

art connections

spring 2002

a teacher resource guide

Not Sold in Stores

This teacher resource guide connects the classroom to the exhibition *Not Sold in Stores*, presented by Dublin Arts Council and on view at the Dublin Arts Center March 17 through May 18, 2002.

THEME: Our world is filled with fantastic and wondrous people and places. If you traveled around the world you would see mountain ranges, deserts, oceans, forests, beaches, and polar ice caps. The people living in these places are as diverse as the land on which they live. The languages spoken, the clothes worn, and the foods eaten all illustrate differences in the way people live in the world around us; however, one thing remains constant -- children play.

Not Sold in Stores, a collection of toys made by children around the world, celebrates both the diversity and commonality of children everywhere. No matter the circumstance, children play, and if they have to, make the toys with which they play.

This teacher resource guide is to be used in conjunction with or indepen-

dently from the exhibition *Not Sold in Stores*, and features classroom and studio activities as well as a CD-Rom of images from the exhibition. With the toys as a jumping off point, we will learn about the countries of Brazil, India, Indonesia, Kenya, and Mexico--five countries with distinct differences, and yet similarities in traditions and ways of life.

- Like the United States, these countries are large with millions of people living in them.

- Like the United States, the landscapes and weather of these countries change from north to south and east to west.

- Like the United States, you may hear different languages spoken in one city.

And, if a ball is put in the hands of a child, whether made out of hard plastic or plastic bags and twine, someone will throw it, and play will begin.

BACKGROUND: Dublin Arts Council first learned about the exhibition *Not Sold in Stores* on National Public Radio's *Morning Edition* in March 2001. *Not Sold in Stores* is a collection of handmade toys created by children in impoverished and war-torn countries around the world, organized by the Christian Children's Fund. The radio report centered on a group of students who were visiting the exhibition at the Los Angeles Museum of Tolerance, and featured students' reactions to the toys. Intrigued, Dublin Arts Council contacted the Christian Children's Fund, and contracted the show for March - May 2002.

Dublin Arts Council immediately set to work to determine the focus of the exhibition and concluded that as well as art objects, these toys could be used as a point of departure for the exploration of cultures around the world. A decision was made to enhance the exhibition with interactive stations exploring the

thematically consistent traditions of the countries represented, including music, dance, and language. Dublin Arts Council asked the Christian Children's Fund to identify several countries that would be represented in the exhibition. Shortly thereafter, they responded with five initial countries: Brazil, India, Indonesia, Kenya, and Mexico. While other countries would ultimately be represented in the exhibition, from that point on, these five countries became the planning focus for Dublin Arts Council.

These curricular resources in support of *Not Sold in Stores* are meant to accomplish two things: first, to enhance the student visit to the exhibition by providing meaningful information and activities that allow a connection to be made between the student here and the child who fashioned a pull-toy in a nation half-way around the world. Second, these resources are written so that they may be used independently from the exhibition. If a science teacher is planning a unit on the re-use of materials, the included toy images on CD Rom can be used as examples. The included studio activities can be done in the art, math, language arts, or social studies classroom, and are linked to proficiency test learning outcomes as outlined by the State of Ohio.

These resources include: ideas for the educator who wishes to incorporate the exhibition in the classroom; limited data and general information about the five identified countries, to provide the starting point for a more in-depth exploration; classroom and studio activities that are multi-disciplinary in nature and involve a variety of learning strategies; and, a bibliography of books and web sites to assist in the determination of the focus of the classroom exploration.

INDONESIA:

The Republic of Indonesia is the largest country in Southeast Asia. It is an archipelago of over 13,000 islands located at the junction of four major bodies of water - the Pacific Ocean, the Indian Ocean, the Celebes Sea, and the South China Sea. It is the world's fourth most populous nation with over 200 million people. The capital of Indonesia is Jakarta, and the official language is Bahasa Indonesia.

Because of the migration of Asian civilizations to Indonesia hundreds of years ago, Indonesia is made up of more than 300 ethnic groups, each with its own cultural identity. Although Bahasa Indonesia is recognized as the "official" language, more than 250 distinct languages are spoken throughout the islands of Indonesia.

Four important leaders of Indonesia include Sukarno, the first President of Indonesia, General Suharto, who took over the Presidency from Sukarno, Mohammad Hatta, and Megawati Sukarnoputri.

The performing and visual arts are important in the daily life of Indonesia, and, the art forms we are most familiar with include leather shadow puppets (wayang kulit); the gamelan of Bali and Java; and batik, the waxing and dyeing of fabric that originated in Java.

INDIA:

The Republic of India is the largest country in southern Asia. It borders Pakistan, China, Nepal, Bhutan, Bangladesh, and Myanmar. The southern part of India is a peninsula, with the Arabian Sea to the west, the Bay of Bengal to the East, and the Indian Ocean to the south. The capital of India is New Delhi. India has the second largest population in the world, with over 900 million people. Only China has a greater population. The official languages of India are Hindi and English, but the Indian constitution recognizes 14 other languages.

India is home to the Himalayan mountains, the highest mountains in the world, and the Ganges and Indus Rivers. The water of the Ganges is sacred to the Hindu people of India. They believe it cleans their spirits as well as their bodies, and they travel to the city of Varanasi to bathe in and drink the water of the Ganges. Rivers are also a valuable natural resource, making the ground rich and fertile for crops.

One of the most important leaders of India was Mohandas Gandhi. His followers called him Mahatma, which means "great soul." His daughter, Indira Gandhi, became Prime Minister of India long after her father's death.

The performing and visual arts have long, rich histories, and the people of India believe that music and dance are gifts from the gods. But, by far, the most recognized symbol of India is the Taj Mahal, built by Shah Jahan, one of the last Mogul rulers of India. It took twenty thousand workers and one thousand elephants more than ten years to build and is located in the city of Agra.

BRAZIL:

The Federative Republic of Brazil is the fifth largest and the sixth most populous nation in the world, with over 170 million people. Covering almost half of South America's land area, the country is as large as the whole of Europe. It is so vast that it borders every South American country except Chile and Ecuador, and it has the world's longest continuous coastline. The capital of Brazil is Brasilia, and the official language is Portuguese.

The Amazon River covers 40% of Brazil's land area in the north, and is the world's largest river basin and tropical rain forest. It is the second longest river in the world. The Amazon jungle, which covers most of this basin, makes up one-third of the world's natural forests.

Some of the great leaders of Brazil include Dom Pedro II, Getulio Vargas, Juscelino Kubitschek, Chico Mendes, and Pele.

Brazil has a rich history of art and culture steeped in African traditions. *Carnaval* is by far the best known festival of Brazil, with five days of celebrating, dancing, music, and food before the solemn religious period of Lent begins. Brazilians also love soccer, and the country has dozens of huge soccer stadiums. The largest is Maracana Stadium in the city of Rio de Janeiro, which holds 200,000 people.

MEXICO:

The United Mexican States (Estados Unidos Mexicanos) is located in the southern part of North America. It is bordered on the north by the United States, on the south by Guatemala and Belize, the east coast by the Gulf of Mexico, and the west coast by the Pacific Ocean. It is a large country with a population of over 100 million people. The official language of Mexico is Spanish; yet about 6 percent of the people speak one or more of some 300 Indian languages. The capital of Mexico is Mexico City.

There were many important ancient civilizations in Mexico, including the Mayans and the Aztecs. These large populations were quite developed with systems of written communication, knowledge of astronomy, and extraordinary architectural skills.



Like in Brazil, soccer is very popular and is Mexico's national sport. The bullfight is also enjoyed by the people of Mexico, and there is a bullring, or *plaza de toros*, in every Mexican city.

Important people in Mexican history include Lazaro Cardenas, Pancho Villa, and Emiliano Zapata.

All art forms are valued and appreciated by the Mexican people, however, Mexican pottery is a rich art form in Mexico, dating back to the Aztec era. The great mural artists Diego Rivera and José Orozco were from Mexico and created works of art that showed deep concern for the rights of the common people.

KENYA:

The Republic of Kenya is located on the east coast of Africa and shares land borders with five countries: Tanzania, Uganda, Sudan, Ethiopia, and Somalia. It has an eastern coastline bounded by the Indian Ocean. Kenya is about the same size as Texas and has a population of over 30 million people. The capital of Kenya is Nairobi, and both English and Kiswahili are recognized as official languages by the Kenyan government.

Much of Kenya's population is tribal, with the Kikuyu, Luo, Luhya, Kalenjin, and Kamba tribes having the greatest populations. Nine-tenths of Kenya's total population are from the 11 largest tribal communities.

There have been many important people in Kenya's history, including Jomo Kenyatta, the first president of Kenya, Ronald Ngala, and Daniel Moi.

Kenya is known for its wildlife and has established an extensive network of game parks and reserves to protect its wildlife.

Music and dance are the most important forms of artistic expression in traditional Kenyan society. Both have a religious significance and are often used as a means to contact the spirit world.



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Classroom Activities:

TOY MAKING:

Each student should write a description of a favorite toy without identifying it by name. The description could include: sounds that it makes; the way it operates; the materials with which it is made; whether it moves or you hold it in your hands; what color it is, etc. Have students share their descriptions with the class to see if, through the descriptive language, it can be identified. (language arts, science)

Have students research and write a report on the history of toys in America, OR, have them select one toy or game (like Parcheesi) and research and write its history. Be sure students include a time line of important dates with their history. (social studies, language arts)

Have students create a toy out of materials found around their home or school. Ask them to write step-by-step instructions on how to make the toy. Then, have them give their instructions and necessary materials to another student to see if, with only the written instructions, they can produce the same toy. Discuss the reasons why or why not the second student was successful. (science, language arts)

Ask children to select a favorite toy from home with no batteries or electronics. Ask them to write 1-2 paragraphs about why this toy is special. Then, challenge the students to make the same toy out of found materials. Display the home-made toy with typed versions of the paragraphs. (language arts, science)

All children are interested in toys. Look at periods in the history of the United States when children would have made their own toys (refer to bibliography). Open up the discussion to current situations in the United States where children may still make their own toys. (social studies)

Have each student select one toy from the exhibition (or CD Rom) and write a creative story about the child who made it and how they got their materials. (language arts)

CAN BE ADAPTED TO ANY OF THE FIVE COUNTRIES:

Have students research the monetary system used in one of the five countries. Find the actual cost of a toy, then have the class exchange the cost of the toy in dollars for the currency they researched. (social studies, mathematics)

Look at the holidays celebrated in the five represented countries. (Carnaval, Christmas, Diwali, etc.). Compare and contrast one celebration to another. Discuss why the same holiday may be celebrated differently in different countries. (social studies)

Divide the class into groups of five, and have each group select one of the countries: Brazil, India, Indonesia, Kenya, or Mexico. Have students research specific information about the country they have chosen: (1) the size of the country, (2) the total population, (3) the distance from Dublin, Ohio to the capital city of the country, (3) one national holiday, (4) what language is spoken, (5) the countries recognized religion(s). Have the groups bring the information back to the class and share. Chart the information and discuss similarities and differences. Compare the size of the countries and their populations to the United States --create a circle graph for both the sizes of the countries and the populations. (social studies, mathematics)

Working in groups, have students research one of the five countries and

based on the collected information, create a travel brochure. Be sure that they include things you can do in the country, historic or cultural landmarks, climates, kinds of available transportation, etc. Research how much it would cost to travel to one of these countries (flights, hotel stays, etc.) and have students create a total cost associated with the trip.

(social studies, language arts, mathematics, visual arts)

Ask students to talk with their families about weekly expenses - groceries, utilities, etc. Have students do research on the "average family size" and "average income" of a family in one of the five countries. Based on this information, have them create a weekly budget for their families based on the income from their researched country. (mathematics, social studies)

What are endangered species? What animals in each of these countries are endangered and why? Research an endangered animal and write a short biography about it. Have students present these biographies to the class. What similarities can be found about the situations of each species? What differences? What has been done, or what can we do to protect species and rehabilitate their populations? Do the same investigation of animal and plant life specific to each country. (science)

Read to or have your students read the book *A River Ran Wild* by Lynne Cherry. Discuss the importance of rivers in communities. Why did early settlers and ancient civilizations settle by rivers? How were they important? What were they used for? Then, ask students to select a major river in one of the five countries (Ganges, Amazon, etc.) Have them trace the history of

the river. Who first lived by the river? What lives in the river? Is the river healthy? Why or why not? Then, based on their research, have them create a story book about the river, similar to *A River Ran Wild*. This activity could be done in groups or by individuals.

ACTIVITIES SPECIFIC TO KENYA:

Discuss the food chain in relationship to Kenyan animals (predator/prey). (social studies, science)

Discuss tribal communities in relation to Kenya. Compare and contrast the various tribes currently living in Kenya (customs, foods, family life). Research the Masai tribe and discuss why it is important to Kenya. (social studies)

Read the book *Thunder Cave* by Roland Smith. Discuss the Masai tribe. Make a map of the character's route. Discuss the survival skills needed by the characters in the stories. What is poaching, and why are animals being poached? What can communities do to change poaching? What is the Kenyan government doing to protect its wildlife? (language arts, social studies)

Where is Kenya? Find it on a map. Compare the size of Kenya to other countries in Africa. What percentage of Africa is Kenya? Research the size and populations of the other countries in Africa and create a graph. Is Kenya larger or smaller than other African countries? (social studies, mathematics)

ACTIVITIES SPECIFIC TO INDIA:

Why is the Ganges River sacred to the people of India? Locate the Ganges River on a map. What other large rivers are in India, and why, in general, are rivers important to communities? (social studies, science)

Who were the Moguls? When did they rule India? Why did they leave? What one great monument did they leave in India? (social studies)

What is the Taj Mahal? Where is it located? How was it built? (social studies)

ACTIVITIES SPECIFIC TO BRAZIL:

Investigate the deforestation of the rainforest in Brazil and the reasons why deforestation is taking place. What animals live in the rainforest, and what happens to them when the rainforest is destroyed? Make a graph of the percentage of rainforest that has been destroyed. Make a graph of the endangered animals of the rainforest. (science, mathematics)

Where is Brazil? Find it on a map. Compare the size of Brazil to other countries in South America. What percentage of South America is Brazil? Research the size and populations of the other countries in South America and create a graph. Is Brazil larger or smaller than other South American countries? (social studies, mathematics)

Make a picture book of Amazon animals. Each student selects an animal of the Amazon, creates pictures, and discovers interesting facts and details. Put each page together as a classroom picture book. (language arts, visual arts)

Compare life on the Ohio River to the Amazon River. Look at animals, people, use of the river, and the make up of the river itself. (science, social studies)

Talk about discrimination in other countries (i.e. blacks and Indians are very discriminated against in Brazil - - a coun-

try also referred to as a melting pot). Brazil has no black Cabinet members. Make connections to the struggle for civil rights in the United States. (social studies)

ACTIVITIES SPECIFIC TO INDONESIA:

Where is Indonesia? Locate it on a map. How many islands make up Indonesia? How does the size of Indonesia compare to the size of other Asian countries like Japan and China? Compare land size and populations and graph the information for comparison. What are the major crops grown in Indonesia and why?

What is Krakatoa and where is it?

The Komodo dragon is the world's largest monitor lizard and is found only on Komodo island in Indonesia. There are other animals found only in Indonesia, including species of the orangatang. Have students research one of these animals and have them write and illustrate a fictional story about their animal..

ACTIVITIES SPECIFIC TO MEXICO:

Study the Aztec and Mayan communities. When were they living in Mexico and when did they leave? Look at their systems for written communication (hieroglyphics) and mathematics, as well as their architecture. What else was highly developed within these two ancient civilizations? (social studies, science, language arts)

What are the Pyramid of the Sun and the Pyramid of the Moon? Where are they and how were they constructed? Who build them and why? (social studies, science)

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studio activities

Mexico: Amate Bark Painting

Amate bark paintings are a traditional art form originally found in the village of Ameyaltepec, located in the state of Guerrero, Mexico. Amate paper comes from the bark of the Amate or wild fig tree, and its use dates back to the Pre-Columbian days. The themes for the paintings are varied but can include flora/fauna of the region, people and scenes depicting everyday life, or scenes depicting special occasions such as weddings or birthdays. The artists used bright arbitrary colors to make the paintings vibrant and lively. Occasionally, they would use fluorescent colors to really brighten the composition. The pictures usually have a border that relates to the theme of the painting. The objects in the paintings may appear to be placed in rows or stacked to help the artist tell a story with his painting.

Teacher Preparation:

To begin the lesson, show the video *Gente del Sol: Mexican Bark Painting*. This video, produced by Crizmac, helps to introduce the lesson to the students. The VHS tape is 23 minutes long.

Crizmac is an excellent teacher resource for multicultural materials as well as art examples.

Have examples of Amate bark paintings to discuss with students after seeing the video. Discuss the characteristics of the paintings and how the students will utilize these characteristics to design their own paintings.

Materials:

newspaper
12"x18" white drawing paper (for preliminary sketches)
tempera paints (ass't colors) -- fluorescent paints work great for this project, if available
black permanent fine marker
brown paper grocery bags or Brown craft paper (12x18)
brushes -- variety of sizes, fine to medium
water
colored pencils (optional)
ebony pencils



Flower Pickers
by River, Ignacia
Ramirez, 23"x15"

Directions:

Students first need to determine the theme for their paintings. Ideas might include a memorable vacation, a special celebration, or even a visit to the zoo, local aquarium, amusement park, etc. Remind the students that they will need to consider the following objectives for the lesson, as illustrated in the video. These objectives include the following:

- Use a border
- Have at least three large shapes in the composition
- Stack objects or put in rows
- Use repetition
- Outline all parts of the composition with fine black marker
- Use arbitrary colors and use bright colors to paint the composition

Next, have students plan out their designs on 12"x18" white drawing paper. Once they have organized their paintings, they may use colored pencils to color areas of their rough drafts to plan their color placement.

Students should use an ebony pencil to blacken the back of their rough drafts. The rough draft is then placed on top of a 12"x18" piece of brown craft paper or a brown paper bag. (If paper bags are used, they need to be soaked in water to loosen glue seams, then gently open the seams and lay flat to dry).

Use a pencil to trace over all pencil lines, thus transferring the composition onto the brown paper/paper bag.

After the design is transferred to the paper, go over all lines with a black permanent marker. This makes painting in the areas much easier, and the overall results are much neater.

Select the colors for the painting. Remind students to use a variety of bright colors and utilize arbitrary color. Arbitrary colors are used to paint items in a nonrealistic manner -- for example, a blue sun, or a pink cow!

Final results may be shared with the other students to identify the theme or story represented. In addition, students may compose a short personal experience narrative or a poem about their finished paintings.

studio activities, con't



Indonesia: Wayang Kulit Shadow Puppets

Through the centuries, Indonesia has developed a tradition of puppetry. The most elaborate presentations are found on Java, an island of Indonesia. The puppetry encompasses religion and many of the arts of the region; the stories are tales of good and evil.

The term *Wayang* applies to dance and theater as well as puppetry. *Wayang* means shadow and is also the name for the puppets that appear in the plays. *Wayang Kulit* is just one of the various forms of Javanese puppets and is an exciting and dramatic performance popular among all Javanese social classes. *Kulit* means leather, and *Wayang Kulit* translates to mean shadow puppets made of leather.

Wayang Kulit puppets are stylized rather than representational figures. A variety of different shapes are used to express different characters. Refined features with heads sloping forward, delicate graceful bodies and thin slender noses represent good characters, while evil characters are depicted as large with bulging eyes, large noses, and round, full body shapes. Colors are also used to symbolize the emotional and physical qualities of the character. White and gold are used to represent beauty and youth, while black symbolizes tranquility and wisdom. Red is used to portray the character as cowardly or greedy.

The puppets range in size from 1 - 3' in height, and have long expressive arms, jointed at the shoulder and elbows, the only moving parts of the puppet. Rods are attached to the arms and the body to help operate the puppet. The original puppets were made from the hide of water buffalo and buffalo horn rods were attached to the puppet to allow it to move. The puppet is painted using the characteristic colors of gold, black, white, and the three primary colors. The puppet's body surface is pierced with a series of holes that result in an interesting shadow pattern.

Teacher Preparation:

Collect resource materials to help inspire puppet making. Collect examples of Javanese puppets and design elements.

Secure a place within your classroom where students can perform a puppet show once the puppets are created. A light source will also need to be provided.

Have students research information about *Wayang Kulit* at the library or on the Internet. This information could be brought to class and shared to inspire students before the studio lesson.

Materials:

large brown paper bags or white Bristol board (18" x 24")
scissors
paper punch
dowel rods, coat hangers, chopsticks, shish kabob skewers
tempera/paint markers- gold, black, white, red, yellow, blue
white glue (if needed)
paper fasteners and hole reinforcements
large eye needle and heavy thread

Directions:

Have a brief discussion with the students regarding their puppet design. What kind of character do you want to represent? You may want to organize the students into groups of 2-3 and have them write a short play and then design puppets for the play. Developed for grades 6-8, this lesson could be used to prepare a puppet show for younger students that deals with multi-cultural or diversity issues (ex. appreciation for differences regarding clothing, foods, religion, etc.)

Next, have students determine the size of each puppet. Remind them that the actual *Wayang Kulit* puppets vary in size from 1-3 feet. Size may be determined by availability of materials and size of area to perform puppet show.

Have illustrations to show students examples of traditional good/evil puppets. Discuss how they are alike and how they are different.

Have students use these examples to sketch out their own puppet designs on paper. These sketches should be made to size so they can transfer their sketches onto the brown paper bags or Bristol board. Remind students that they will need to draw body and legs as one piece while arms are drawn separately and jointed at the elbow and shoulder. The puppets should be decorated before they are cut out. Students may use small brushes with tempera or paint markers if fine detail is necessary. Have students pay particular attention to the specific characteristics of their puppet so designs/colors are used to best express the emotions and personality of the character.

When paint is dry, the puppet may be cut out and assembled. The paper punch will be needed to punch holes in the upper body of the puppet and the elbows. Paper fasteners are used to join sections of the body. When attaching paper fasteners, leave them loose to facilitate ease of movement. For additional support, you may want to use page reinforcers to prevent the hole from tearing when puppets are being moved and operated.

The dowels, coat hangers, etc. are then added to the back of the body and the hands of the puppet. They are sewn in place; glue may be added for additional support.

studio activities, con't

India: Rangoli, Floor Painting

An ancient folk art of India, *Rangoli* is a village tradition of decorating the floor or doorstep of a home and is a craft that one generation of women teaches the next. The paintings are usually done at the threshold or front entrance of the home. The designs used may be simple geometric shapes or can convey a story incorporating people, animals, and nature, as well as gods and goddesses. Floor paintings may be decorative or religious and are connected to celebrations and festivals.

Traditionally, *Rangoli* is applied using one's fingers. The most popular material used is rice flour, and a bold white pattern is preferred. Colored accents appear, created from brightly colored dyes, with red considered the most powerful and auspicious. Other materials one might use include pebbles, whole grains, and flower petals.

Teacher Preparation:

Have available a variety of different examples of floor paintings that illustrate different styles, themes, and materials. Have students do research on the Internet to find out information regarding ceremonies and festivals as well as religious figures of India.

This particular activity lends itself to both indoor and outdoor lesson plans. Outdoors it may be done with colored sidewalk chalk, and the theme could be related to a welcome mat for an upcoming visitor or to celebrate a particular holiday or celebration. The indoor version could be to paint canvas floor cloths using acrylic paints and have permanent artwork to exhibit at your school. This could be done as a group project.

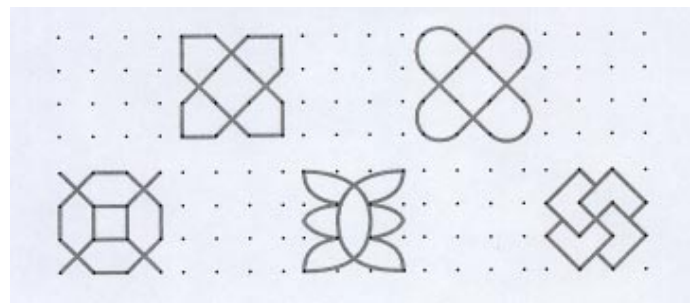
Have sizes of paper/canvas pre-cut and ready to go.

Materials:

tempera/acrylic paint (white, red) and other assorted bright colors
brown craft paper/canvas: 3x5 ft for group/12x18" for individuals
practice paper
brushes
water containers
white chalk
polyurethane (if doing canvas floor cloths)
rulers

Directions:

The designs used for Rangoli floor painting reflect a pattern system. You may utilize this lesson to apply and teach basic math concepts. Patterns may be complex or simple. Students will need to create a design using the dot pattern methods (see illustration). Have students look at and interpret *Rangoli* design examples. Discuss themes as well as elements used in the composition.



Have students do a preliminary design for the floor cloth on white paper. Encourage students to experiment with different design ideas until they are satisfied.

Have students transfer their finished designs to the brown craft paper or canvas and use paint or chalk to fill in the design. White will dominate the composition. Color is optional, and red is a very powerful and auspicious color.



a wedding *Rangoli* design

Good Resource: *Painted Prayers: Women's Art in Village India* by Stephen Huyler

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