask your students about their own cultural heritage and what is important to them, their families, and their community. Then discuss aspects of the cultures represented in the book. You could divide your class into groups and ask them to present “The People of *Talking Walls*.” Some students may research food, for example, while others might focus on religion or music. Invite people from your community into your class to share their heritage with your students.

Margy Burns Knight and Thomas V. Chan list many activities in their teachers’ guide to *Talking Walls: The Stories Continue*. One of the lesson plans that I plan to implement during the course of the project is to read and discuss Muslim Walls. Many objectives can be accomplished with this theme. I chose to present this one because I want the students to understand that other religions of the world are very similar to our own and while they are also different, they all have redeeming value to all of us.

The Muslim Walls section of the book has many interesting activities and lesson plans. Some suggestions given by the authors are an introduction to Muslim pilgrimages and guest speakers. I could ask a Muslim to come to the class to discuss his culture and religion and his favorite foods. A good choice for a class activity is to make an Arabic food, Lahm Bill Ajeen “Meat in Dough” (Arabic Pizza) for the class and to learn that it seems that all the children of the world have similar tastes.

LESSON PLANS

Lesson Plan 1: *The Muslim Walls*

Pre-Reading Warm-up

1. Ask the students how they and their parents record memories of holiday or business trips. List these on the board.
2. List on the overhead or board the ways we record or document memorable events in our lives, such as births, baptisms, graduations, weddings, anniversaries, promotions, and awards.
3. How do we display our accomplishments in our homes? Discuss and record in their notebooks.

Reading The Muslim Walls

Students read the selection and underline words that they do not understand.

Make a list of vocabulary words on the overhead projector. Find the words in the dictionary. Discuss their meaning and write sentences using some of the vocabulary words can be in groups or with their teacher as a class project.

An Introduction to Pilgrimage

Why do some Muslims choose to record their pilgrimages on the exterior of walls of their homes? Discuss.

Read the section of the book that tells about the Muslim Walls.

Explain to the students that just as we record our important events, other people in the world do the same things not in the same way but differently but just as lovingly and thoughtfully.

Social Studies: Charting Religions of the World

On a map of the world, place green pins on the areas where Islam is practiced, red where Hinduism is practiced, blue where Christianity is predominant, yellow where Buddhism is practiced and white where Judaism is followed. Explain to the students that we are a country where we have the freedom to go to church where we or our parents choose, and just as the Pilgrims traveled to America in the old days, we have many immigrants from all over the world coming to the USA now.

We as Americans may one day have the chance to travel to other parts of the world in our jobs or for fun. We need to be prepared to meet and understand other people so that we can be friends and allies. Explain that through the readings of travel literature we can be a step ahead, and knowledgeable

Food Experience: How to Make Laham Bil Ajeen “Meat in Dough” (Arabic Pizza)

Use the recipe in the Appendix to give your students a taste of Arabic.

Lesson Plan 2: *El diario de Pedro*

Lesson Objectives

The students will understand techniques used to convey viewpoint. The students will use visualization strategies to fill in missing information. This book is to be read in increments over several days.

Skills

- reviewing periods, question marks, and explanation points
- visualizing the text to fill in missing information
- visualizing to imagine people, places or things
- understanding author techniques to convey viewpoint

Materials

- Transparency made by the teacher, containing questions about the book we are getting ready to read

- Overhead highlighter
- Vocabulary list written by the teacher on reading days (a list made of any words that the students do not understand).
- Dictionary

Procedure

Draw an exclamation point on the board. Ask the students to define what an exclamation point is. Remind them that an exclamation point is used for emphasis in writing. It shows excitement, implies the tone may be louder, or may be an order or command.

Ask students to share several sentences that could be written on the board requiring an exclamation point. As a class, determine what the exclamation point does to the sentences.

Next, use the same sentences but erase the exclamation point and replace with a period. Invite students to comment how the sentences may change. The tone of voice will change as the sentences are read. They will become monotone and less emotional.

Discuss the importance of reading and punctuation because it can change the meaning of the text. In *El diario de Pedro*, we will have the chance to experience these punctuation marks, because the writer expresses herself very well to convey her opinions. Does she want the reader to feel excited? Does the author want to state a fact? Does the author wish to ask a question to draw the reader?

Write the word “diary” on the overhead projector. Ask the students to define the word “diary” Have the students share their personal experiences of diaries. Lead the discussion as to why a diary makes interesting reading.

Read the first entry of *El diario de Pedro* aloud. Discuss how the punctuation marks affect the diary entry. As a class continue to read aloud a few more diary entries. Discuss and comment what the author did to convey images. (For example, did the author use descriptive words or adjectives? Add specific detail or share his or her emotions.) Explain that this technique is called *visualization*. Explain that the word “visual” means that it can be seen. Discuss how the words in the text allow the reader to visualize in the mind what it might look like if there was a picture on the page.

This technique is a very good tool for the reading of travel literature, which can be used for Travel Literature and allow the student to Fly through literature. Present, Past, and Future.

Lesson Plan 3: *James and the Giant Peach*

Pre-Reading Warm-up

- 1) Ask the students what they see on the cover of the book. List the answers on the overhead projector.
- 2) Ask the students what kind of book do they think we are about to read. Is it fact? Fiction? Fantasy? A journal? An article in a magazine?
- 3) What is it that makes them think of their answer? Make an entry on their reading journal explaining the answer.

Reading Chapter Book James and the Giant Peach

The students take turns reading part of the text selection and discuss words that are not familiar to them. Talk about what they think the word means and write it on their notebooks (context clues).

Make a list and then look the words up in the dictionary, write the appropriate meaning, then compare their meaning with the dictionary. In groups discuss the words with their group and as a group write 8 sentences with their words.

The students will write a summary of the day's reading using the words from their lists, and will proceed to illustrate the summary in cartoon form using manila paper.

Instructions for Drawing a Summary Cartoon

1. Fold the paper into 8 sections. Classic fold into 1/2s, then again until there are 8 squares.
2. Then write the first sentence of the summary which will be the title of the chapter or book.
3. Then tell what happened first, next, etc. until they have filled 6 more squares.
4. The last square tells how the chapter ends.

Conclusion and Oral Assessment

There will be a Group Discussion of *James and the Giant Peach* chapter that has been read. When the students finish reading selections from this unit they will be able to distinguish the different genres of literature that we studied. They will have learned about their world, different cultures, and will have had the opportunity of exploring the world around them. They will have cultivated knowledge, as well as the qualities that lead to a good education. The students will take their place in the world as good citizens with the knowledge that comes through the experience of good quality of reading literature and education.

APPENDIX

Recipe for Laham Bil Ajeen “Meat in Dough” (Arabic Pizza)

Ingredients:

- 2 packages of pizza dough mix (makes 2 12-inch pizzas)
- 1 lb .ground meat (any kind)
- 2 tbsp white wine vinegar
- 3 tbsp lemon juice
- ¼ cup butter or margarine

Method:

1. Preheat oven to 450 degrees F.
2. Prepare 1 package of pizza dough according to directions. Divide dough into 4 pieces. Roll each ball into a ball and flatten.
3. With rolling pin, roll out each ball into a round sheet about 4 inches in diameter.
4. Repeat with second package. Place round sheets on greased cookie sheets
5. Sautee the ground meat in a large skillet. Add a pinch of salt and pepper. Remove meat from skillet with slotted spoon to drain grease and place in bowl.
6. Mix prepared meat with vinegar and lemon juice.
7. Spread meat filling over rounds of dough, leaving narrow margin at the edge.
8. In a small saucepan, melt margarine or butter over medium heat. Brush over top of each pizza, coating both the filling and the uncovered edges of the dough.
9. Bake pizzas for 15 minutes until edges are golden brown. Serve warm.
10. The teacher can do all of the preparation in class with the help of the students and then have the students take their pizza home for baking and share with their family. The students can carry the lesson home by writing about their experience cooking the pizzas, tasting unfamiliar foods, their families’ reactions, and what they learned by doing this activity.

ANNOTATED BIBLIOGRAPHY

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This is a wonderful anthology highlighting travel literature written since 480B.C. The editor features over 30 authors covering many different literary periods and styles. This is an inspiring book for all travelers.

Heinlein, Robert. *Have Space Suit-Will Travel*. New York: Ballantine Books, 2003.

This is a science fiction/ adventure novel geared towards young adults. The main character is a boy named Kip Russel who finds himself in the middle of a hijacking aboard a space pirate ship. Kip embarks on a journey covering the far corners of the solar system.

Knight, Margy Burns and Anne Sibley O'Brien. *Talking Walls: The Stories Continue*. Gardiner, ME: Tilbury House Publishers, 1997.

Knight uses many of the great walls of the world to teach diversity and knowledge about history, geography, religions, animals, weather and culture in the world around us.

Payne, Ruby. *A Framework for Understanding Poverty*. Highlands, TX: RFT Publishing Company, 2001.

Ruby Payne provides the reader with her personal experiences and some case scenarios that reflect the image and cultural differences of children in poverty.

Twain, Mark. *The Adventures of Huckleberry Finn*. New York: Playmore Inc., Publishers and Waldman Publishing Corp., 1990.

This classic literary novel is about the adventures of a boy named Huckleberry Finn who escapes his drunken father and a runaway slave named Jim. Huck and Jim form a strong bond as they travel on a raft down the Mississippi River.

Supplemental Resources

Teacher Resource

Erickson, Lynn. *Concept-Based Curriculum and Instruction: Teaching Beyond the Facts*. Thousand Oaks, CA: Corwin Press, Inc., 1998.

This is an invaluable tool for teachers wanting to teach students to grasp large concepts. Erickson provides concise details on how to develop concept curriculum in all aspects of education.

Additional Novels

de Saint-Exupery, Antoine. *The Little Prince*. New York: Harcourt Inc., 2000.

This is the touching story of a stranded pilot and a little boy he meets that has traveled from a planet far away. The beautiful illustrations add a unique charm to this book that cannot be paralleled. This is a book that will leave no reader unaffected.

Stevenson, Robert Louis. *Treasure Island*. New York: Playmore Inc., Publishers and Waldman Publishing Corp., 1989.

This is the story of a man and his friends embarking on a treasure hunt. This novel has all the ingredients for a great adventure; greed, gold, and betrayal!

Swift, Jonathan. *Gulliver's Travels*. New York: Playmore Inc., Publishers and Waldman Publishing Corp., 1995.

This novel is a classic satire outlining the travels of a doctor named Lemuel Gulliver. His travels begin when he is shipwrecked on an island inhabited by tiny people. He must learn the customs and practices of their culture, just as travelers everywhere must. This novel offers an enchanting and humorous adventure for readers of any age.

Verne, Jules. *Around the World in 80 Days*. New York: Playmore Inc., Publishers and Waldman Publishing Corp., 1988.

This is the story of an Englishman named Pineas Fogg who makes a wager that he can travel around the world in 80 days. Pineas encounters many great adventures on his endeavor.