

## Discovering a World of Wonders Through Literature

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We shall certainly cease to be here, but we shall never cease to have been here.

-Henry James

### INTRODUCTION

It is evident that mankind has always experienced the necessity of traveling, the curiosity of exploring new worlds, the desire to take risks, eagerness for mystery, the search for excitement, adventures and marvels.

There is a human instinct for the unknown, and the world is so varied that to get to know it, it has been an irresistible subject through the ages for many types of people: Ulysses, Alejandro Magnus, Heraclitus, Marco Polo, Caribbean pirates, Gulliver, Romantic travelers, pioneers, immigrants, ordinary tourists, and even astronauts.

What is traveling, but life itself? I have had a feeling of wanderlust throughout my life, from my first "big trip" to France when I was 13 years old, to my subsequent voyages to England, Holland, Belgium, Germany, Italy, Greece...a jump into Africa: Morocco and Egypt. Finally I made my big jump to America in 1998, an adventure I share in Houston with my husband and two children, where I am not only teaching but learning and, of course, trying to discover this multicultural country whenever I've got a chance.

### UNIT BACKGROUND

I would like to invite my third grade bilingual students to discover a world of wonders through literature and make a journey through their imagination. I will try to transfer to my class the pleasure for traveling, or at least awake some interest or curiosity. There are 20 children in my class – 10 boys and 10 girls. My students are first generation Hispanic immigrants, all of them economically disadvantaged. They come from different countries: the majority of them are from Mexico, but others hail from El Salvador, Honduras, Cuba, and Guatemala. Some of them have just arrived in this country so they only know a little English; others have lived here for one, two or three years at the most. They have left part of their families and best friends behind. When they moved to Houston some of them felt terrified and the same time intrigued. They had hopes, fears, even dreams. They were worried about learning a different language, about not returning to their country, meeting new people and new teachers.

There is a book entitled *La Mariposa* that tells the story of Francisco, a bilingual child undergoing the transition to his first year in school out of his Spanish speaking country.

At the beginning he does not understand his teacher, but feels attracted to a caterpillar and its metamorphosis into a butterfly. In order to learn more about this transformation he tries to read a book about butterflies and learns by heart the printed letters even though he does not understand a word in English.

I like to read this story aloud to my students on the first day of school. At the end of the story we usually talk about our own experiences, our journey towards a new life. I encourage the students to share stories about their countries of origin – either personal stories or those they have heard from relatives or friends. As I listen to the stories, I ask the students to compare their new life in the U.S.A. with their lives in their native countries. How is it similar? How is it different? Are there any foods, holidays, or traditions that are popular in Latin American countries but are not common in the United States? I think they feel more comfortable and confident after they have listened to each other's stories.

I also use for this activity a book called *Salsa Stories*, in Spanish *Cuentos con sazón* by Lulu Delacre. *Salsa Stories* begins at a holiday party in America where a young girl named Carmen Teresa listens to stories told by family and friends from Latin America. At the end she decides to use her book to write down the special recipes of Latin America.

## **GENERAL OVERVIEW**

My goal in this unit is to create an interdisciplinary unit where the students will be learning geography, history, science, math, art, and music through readings about the world of travel. It will be a way to take my students on a dazzling trip around the world with a passport to fun-filled learning. Who says armchair travel can't be almost as thrilling as the real thing? I want them to enjoy an exciting glimpse of each fascinating country, with its unique customs and cultures, and the things people have in common from one country to the next. I also want them to take note of those things that are so curiously different, enhanced by the fact that many of the countries are but a few jet hours apart.

As a general introduction, I will start explaining to them key concepts such as the meaning of the word "travelers": how people have been traveling, from the brave explorers and the first Europeans to reach America to the astronauts. Next, they will learn about what they used to travel including boats, horses, cars, planes, and space shuttles.

I will teach them about the greatest unsolved mysteries throughout history. Many events that have occurred and great monuments, temples, and shrines that have been constructed remain unexplained mysteries. I will be using the book *Around the World Mystery Mazes*. It contains about 30 mazes: Stonehenge, the Mayan "Rosetta Stone," the Olmec Head, Easter Island Sculptures, the Great Pyramid, the Bermuda Triangle, Nessie

(Loch Ness monster), the Yeti (High Himalayas), Noah's Ark, Shangri-La, Roswell's U.F.O., the Fountain of Youth, the city of Atlantis and many more.

I will read a different mystery to my class once a week and encourage the children to do research about it. I will ask them questions like: How were the pyramids built? Why did the Egyptians leave the capstone off the top of the Great Pyramid? What is the meaning of Stonehenge, which was built over a period of 1,200 years in Wiltshire, England? Is there a Shangri-La, the idyllic hideaway where life is perfect? Is Noah's Ark on top of Mount Ararat?

What really happened at Roswell where people believed a U.F.O. crashed into a field? Did Atlantis sink into the sea? What do Mayans sculptured pictures mean? Is there Big Foot? How did the Olmec people, 3,000 years ago, move a 40-ton stone over water and rough ground for 60 miles without any modern moving equipment? What about the 200 giant stone heads from Easter Island? Why were they made? What is their meaning? Some of them weigh 80 tons and are 33 feet tall.

I think that it would be fun to know what happened. The students will investigate, and they will be challenged to explore those mysteries. I will photocopy all the mazes in the book with the sites of the great mysteries of the world and they will try to find the way.

## **ORGANIZATION OF THE CLASS**

I plan to carry out my project by dividing my class into 5 Book Club Circles. Book Clubs build on the natural connections between meaningful discussions and the social aspects of learning. Children's Book Club conversations can be powerful and sustaining and can also provide the forum for discussing the children's increasing knowledge of reading strategies. Furthermore, they can engage in a variety of activities, ranging from simple conversations to creating a group poster about the book they are sharing, making characters compositions, sequencing the story, telling about a favorite part, investigating unfamiliar terms or sharing favorite parts of the book.

There will be four students in each group (two boys, two girls): The Captain (discussion leader), the Captain's assistant (connections leader), the Secretary (summary leader), and the Illustrator. To help students reinforce and personalize what they are learning, each student will start by creating a personal notebook and they will keep individual portfolios where they will take notes, and write about their thoughts, feelings and opinions. Responses in these kinds of journals should be varied: responding to open-ended questions, reflecting on personal reactions, illustrating part of the text, free writing, and making up questions for each reading. The journal can be used as a dialogue between the teacher and the student. This can include: activity sheets and their outcomes, illustrations the student makes for the stories, replications of the visual organizers the

class creates, sentences or pictures about favorite tales, results of cooperative learning and partner activities, a glossary of words and phrases that the student likes.

I will suggest that the students make artistic covers for their portfolios and notebooks. They may also wish to use construction paper to create their own books. Simply punch holes along the left side of the construction paper and tie the pages together with yarn. I will set aside conference time to go through them individually. I will discuss what they have learned, what they enjoyed most, their goals for their own books and various ways they might share their stories with their classmates.

Each group will have a different book to read and will work on several activities. They will be sharing their knowledge and will show the others what they have done. At the end each group will present their experiences and projects to the whole class. The literature and the common theme of travel will bind children together and they will become a community of learners. Through reading and discussing, students will discover patterns on which to build their own stories.

### **Around the World**

One group will read *Miranda de la Vuelta al Mundo* in Spanish. There is a version in English, too: *Miranda the explorer*. It is a fascinating story of a girl called Miranda who enters a drawing contest and wins the first prize, which consists of a ride in an aerostatic balloon. When Miranda gets into the balloon basket and is waving to the audience the strong winds break the rope and the balloon flies away. Miranda is scared, and she can see the oceans, the islands, even volcanoes. So, she pulls a string and lands in Russia. Then she goes over Mt. Everest in the Himalayas before stopping in a market in India and visiting the Taj Mahal. She also visits the Great Wall in China, Japan, Australia, the U.S.A., the desert in Egypt, Greece, Italy, Spain, France, and, at last England, her home. At the end of the story, television reporters ask her to participate in a program where she will talk about her experiences in her trip around the world.

I will show the children different versions of *Around the World in 80 Days* by Jules Verne. We will discuss the main characters and I will choose several paragraphs to read to them. As the setting is nearly the entire world with its different cultures, Phileas Fogg will “take” my students to exotic places like Cairo in Egypt, Bombay and Calcutta in India, Hong Kong, Japan, and the Wild West of the United States.

They will become aware of the world’s continents, oceans, countries, and diverse traditions, challenging them to view the world differently. There are millions of children living in our planet, each child is different. They speak different languages; their eyes, hair and skin are different colors. They live in different climates, cultures, folklore, and celebrations: a wonderful diversity.

People everywhere enjoy holidays or traditions in unique ways. Most celebrations have something in common: amazing sights and one-of-a-kind sounds. After all, what's a celebration without music and dancing? Dance plays a central role in many celebrations and can convey traditions in ways the music alone cannot. Dancers can bring the past to life, or mirror what is happening right now. From ballet to tap dancing, to waltzing, to hip-hop moves, people throughout history have used music and dance as a form of expression and celebration. Some celebrations are religious: Christmas, Hanukkah, Kwanzaa and Ramadan, a Muslim holiday. Many holidays such as Thanksgiving celebrate harvests. In India, the Hindu harvest holiday is Pongal. Jewish people celebrate Sukkot. Other holidays are national: In the U.S.A. Independence Day is July 4<sup>th</sup>, in Spain people celebrate Constitution Day on December 6<sup>th</sup>, in France the national holiday is Bastille Day – July 14<sup>th</sup>.

In approaching the holidays I will apply the KWL framework (what the students know, what they need to learn and what they have learned). We will explore the vocabulary of each holiday using the puzzles and I will invite the students to create lists of holiday words, draw appropriate symbols and develop a dictionary for each holiday. This multicultural perspective will help students to gain a new awareness of the richness of the cultures in our society. We will talk about the kinds of celebrations they have in their family or culture, the music, sights and reasons for celebrating.

They will enjoy creating maps with the routes and stops on their journey. They will classify the different kinds of transport used in those times: camels, elephants, bulls, horses, palanquins, sleighs, trains and ships. They will get a taste of the variety of clothes, too.

They will learn about the time difference, time zones and will try to adjust the clocks to the time of the country we are “visiting.” There is a game: *Got the time?* It is interesting to realize what a person in a country would be doing at the same time you are having lunch. We will need a map key to compute differences in time zones, a clock and hands for each player, 30 timepieces, and time cards. I will get everything ready: photocopy the clocks and hands, they will glue them and cut them out. Then, I will explain to them how to play: Each player receives a clock and three timepieces. Everybody will shuffle the time cards and stack them facedown in a pile. Then, they will take turns reading aloud a time card to the other players, setting the clocks based on the questions asked. Play continues until all time cards have been read.

They will explore through books: I will share with them the book *Expedición al Amazonas* by Ana María Selma with excellent illustrations where boys and girls from all over the world travel from one end to the other. We will have a look at *The Scholastic Atlas of the World*, which presents information in an exciting way with comparisons between countries and the United States to understand land area, maps, their keys and symbols, scale, compass rose, latitude, longitude, map grid references, life facts and flags. Maps come in different shapes and sizes and those types of maps show various

places or objects. For example, physical maps with land features, borders, the longest rivers and highest mountains, political maps with the countries and how they relate to the surrounding land area, street maps, road maps with major roads, intersections and streets, weather maps with temperature and wind direction, climate maps with the climate of a particular area, vegetation maps with the types of crops and plants grown in a region.

There are great map games like “Country Match-ups” that consist of identifying places (monuments) by pairing the cards up. Studying monuments helps people understand the past. Many monuments are so popular that people all over the world recognize them: for instance, the *Arc de Triomphe* in Paris or the Great Pyramids of Giza. Every year, millions of people visit monuments throughout the world. They hold an important place in the world’s past, present and future. We will talk about the monuments they have seen or been to and will discuss some monuments in Houston, Texas and in the U.S.A. I will explain to them that some monuments, like the Grand Canyon, are completely natural occurrences. I will ask the students to do research about monuments across the country, pinpoint them on a map and write a paragraph explaining the importance of building monuments to remember the past. It would be interesting to have a variety of puzzles of the continents, too.

We will watch some movies related to traveling around the world. As for music, we’ll play songs from around the world, we’ll use Berlitz Kids’s series of songs. They are timeless children’s songs from Spain, France, Italy, Germany, United Kingdom, the United States, and Latin America. I will talk about the instruments that are popular in various cultures, such as the recorder (England), violin (Japan), drum (Africa), flute (North America), and I will invite friends and students to bring instruments and play for the class.

I will set up a learning center with an enormous map of the world with the itinerary followed and cut out magazine pictures of people, clothing, homes and scenery. There is an interesting activity, called a map report, that consists of collecting stories about places in the news from the newspaper, TV, or radio, writing the news on a piece of paper, and taping it to its place on the map. I will stock the center with gift catalogs showing artifacts and objects from different countries, dictionaries, samples of international postage stamps, and currency. At the entrance to the center, I will post student-made welcome signs in different languages.

I will introduce them to basic words from different languages. We will have word wheels. They are easy: Cut out two circles with 5-inch diameters, use a hole-punch to make the center holes, cut one-fourth of wheel A. Then place wheel A on top of wheel B and use a brass fastener to join them. When children want to know how to say “hello” in Afrikaans, French, German, or Spanish, they can simply turn the wheel to find out! You can create word wheels for other common words using a white label to cover the word “hello” on the wheel.

I will tell the students that they work in a travel agency and they must create commercials to encourage people to travel around the world, or a travel brochure. The students will choose an interesting setting and make a travel brochure that advertises that place. I will show them several travel brochures and discuss the kinds of information usually presented and how they are designed to attract tourists. You can brainstorm about attractions, sightseeing, and things to do for relaxation, special events, and souvenirs. Then, I will show them how to fold a sheet of paper into thirds, and I will encourage them to be creative. There will be a travel display with all the brochures and everybody will enjoy it.

Like the main character in *Salsa Stories*, my students will research about special recipes. I will begin asking the students to name some favorite meals that their families prepare. I will go over the basic information that needs to be included in each recipe: name of dish, serving size, list of ingredients, and step-by-step directions. As an assignment, I will ask each student to write on his notebook the following: “My family prepares the recipe when . . .” “This recipe comes from . . .”

Using construction paper, students can cut out the shapes of various food items and write the names of the dishes on the backs. They can use strings to hang the cut outs on a wire clothes hanger to make a holiday food mobile. With the help of family members, students should record on a sheet one recipe that is traditionally made for family celebrations. I will collect the recipes, make a copy for each student and they will assemble the cookbook adding a personalized cover design and decorating it.

Cooking not only will teach them about food but it will also reinforce the skills involved in math, reading and following directions, using tools, and working well as part of a team.

All the students in the class will create a construction paper photo album of places, events, famous people, or whatever they consider to be interesting. They will write captions of at least three sentences explaining the significance of the photos. They must pretend they have been to those places, witnessed the events, met the characters, and taken the pictures (as a tourist or a journalist). They will write postcards to the class as if from the country they are visiting, and they will explain an activity they did or a trip they took. The postcards could include a related drawing that the students could share with the class. It would be as if all of them were receiving mail. When they come back home (from their supposed trip) they need to arrange all the pictures. It would be a great idea to use National Geographic magazines. They may need to do some research to find out about the climate, types of clothing and physical landscape at that time of the year. Some students could draw some postcards with the flag of the country, the typical animals, flowers, coins, stamps, and hang them on a bulletin board about all the countries visited.

As a final activity, I will ask the students to create a mythical country: They should begin by picking real world locations for their countries. They can place the countries in

the middle of a continent or out in the ocean. They will give me the longitude and latitude of the new country. They must research the climates and terrain of those locations and use the information in creating their new countries, they will incorporate rivers, lakes, mountains, deserts, oceans, cities, a capital, and so on.

### **A Journey to a Magical World**

Another group will travel through fantasy with *The Lion, the Witch and the Wardrobe* by C.S. Lewis. They will “walk through the wardrobe” and start a journey to the magical world of Narnia, a land of fantastic creatures, giants, and dwarves in a place of immortal characters where it is always winter but never Christmas.

I will start brainstorming with the children about the names of some mythical creatures: centaur, satyr, ogre, faun, giant, dryad, minotaurus, nymph, dwarf, and unicorn. I will define and discuss the following words with the students: dominions, sorcerer, sledge, enchanted, heather, prophecy, reign, siege, traitor, batty and festoons. We will make some crossword puzzles or word search games using those words and I will ask my students to design an illustrated dictionary using the vocabulary words.

They will write descriptive notes about the following characters: Peter (The oldest of the Pevensie children), Susan (The second oldest of the Pevensie children), Edmund (The third oldest Pevensie child), Lucy (The youngest Pevensie child), Professor Kirke (caretaker of the Pevensie children), Tumnus (the faun), Mr. Beaver (Tumnus’ friend), Mrs. Beaver (Mr. Beaver’s wife), Aslan (the King of Narnia), the White Witch (the evil queen of Narnia), Dwarf (the witch’s right hand), Maugrim (the wolf, chief of the Witch’s secret police), and Father Christmas (Santa Claus).

I will talk to them about the themes, motifs and symbols: The Danger of Gluttony (Edmund’s consumption of the magic Turkish delight), the Power of Evil (the White Witch and her power over all of the creatures of Narnia), and humankind’s redemption (Aslan sacrifices his own life and saves Edmund).

I will tell the students that they are now travel agents for Narnia Tours Travel Agency. Tourism has fallen off and they need new advertising campaigns letting people know more about Narnia and why it is a great place to visit. They will share their campaigns with the class and they will display the various ideas on the bulletin boards. An extension activity for all the class could be to ask the students to pretend that they have taken a trip to Narnia for the weekend and will write about their trips and make illustrations to go along with their stories (*Troll Creative Teacher Ideas* 16).

I will ask each student in the group to choose his or her favorite location to model in a diorama using shoeboxes and simple art materials like crayons or markers, construction paper, collage materials, crepe paper, cotton balls for the clouds, clay to make pottery or sculptures, glue, scissors, and natural objects (twig, flowers, grass, rocks). Popsicle sticks

can be used to recreate wooden beams, plastic wrap for windows. They will write a short description of their chosen setting to finish. I will set up the dioramas on tables around the classroom and the students will walk around the room to observe and read about them.

They will draw a big map of Narnia, they should include markings for the lamppost, the sea, the White Witch's castle, the stone table, Cair Paravel, where the battle was fought, the beaver's house, the river, and Mr. Tumnus's cave, to show all the other groups what Narnia looks like.

They will have reading journals where they will record their reactions to literature. I will ask them to answer in their journals such questions as, "Have you ever thought of a magical world like Narnia?" or, "What would you change about the ending of the story?" I will also encourage them to create an imaginary animal that they would like to meet on a trip to Narnia.

As an extension activity we will create a secret kingdom: I'll ask the children to write descriptions of what a perfect getaway, fantasy kingdom would be for them. These should be make-believe places that they would love to escape to and have great adventures in (*Troll Creative Teacher Ideas* 17).

### **A Voyage to the Age of Chivalry**

The third group will read *Robin Hood*. They will go on "a voyage through time" to the world of Camelot and the Age of Chivalry. They will be dealing with the Arthurian Legends, tales of King Arthur and the Knights of the Round Table, Merlin, Lancelot and Gawain, Perceval, Tristan and many more.

Everyone has heard of Nottinghamshire's most famous son and the world's favourite folk hero: Robin Hood. His adventures have been told and retold down the generations from medieval ballads to Hollywood movies. Tradition tells that Robin Hood was an outlaw . . . . Stories relate how travelers through the forest provided rich pickings for the gentleman robber and his band . . . . But how did the legend start? Was he a real historic figure? Was he a creation of medieval storytellers?

(*Official Visitor's Guide: Robin Hood*)

The students will use the Internet as a resource for finding information. They will become familiar with such terms as 'chivalric code', 'the round table', 'Holy Grail', and 'medieval'. They will identify those character traits that are typical of a hero in Arthurian legends: loyalty, generosity, and sense of justice, humility, honesty, honor, and piety.

They will have a display of artwork: they could draw weapons and make castles using clay, construction paper, cardboard, and sticks. They will illustrate some examples of

heraldry, make dioramas of tournaments and jousts and have a debate about it. They could make a Coat of Arms for Robin Hood and Nottinghamshire: drawing and writing a special characteristic in each section of the shield, this way the students will learn to identify characteristics of a person, place and time. They will also collect information and use vocabulary associated with those times and events.

They will listen to Celtic music and watch the following movies: *Robin Hood, Prince of Thieves* and the version in Spanish: *Robin Hood, Príncipe de los Ladrones, Merlin, The Adventures of King Arthur*, and a part of the movie *Excalibur*. We will pay special attention to the Disney version of *Robin Hood*, which has one major difference from the live action versions: animals play the characters. Robin Hood (a fox) and his best friend Little John (a bear) spend day and night stealing from the rich and giving to the poor. The Sheriff of Nottinghamshire (a wolf) is out to catch them, on the orders of Prince John (a lion) and his skinny Hiss (a snake) and Robin's sweetheart Maid Marian (a vixen).

As an extension and final activity, students will compare and contrast life in Arthur's time and today in a "Then and Now" bulletin board.

### **On the Moon with Tintin**

To provide them with a variety of books, the next group will be delighted with the comics *The Adventures of Tintin*. Tintin stories look like movies.

I will bring in the funny pages from a newspaper, and comic strips from magazines to provide good examples for the students. I will explain to them the use of illustrations, characters and speech balloons and that they don't need to be humorous. I would make a class comic pages section with the students by folding large sheets of newsprint in half like a newspaper or magazine, adding a heading at the top of each page that will include the name of the newspaper and the date, and then attaching the comic strips to the pages for display.

They will explore the globe with Tintin, an imaginary hero and little adventurer with a distinctive flick to his forelock, oddly dressed. A timeless boy, never aging but – unlike Peter Pan – he has work to do in this wicked world. They will globetrot from the Old Orient to the high seas, Egypt, Tibet – and even the Moon. They will be engaged in illustrating comic strips for the book *Explorers on the Moon*, where Tintin blasts off for the Moon in a rocket based on the German V-2 design, launched from the Sprodj Atomic Research Center in Syldavia. He is accompanied by his faithful dog Snowy, Captain Haddock, C. H. Professor Calculus and the engineer Frank Wolff as they land on the Moon 15 years before Neil Armstrong.

They will have their personal notebooks to use as response journals and they could design their own Moon rockets, space suits, etc. They can present their information to

the class through murals, bulletin boards, story maps, Venn diagrams, or perhaps a script for a dramatic presentation.

### **An Adventure with Don Quixote in Spain**

Considering my students are bilingual I have chosen a symbolic Spanish novel *Don Quixote de la Mancha* about the Spanish knight errant Don Quixote. Addicted to books of chivalry, he went out of his mind and set out in search of adventure with his horse “Rocinante,” “Sancho Panza” as his squire and “Dulcinea” as his lady.

I would inform my students about the Middle Ages in Spain: literature was dominated by romances about knights in shining armor who practiced a military code called chivalry.

Don Miguel de Cervantes y Saavedra wrote *Don Quixote* to parody knighthood and chivalry in that new social climate. In this novel he explores fact and fantasy, truth and lies, justice and injustice.

They will read an adapted version in Spanish according to their level *La ultima aventura de Don Quixote de la Mancha*. (*Don Quixote's last adventure*), and *El pequeño Borges imagina el Quixote* where Carlos Cañeque writes about a child obsessed by literature (Jorge Luis Borges). Borges, a famous author from Argentina, read *Don Quixote* when he was a child and was fascinated by that man who went mad because of so much reading. He read it several times, and he even thought he would eventually get mad like Don Quixote.

I will read to the students the episode of the original version about the huge windmills, monstrous giants in Quixote's imagination, because he misinterprets reality, seeing menacing giants instead of simple windmills. They will dramatize the episode (role-playing) and they will sketch a scene with the windmills for the theater setting. They could also make Don Quixote, Sancho Panza, and Rocinante sculptures. Dioramas, character studies, or a map with the route of Don Quixote, could be incorporated as well.

I will ask the students to define the term parody (*parodia* in Spanish). I will provide for them examples from literature, television or film. After having viewed some examples of parody, the students will be able to present a play in the form of parody. We will invite the other third graders to come and watch them. I will use the following vocabulary words to give the students a sense of the time:

- Knight
- Knight–errant
- Chivalry
- Don (Courtesy title used before the name of a noun in Spain)
- Squire
- Necromancer

I will also organize a debate about what they think when they hear the phrase “impossible dream” and what their “impossible dreams” are. They will write an essay about it and we will have a publishing celebration party. Their parents will be invited to attend.

We will watch TNT’S *Don Quixote* directed by Peter Yates. I will compare the duration of the cartoons: three hours to the original novel, which was published in Spain in two volumes with around 100 chapters.

## **CONCLUSION**

The stories in all those books are a way to explore and enrich life, and they will illustrate how travel in its different modalities is related to knowledge, adventure, imagination, and a sense of achievement that will last forever. I think this quotation fits perfectly here: “Not fare well” as T.S. Eliot, said “but fare forward, voyageurs.”

## **LESSON PLANS**

### **Lesson Plan One: A Travel Brochure**

#### ***Objectives***

Students choose an interesting setting from a book or the Internet and create a travel brochure that advertises that place.

#### ***Goals***

The student will:

- Work in cooperative groups.
- Develop writing and reading skills.
- Create a new awareness of geography by locating places on a map.
- Promote appreciation of the differences in how people live and discover things people of other places have in common.
- Introduce linguistics by showing that people around the world speak different languages and sometimes write in different alphabets.
- Stimulate an interest in foreign coins, stamps, symbols, flags and other artifacts.
- Spark ideas for international arts and crafts.
- Instill an interest in native folk music and dance.
- Encourage culinary discovery.

#### ***Brainstorming***

I will find out what children know about a travel brochure to organize their ideas for writing at a later time and I will write the words that are related to it on the board.

### ***Materials***

- Markers, colored pencils, or crayons
- 8½ by 11-inch plain white paper (it can be larger)
- Magazines (to cut out)

### ***Procedure***

First, I will show the students several travel brochures for large cities and small towns and discuss with them the usual kinds of information displayed on them.

Second, the students will describe the setting they have chosen and they will find out the attractions in that place.

Third, I will show the students how to fold a sheet of paper to create their brochure. I will hold a sheet of paper horizontally and fold the paper in thirds to form a brochure. First, I will fold the third on the right and then the third on the left.

Fourth, they will write the name of the place on the front flap of the brochure and illustrate the front flap with one of the main attractions of the place. They might add a sentence to encourage travelers to read the brochure.

They must plan the inside of the brochure before they begin writing or drawing. They can include reasons that tourists would want to visit each place. They must be creative and think how you could make that place sound appealing to visitors.

On the back panel, they will write a few paragraphs to provide additional information that might persuade travelers to visit it.

At the bottom, they could write, “For additional information on (name of place), contact (your name)” (Ludwig 26).

### ***Evaluation***

The teacher should evaluate creativity, presentation (neat, colorful and attractive brochure) and correctness using correct sentences, spelling, punctuation and capitalization.

## **Lesson Plan Two: An Album of Photos**

### ***Objectives***

The students will create a photo album of important people, places, events, or objects and then write captions explaining the significance of the photos.

### ***Goals***

To make them think, use their imaginations, and be creative, the students will:

- Create written and visual materials to express ideas.

- Use standard grammar, sentence structure, and punctuation for the captions.
- Demonstrate understanding of information texts in various ways such as writing, illustrating, and developing demonstrations.
- Recognize points of view, propaganda and/or statements of fact and non-fact in a variety of written texts.
- Analyze information in a variety of written texts in order to make inferences and generalizations.
- Read to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.
- Connect life experiences with the life experiences, language, customs and culture of others.
- Arrange ideas and information.
- Inform an audience using information and ideas from a variety of sources.
- Understand the significance of ethnic and/or cultural celebrations.

### ***Materials***

- 3x5-inch index cards
- Large sheets of construction paper
- Markers or crayons
- Glue
- A pair of scissors
- Magazines from which to take some pictures (*National Geographic*, for example).

### ***Procedure***

First, I will ask the students to imagine they have just taken a journey to their chosen country. They have visited the places (researching in books, magazines or the Internet about the weather, type of clothes, landscape at that particular time of the year), witnessed the events, met the characters and taken pictures, like a journalist trying to capture every detail. Then, once they have come back home, they need to arrange all their photos and choose the most important ones.

Second, I will explain to the students what a caption is. They will write an interesting caption of at least three sentences long for each photo explaining why the image in the photo is so important.

Third, they will fold a sheet of construction paper in half like a book and they will write a title for their album and their names as authors.

Finally, they will open the album and mount and glue the photos and the captions beneath each one.

**Evaluation**

The teacher should evaluate creativity and neatness as well as the spelling, punctuation, and grammar.

**Lesson Plan Three: A Diorama of *The Lion, the Witch and the Wardrobe*****Objective**

The students will make a diorama of a setting of their choice from *The Lion, the Witch, and the Wardrobe*.

**Goals**

Make them thinkers, creative and imaginative. The students will:

- Work in cooperative groups.
- Create written and visual materials to express ideas.
- Use standard grammar, sentence structure and punctuation for the descriptions.

**Materials**

- A shoebox
- Crepe paper, aluminum foil, plastic wrap, tissue paper, scrap cloth, cotton balls
- Pine straw, twigs, grass, rocks, bark mulch, flowers
- Clay, Popsicle sticks
- Markers, crayons
- A pair of scissors
- Glue
- Flour, salt, water, paints and paintbrushes for the sculptures

**Procedure**

First, I will discuss some of the settings found in the story, i.e., London during wartime, the Professor's big old house with the magic wardrobe, the lamppost in Narnia with snow falling and the faun, the White Witch and her castle...

Second, I will explain how to mold figures of the characters of the story to place in the dioramas mixing 2 cups of flour with 2 cups of salt, adding water and stirring until the mixture becomes dough-like. They will mold the sculptures and will allow them to dry for two to three days. Then, I will give them paints and paintbrushes to use to add details to their figures.

Third, I will ask each student to choose his or her favorite setting to use it in making a diorama. Fourth, I will distribute shoeboxes and art materials to students and allow them time each day to work on their dioramas.

Finally, when the dioramas are finished, I will ask the students to write short descriptions of their chosen settings, why they like them, and why these settings are such

important parts of the story. I will set up the dioramas on tables around the classroom and let students walk around the room to observe and read about the different settings.

***Evaluation***

The teacher will evaluate the creativity and neatness of the dioramas, as well as the correctness of the descriptions.

**Lesson Plan Four: Designing Souvenirs**

***Objective***

Students will design three souvenirs that represent important aspects of the country chosen.

***Goals***

- Make them creative and imaginative.
- The students will create visual materials.

***Brainstorming***

I will ask students to explain what a souvenir is and if they have collected any souvenirs from the places they have visited.

***Materials***

- 3x5-inch index cards
- Markers or colored pencils
- Materials according to their choice

***Procedure***

First, I will bring some souvenirs from various places and invite students to show some they have collected (show and tell activity). Second, they can make a list of souvenirs and choose three. Third, they will write a paragraph on the importance of each. Fourth, they might design a t-shirt, key chain, magnet, postcard or a bumper stickers. They should sketch a design and then draw and color the final copy.

Once students have finished, you can create a class “gift shop,” where students can display their projects with a written description beside each souvenir, and saying how their souvenirs represent the places or events that they chose.

***Evaluation***

The teacher will evaluate the creativity, presentation and originality of the souvenirs created.

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## Supplemental Resources

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World literature is used to refer to the total of the world's national literature and the circulation of works into the wider world beyond their country of origin. In the past, it primarily referred to the masterpieces of Western European literature; however, world literature today is increasingly seen in an international context. Now, readers have access to a wide range of global works in various translations. Back to Vox Populi Front Page. In addition to a Tech or perhaps terrain requirement (i.e. coast), every World Wonder requires a certain number of Social Policies in order to be built or a Policy to be finished or an Ideology chosen. Investing costs rise for every city in the empire, listed prices are for one city. Investment, although rather costly, gives 25% of the cost (instead of 50%). Babylon's investment bonus happens to also work on Wonders gives them an additional 15%. Division of Labor