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A Guide for Educators in Teaching Four Central American Indigenous Tales

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A GUIDE FOR EDUCATORS IN TEACHING
FOUR CENTRAL AMERICAN INDIGENOUS TALES

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
Of the Requirements for the Degree
Master of Education

by
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March 1997

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Abstract

A GUIDE FOR EDUCATORS IN TEACHING
FOUR CENTRAL AMERICAN INDIGENOUS TALES

by

Judith C. Ginther

March, 1997

An informal study was conducted to develop a guide for grades 4-6 educators to use in teaching Central American folklore in the context of an interdisciplinary curriculum. Four story books were selected which reflect the cultures of Costa Rica, Honduras, Guatemala and Panama and serve to illustrate the oral tradition of peoples from these countries. The instructional method used was the Cognitive Academic Language Learning Approach (CALLA) by Chamot and O'Malley. Based on the language acquisition and bilingualism research and theoretical work of Jim Cummins, CALLA follows a comprehensive lesson plan model that integrates language development, academic content mastery, and learning strategies. The guide presented in this project employs the CALLA instructional framework, and integrates social studies content and language arts skills. The guide contains student lessons and teaching strategies appropriate for the study of the culture and folk literature of the countries already identified here.

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CHAPTER ONE

Introduction

This project is entitled "A Guide for Educators in Teaching Four Central American Indigenous Tales." Its major focus is to develop a guide for grades 4-6 educators to use in teaching Central American folklore and culture in the context of an interdisciplinary curriculum. Chapter one includes the following subtopics: (a) background of the project with a brief historical overview, (b) purpose of the project, (c) justification for the project, (d) limitations of the project, and (e) definitions of terms.

Background of the Project

The interdisciplinary approach to social studies and language arts teaching used in the project has its roots in the progressive and whole language movements.

In "The School Journal" Vol. LIV, No. 3, pp. 77-80, published on January 16, 1897, John Dewey, in his article "My Pedagogic Creed," stated: "I believe that education, therefore, is a process of living and not a preparation for future living" (Dworkin, 1959, p. 22). The guide was developed to broaden Dewey's base of students' process of learning and living. The world of today's students is becoming more interdependent. What is learned now by the students has far reaching effects. Students need to know about the children in other countries and understand how

about the children in other countries and understand how people think and live in other parts of the world.

John Dewey and Francis Parker were founders of the progressive education movement begun in the early 1900's in the United States. A belief central to this movement is that children learn best when they are active participants in the learning process. Dewey and Parker, therefore, promoted the idea of "learning by doing" (Farris, & Cooper, 1997, p. 30).

The Whole Language Approach was developed by Marie Clay of New Zealand, in the early 1970's. The focus is simply that children learn to read by reading and to write by writing. Now in the 1990's, McCarty states that the whole language approach is one of the most widely acclaimed and popular with teachers at the grass roots levels (McCarty, 1991, p. 73). The approach is popular with teachers because it keeps language whole and involves children in using it functionally and purposefully to meet their own needs.

Ken and Yetta Goodman have had a dynamic influence on American education through their research on Whole Language. The Goodmans insist that Whole Language must be relevant, whole and meaningful to learners. Pupils should learn through language while they learn language. Schools should build on the language development children have attained before they start school, and on the experiences they have outside school. Helping students to achieve a sense of

control and ownership over their own use of language and thinking, will help to give them a sense of their potential power (Goodman, 1986).

The traditional instruction model of teaching, which is a skill-based, behaviorist approach, varies greatly from the whole language instruction model of teaching. The "traditionalists" believe that knowledge is outside ourselves and must be broken into small segments for comprehension (Joyce, & Weil, 1986). Children are expected to be passive participants in the learning process with the finished or completed product as the most important part of learning. Learning is based on a sequence of skills stressing part to whole concepts. Children grouped according to perceived levels of high, average or low ability. Since rewards such as stars, stickers, or candy are normally used to encourage performance, competition is encouraged. The curriculum is typically teacher-centered, that is, the teacher makes the decisions about what will be taught and how this material will be presented to the students. Using textbooks, which serve as the main instructional materials, the teacher implements highly structured lessons where student input is seldom sought. Evaluation procedures include multiple choice, true/false, and essay tests (Farris, 1997, p. 32). Many of the students, the researcher has observed, when taking the multiple choice and true/false

tests merely write any letter in the blank. Their approach to essay tests is one or two sentences written and turned in as finished. These tests are handed in hurriedly to the teacher so the students can continue with what they feel is important and has value to them, not to the teacher.

Traditional and Whole Language Instructional Approaches

Proponents of the Whole Language Approach, on the other hand, believe that knowledge develops from within, as the individual attempts to build understanding through inquiry and experience. Lifelong learning is the goal of this approach. Students are expected to be active participants in the learning process which is considered by the whole language teacher to be the most important part of learning. Stated another way, learning is intrinsic and based on relevant, real experiences, where whole to part concepts are stressed. Children are grouped according to their interests, then regrouped as instructional topics change. With group cooperation among the children being encouraged, the teacher then is able to serve as a facilitator of learning. Children's literature and the children's own writing serve as materials for teaching. In the evaluation process, samples of the children's own work are used to determine their learning growth in comparison to their previous work. In contrast to the traditional approach to teaching and

learning, the whole language classroom is student centered (Farris, & Cooper, 1997, p. 32).

Social Studies and Language Arts Integration

The Whole Language Approach together with the social studies content area, can easily use themes to integrate the curriculum (Pappas, Kiefer, & Levstik, 1990). Routman has another approach with detailed writing processes and procedures in language, integrating a content area such as social studies, mathematics, or fine arts with the whole language approach (1991, pp. 284-289). Pappas, Kiefer, Levstik and Routman have taken their theories into the classroom, teaching these approaches to integrate language arts with other content areas. Their research was found to have been successful for both the teacher as the facilitator and the children the learners.

Purpose of the Project

The purpose of the project was to develop and field test an interdisciplinary approach to teaching Central American literature and culture. The concept of "interdisciplinary approach" is used here to explain the comparison between traditional education and the interdisciplinary approach.

Interdisciplinary Approach

Traditional education addresses separately the academic disciplines to be taught and learned. Literature is separate

from Mathematics, Natural Sciences, Social Sciences, Visual Arts, and Performing Arts. The researcher has chosen the interdisciplinary approach for the Guide, joining the discipline of literature with the discipline of social sciences referred to as social studies at the elementary school level.

Standards

The Standards for the English Language Arts by National Council of Teachers of English and the International Reading Association define what American students should know about language and be able to do with language.

The Curriculum Standards for Social Studies by the National Council for the Social Studies, serves as a framework for the social studies program for public schools and as a guide for curriculum decisions by providing student performance expectations in the areas of knowledge, processes and attitudes and to provide examples of classroom activities that will guide teachers as they design instruction to help their students meet performance expectations. Various standards from the above have been chosen as frameworks for the interdisciplinary guide, and implemented with the Cognitive Academic Language Learning Approach instructional sequence.

Four Standards for the English Language Arts have been selected for the purposes of this project. The standards

chosen were numbers 1,3,7, and 9. Reasons for the selection of these standards are also explained here.

1. Students read a wide range of print and nonprint texts. Among these texts are fiction and nonfiction, classic and contemporary works. Reason for selection: to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

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

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. Reason for selection: Students will gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

9. Students develop an understanding of and respect for others. Reason for selection: Students will understand and

respect the diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles throughout the world.

Two standards identified in the Curriculum Standards for Social Studies, have been selected for the purposes of this project. The standards chosen were 1, and 3. Reason for the selection of these standards are also explained here.

1. Culture. Reason for selection: The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

3. People, Places, and Environments. Reason for selection: The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do

landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (NCSS, 1994).

This project serves as a supplement for language arts and social studies in the Washington State's Essential Academic Learnings (EAL) and the adopted curriculum of Bethel School District.

Justifications of the Project

The researcher first became interested in Central American folk literature while living in the countries of Panama, Costa Rica, Honduras and Guatemala.

Prior to teaching in Central America, when the researcher taught sixth grade, the students, stated that they thought there was no difference between the cultures of Mexico or any other Spanish speaking country. Seeing the need for helping students to develop cross-cultural awareness and respect for the peoples of the world, the researcher determined to find a way to facilitate students' discovering that each country is unique within its own culture.

Panama, Costa Rica, Honduras, and Guatemala were chosen because of the memorable cultural events that the researcher experienced while there. Not only did the researcher teach school in these countries, she was also honored by becoming included as an active participant in the lives of some of these families. The host families designated an important position for the researcher within the family circle, and she became *tía* or "aunt." Along with this position came the responsibility of participating in various family events.

These gracious families introduced the researcher to the oral stories of their cultures. Later on, she located similar written versions of these stories in various bookstores of the capital cities.

The selected Central American tales and legends serve the educational needs of U.S. students by expanding their knowledge of peoples from another part of the world and also by giving them insights into the culture of these peoples which history textbooks can not do alone. Currently, the number of instructional materials on Central American literature translated into the English language is minimal. This situation has resulted in limited access to understandings about these cultures for the American students. The selected tales and legends were the answer which should have been given to the sixth grade class with which the researcher had worked as a student teacher. Had

these literary selections been available at that time, the students might have understood that there are cultural differences among these countries even though their national language is Spanish in all cases. Now, through this project, the stories in question may find a way to be shared with students and teachers everywhere, as they provide a glimpse into another, delightful, world and a culture different from our own.

The cultural information gleaned from the tales pertains to cultural mores and values, the origin of symbols, explanations of world phenomena, and the origins of celebrations.

Preliminary Field Testing of Instructional Strategies

The researcher found out, after sharing these tales and legends with upper elementary students, that they responded with interest and curiosity. Many questions about the background country of the story were asked. Often the students requested more books or stories of a similar nature and even became involved in research about the specific country where the stories take place. Other activities in which the students became involved and for which the stories served as motivation were the writing of new tales and legends with illustrations completed on the classroom computers and shared with other grade levels; hand made replicas of art and artifacts from the countries studied,

three-dimensional maps of the country, and attempts to dance the Cumbia and other typical dances.

These observations appear to indicate that upper elementary students (a) enjoy being read to, (b) respond well to shared experiences, (c) become curious about the unknown, (d) want to resolve problems, and (e) wish to share what they know on a given subject through drama, poetry, storytelling, drawing, and music.

Limitations of the Project

Number of Story Books

This project was limited to four story books based on these themes: cultural mores and values, explanations for world phenomena, origin of symbols, and celebrations. The original Spanish language stories are used in the homes of the families in the countries where the stories originated. English language translations were used in teaching folklore and culture of Central America in the American classroom. Because the students were predominantly English speaking, the researcher found that the only way to share the stories and use them for instructional purposes in the American classrooms where she taught was to translate them from Spanish to English. Several Spanish Language experts were consulted for assistance on various colloquial terms appearing in the stories.

Objective for the Instructional Use of the Selected Stories

The main purpose of the stories was to share with American students the cultural richness of Central America through its tales and legends. The tale from Costa Rica, The Cow that Eats Rainbows and The Crystal Snail from Honduras both provide information about morals and values, as well as give cultural explanations for world phenomena. The legend from Guatemala, The Hummingbird King, explains the origin of the Maya symbol, the Quetzal. From Panama, the legend of The Burial of the Fish, tells about the grand festival which celebrates the origin of the fish symbol.

Techniques Used in Instructional Implementation

The language arts and social studies strategies and techniques applied in the instruction of the tales and countries follows the Cognitive Academic Language Learning Approach (CALLA) strategies. The CALLA plan for instruction is: (a) Assess students' prior knowledge. (b) Select concepts and skills to be learned, including higher-order thinking skills. (c) Identify academic language skills and functions required to perform a specific content area task. (d) Choose learning strategies that are appropriate for tasks in different phases of the lesson. (e) Assemble materials needed to provide context and hands-on activities. (f) Organize activities into a five-phase instructional

sequence: Preparation, Presentation, Practice, Evaluation and Expansion (Chamot, & O'Malley, 1994). CALLA supports Whole Language by making the child the center from which the learning growth continues, making the lessons relevant, real, accessible, and giving the student the power to use what has been learned.

Student Profile

The age range of the students for whom this project was originally developed was nine through twelve, grade levels fourth through sixth. The actual target group consisted of 52 students ranging in ages from 11 to 12. There were 25 males and 27 females. English speaking skills ranged from 4th grade level to 8th grade level. Reading skills are described as follows: approximately 20% were reading below grade level in English. Socioeconomic status of the families of the target students is defined as follows: 5% are foster families, 20% are single parent families, 40% are very low income families, and 60% are low middle income families. Other behavioral and attitudinal characteristics of the students, as observed by the researcher prior to the implementation of the field test of the project were: (a) low level of motivation in social studies, (b) poor performance in reading and comprehension, (c) poor writing skills, and (d) anger, aggression, and apathy in some students.

At the conclusion of the project, with the students learning logs, maps, comprehension check sheets, and oral presentations, the researcher noted these changes: (a) A basic general knowledge of geography improved 50%, (b) cultural knowledge improved 50%, (c) writing skills had improved, and (d) in some students, anger, aggression, and apathy had diminished slightly.

Instructional Setting and Curriculum

Working cooperatively with the classroom teacher, the folk literature and country research were integrated.

The Central American tales and legends were shared orally and discussed with the target students during the library instructional period in the library. These were taught by the librarian (the researcher) in English with some Spanish. The Spanish words were included at the request of the students. The CALLA instructional sequence was followed. The fourth, fifth, and sixth grade classes came to the library six times a month for forty minutes each time. The language arts skills enhanced by the interdisciplinary instruction were as follows: Students heard and read a single tale, a collection of tales and two different legends, which they had story webbed. They employed writing, retelling, summarizing, questioning, identifying difficulties, and predicting (CALLA). They had to apply a wide range of strategies to comprehend, interpret, evaluate,

and appreciate (NCTE & IRA). The students heard and read a range of texts that began to build an understanding of the texts, of themselves and of the cultures of the Central American countries (NCTE & IRA). Students conducted research, developed an understanding of and respect for other cultures (NCTE & IRA). The social studies skills also enhanced by the interdisciplinary instruction were as follows: The students through their library search uncovered information about the cultures, places, environments and peoples (NCSS). Facts found led to multiple questions on the part of the students (NCSS). To facilitate the country section to the sixth grade classes, the regular classroom teacher invited the researcher as a guest teacher on Central America, for two weeks during the social studies instructional period (40 minutes daily). The instructional procedures followed the CALLA instructional sequence of preparation, presentation, practice, evaluation and expansion.

The integration of literature and social studies helped in building student understandings, and insights into the study of the specific country, people, and culture. The cross-cultural skills developed by interdisciplinary instruction included helping learners see life from the perspectives of others, how other nations are interconnected and peoples are interconnected (Díaz-Rico & Weed, 1995).

The researcher is also responsible for teaching computer skills. After the presentation of the tales, many of the students used the computers to re-write the tales/legends in their own words or to tell an original tale or legend. These compositions were saved on data disks and the results were printed out afterwards. Some students asked for additional tales, and others checked out what the library had to offer in these areas. The results of the interdisciplinary instruction of folk literature and social studies have been positive.

Definition of Terms

For the purpose of this project, the researcher includes the following working definitions:

Bilingual Person: There are several types of bilingualism. A limited bilingual person is one whose first language has been gradually replaced by a more dominant and prestigious language. A partial bilingual person is one who has achieved a native like level in one of their languages, but not in the other. A proficient bilingual person has attained high levels of proficiency in both languages (Díaz-Rico & Weed, 1995, p. 38).

Bilingualism: This is the proficiency in speaking two languages and the ability to have constant oral use of both languages. "Official bilingualism, however, does not imply that all inhabitants of a country are bilingual; it simply

means that more than one language may be used in government or education. However, in areas such as Europe, or West Africa characterized by economic trade and interdependence, bilingualism, and even multilingualism, is a fact of daily life (Díaz-Rico, & Weed, 1995, p. 149). In the global society of today, it is desirable to have proficiency in more than one language (Glick, 1988).

Culture: Culture is the filter through which people see the world. Cultures have similarities and differences in language, literature, arts, artifacts, traditions, beliefs, values, and behaviors which contribute to the development and transmission of culture from one generation to another. Individuals and groups respond differently to their physical and social environments (Díaz-Rico, Weed, 1995, p. 193).

Folktale: This term, according to Leach & Fried, authorities in folktales and folk literature, refers to narratives, and stories which have main origins in the oral tradition of a people (Leach, & Fried, 1949, pp. 398-409). Stith Thompson, another recognized authority of the folktale, defines it as a story that has been handed down from generation to generation either in writing or by word of mouth (Bauer, 1993, p. 111).

Folk literature: The tale, when translated and retold based upon the storytelling characteristic of a particular cultural group, is named the literary folktale or folk

literature (Leach, & Fried, 1949, pp. 398-409; Bauer, 1993, pp. 121-129).

Interdisciplinary Approach: Units of study in literature, math, science, and social studies may be combined into an interdisciplinary program in which students can use a variety of communication systems (language, art, music, drama) to pursue open-ended assignments. Students develop proficiency through activities such as silent reading, experiments, questioning, discussion, free writing, focused writing and other integrated activities (Pappas, Kiefer, & Levstik, 1990, pp. 228).

Legend: Legends are folktales told as fact and presumably believed by the storyteller. They are set in a historic time and place, in a recognizable world. The nature of the tale can be sacred or secular, often concerned with changes in creation, transformation of humans and animals, or heroic deeds. A legend can be explanatory or historical (Bosma, 1987, pp. 6-7; Bauer, 1993, pp. 139-140).

Literacy: Literacy is defined as the ability and the willingness to use reading and writing to construct meaning from the printed text, in ways which meet the requirements of a particular social context (Au, 1993, p. 20).

Multicultural Education: This incorporates the idea that all students, regardless of their gender, social class, ethnicity, race or cultural characteristics, should have an

equal opportunity to learn in school. Multicultural Education is at least three things: (a) an idea, or concept, (b) an educational reform movement and a process, and (c) a major goal to improve academic achievement (Banks, & Banks, 1989, p. 2-3). The concepts of ownership and the composite classroom culture imply a commitment to helping students of diverse backgrounds attain high levels of literacy through means they find meaningful and motivating (Au, 1993, p. 69).

Multiethnic Education: This is a reform movement designed to change the total education environment so that students from diverse racial and ethnic groups will experience equal educational opportunities. Multiethnic education is an important component of multicultural education (Banks & Banks, 1989, p. 328).

Scaffolding: Scaffolding is the help provided by the teacher while the child is engaged in a meaningful task. The child does everything he or she can do, and the adult provides the assistance needed so that the child can complete the task successfully (Au, 1993, p. 41).

Language Arts Standards: These standards define what students should know about language and be able to do with language. (NCTE, 1996, p. 1)

Social Studies Standards: These standards specify what students should know and when they should know it in the area of social studies. Social studies include these

disciplines: anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology.

Whole Language Approach: Whole language learning builds around whole learners learning whole language in whole situations. The learning assumes respect for language, learner and teacher. The focus is on meaning and in authentic speech and literacy events, not on language itself. Learners are encouraged to take risks and invited to use language, in all its varieties, for their own purposes. All the varied functions of oral and written language are appropriate and encouraged (Goodman, 1986).

Summary

Chapter 1 has discussed the interdisciplinary approach to social studies and language arts teaching. The background of this approach has its roots in the progressive and whole language movements. The purpose of the project was to develop and field test this interdisciplinary approach to the teaching of Central American literature and culture. Language arts and social studies strategies and techniques applied in the instructional process follows the Cognitive Academic Language Learning Approach (CALLA) strategies. The researcher provided an explanation for why she became interested in using the selected stories in teaching language arts and social studies to U.S. students. This

project was limited to four story books based on these themes: cultural mores and values, explanations for world phenomena, origins of symbols, and celebrations. Finally, definitions of terms are provided.

Chapter 2 consists of a review of the related literature of the project. Chapter 3 includes the procedures of the project. Chapter 4 discusses the results related to this project. Chapter 5 contains the summary, conclusions and the recommendations. The References are included. The Appendices contain the translations of the tales into English, the standards, and the Educator's Guide.

CHAPTER TWO

Review of the Literature

The review of the literature addresses these main areas: (a) historical overview of language arts and social studies instruction in the USA, (b) interdisciplinary approaches, (c) multicultural education, and (d) current standards in language arts and social studies.

Historical Overview

During the Colonial Period, education goals were based upon the religious practices of the times. The wealthy were educated with a classical and humanistic curriculum in private schools called Latin Grammar schools. The vernacular or town schools, attended by the children of the commercial and poor classes, reflected conformity to religious doctrine and basic literacy. The Puritans, who primarily settled in the New England Colonies, based their lives and beliefs upon the theological doctrines of the Swiss religious reformer, John Calvin. Education was regarded as an instrument by which the believer might become literate in sacred scripture, Calvinist doctrine, and the general laws of the Commonwealth. In the Colonial South, with large plantations, the education of children of wealthy families was begun by private tutors in the home and often completed by going to European or Colonial colleges. The education of the poor white was entirely informal and within the home. In the

Middle Atlantic Colonies, the education was influenced greatly by the cultural heritage that the colonists brought with them from Europe. The influence of the English, Dutch, Swedes, French, Danes, Jews, Irish, Scottish, and Germans resulted in unique regional and religious differences in the education of the children (Guttek, 1970).

During the Revolutionary period in American history, schooling was temporarily neglected due to war, the establishment of a new government and the depletion of the economic resources of the people. The western expansion by the settlers, made the establishment of schools difficult. Pioneers were less interested in formal education than in the practical business of staying alive. In the 1800's, schools became public and were established by the states. Free education became the norm. Horace Mann, who started out his career in the Massachusetts House of Representatives, is credited with being the father of public education. Through his efforts, practical school subjects were introduced into the curriculum and the benefits of education was extended to all people. The United States had now become very education conscious (Guttek, 1970; Chandler, 1961).

During the last half of the 1800's new educational concepts emerged from Europe which greatly influenced American education. From Germany, Friedrich Froebel, an educator, developed the theory of teaching preschool

children in his kindergarten. He placed considerable importance on the value of socialization, the importance of playing, working and living together. That is still followed today in modified form. The Swiss educator, Johann H. Pestalozzi, urged that all instruction begin with the simplest elements in the learner's immediate environment and then proceed gradually to those more distant and complex. He also believed that genuine learning could take place only within an institution where children were emotionally secure (Chandler, 1961).

Johann F. Herbart, another German educator, influenced modern elementary education by approaching elementary education in a systematic manner. He stressed a format for methods of teaching: preparation, presentation, comparison and conclusion (Petersen, & Hayden, 1961). These educational concepts from Europe, laid the foundation for significant educational advances during the twentieth century.

Jean Piaget, a Swiss psychologist, believed that language was a product of the child's intelligence rather than intelligence being a product of language (Piattelli-Palmarini, 1979, p. 167). Through his research, he discovered that children did not develop rational, logical thought until between the ages of seven and eleven, when they develop an understanding of the concept of relationships (Piaget, 1952). These concepts contributed

significantly to the thinking in child growth and development in America.

In the first half of the 1900's, Dewey made an impact on education through his ideas on what is now known as "Progressive Education." He stated that schooling must establish connections with real life so that the experiences gained by the child in school are carried over and made use of in his or her everyday world. What the child learns in the school is carried back and applied in society and the cultural environment at large thus making of the school an organic whole, instead of a composite of isolated parts. The growth of the child in the direction of social capacity and service, his larger and more vital union with life, becomes the unifying aim. Discipline, culture and information fall into place as phases of this growth (Dewey, 1900, p. 106-107).

Judicial and legislative decisions have had much to do in influencing current trends and attitudes toward multicultural education as a pedagogical and theoretical concept. Desegregation of schools began in 1954 with a Supreme Court decision. The Civil Rights decision was followed by the Bilingual Education Act in 1968. In 1975, the Disabled were guaranteed equal rights (Tiedt & Tiedt, 1994). In the 1970's, multicultural education began to play

an important role in the definition of educational philosophy in the U.S.

With the foundation of the educational concepts from the past, present day educators are exploring the applications of a range of different interdisciplinary approaches to teaching and learning. The interdisciplinary and multicultural approaches are briefly reviewed here.

Interdisciplinary Approaches

Beach and others explore the application of a range of different interdisciplinary perspectives of studying literacy in the early 1990's. They contend that the teaching of literacy has changed due to changing teaching methods, increasing diverse student population and being literate in an "Information Age" through the computer data banks and web sites. In his article "What it Means to be Literate" Northwestern University professor, Robert Gundlach, states that children have shown that writing grows not only out of speech, but also out of drawing, gesture, and play (Beach, Green, Kamil, and Shanahan, 1992, p. 365).

With the increasing diverse student population, the necessity of computer literacy, and the changing methods of teaching, a question is then posed. What kind of instruction is appropriate for elementary school learners? Savage and Armstrong believe that pupils need to be taught cooperation

and conflict resolution, respect for diversity, and the importance of attacking issues in ways that will make a difference. Social studies teachers recognize that conflict and change are among life's constant companions. This text was designed to help prospective teachers who seek this kind of active engagement with their profession and with life. Savage and Armstrong define the purposes of social studies program for the elementary curriculum having three specific responsibilities: (a) citizenship education, (b) history and social science education and (c) reflective thinking and problem solving (Savage & Armstrong, 1996, p. 6,9).

Social studies and whole language offer pupils an interdisciplinary approach to learning. Through social interaction, language acquisition itself occurs. The basic tenets of social studies identified by Ferris and Cooper are virtually identical to those of the whole language approach. These tenets are summarized as follows: (a) Children should be actively involved in their learning, (b) they should be given opportunities to make decisions and become decision makers, (c) they need to use their previously gained knowledge and experiences as a learning scaffold, (d) they need to develop a positive self-concept in which they feel secure, effective, competent and capable, (e) they need to develop an appreciation for the aesthetics of a subject, and (f) they need to be productive, contributing citizens

(Farris & Cooper, 1997). The text content is typical of today's whole language approach to teaching.

Whole language approach to learning is through direct engagement and experience when the learners' purposes and intentions are central. Goodman summarizes Whole Language into the following five points. (a) Whole language learning builds around whole learners learning whole language in whole situations. (b) It assumes respect for language, for the learner and for the teacher. (c) The focus is on meaning and not on language itself, in authentic speech and literacy events. (d) Learners are encouraged to take risks and invited to use language in all its varieties, for their own purposes. (e) In a whole language classroom, all the varied functions of oral and written language are appropriate and encouraged (Goodman, 1986 p. 40).

For elementary school teachers who wish to make literature come alive in their classrooms, Wason-Ellam has compiled whole language strategies and activities into her book Start with a Story. The bibliography lists hundreds of books available for teacher use (Wason-Ellam, 1991).

A text of manuscripts from twenty eight exemplary classrooms contain strategies that enable students (K-12) to connect literature and their own lives in a variety of ways. One of these manuscripts "Action Books as Story Retelling

Prompts" by Barry University Professor Gerry Bohning, focuses on story retelling. Bohning states that story retelling is a recommended instruction technique in the primary classroom because it actively involves children with literature. Retelling requires children to listen to a story, prepare a retelling, and then present their own personal interpretation. The retelling becomes a rewarding social opportunity as children communicate with their audiences. Children who share stories through retelling become excited about language and books (Phelan, 1990, p. 149).

In this manuscript Exploring Literature in the Classroom: Contents and Methods, editors Wood and Moss present several illustrations of the many ways in which literature supports the research on how children learn to read and write. The selection of articles suggests that the individual's background knowledge and experiences may be the single most important factor in helping him or her comprehend and compose. Numerous and varied experiences with literature are critical to building students' background knowledge. Students draw upon the content, wording, and literary structures of literature to add to their repertoire of ideas and information. These concepts linked to one another and to the experiences of the learners outside of the study of literature, can help shape the frameworks from

which these learners operate as they go about exploring their world (Wood & Moss, 1992).

Literature has a different perspective for children through the enchantment of stories. Bettelheim believes that for a story truly to hold the child's attention, it must entertain him and arouse his curiosity. To enrich the child's life, it must stimulate his imagination; help to develop his intellect and to clarify his emotions; be attuned to the child's anxieties and aspirations; give full recognition to his difficulties, while at the same time suggesting solutions to the problems which perturb him. In short, stories must at one and the same time relate to all aspects of his personality and this without ever belittling but, on the contrary, giving full credence to the seriousness of the child's predicaments, while simultaneously promoting his confidence in himself and in his future (Bettelheim, 1975, p. 5).

Multicultural Education

Multicultural Education incorporates the idea that all students, regardless of their gender and social class, and their ethnic, racial or cultural characteristics, should have an equal opportunity to learn in school. This was emphasized by Yale University Professor Edmond Gordon, who stated that the primary reason youngsters need to study

multiple cultures is to learn how to develop multiple perspectives (Nakajima, 1992, p. 4).

Culture, an important part of multicultural education taught with literature, enriches the instruction and encourages positive academic progress. For those cultures that prize storytelling, oral stories play a central role in the passing on of values, skills and information. The National Storytelling Association states that children often live in the land of make-believe, therefore, they can easily accept a narrated story. Children can readily identify with the characters, enjoy the humor, ride the adventure and sense the suspense. Children can easily absorb the meaning of the story. Intuitively, children know that the story can help them learn about themselves and understand the world around them. The stories encourage the development of feelings and empathy and speak to the child's heart (National Storytelling Association (NSA), 1994).

Storytellers and teachers will find Bosma's text on the use of folk literature in the classroom very helpful in teaching the characteristics of folklore. The four characteristics of folk literature are discussed thoroughly. The following is a summary that should be helpful for teachers in assisting children assimilating folk stories. First, people and creatures are shown as they really are, powerful or weak, wise or foolish, good or evil. Second,

goodness, intelligence, and common sense generally outwit the evil. Third, the power of magic is limited to changing only the outward conditions and cannot change the heart, personality, nor the state of the world. Finally, good always wins and evil is punished or recognized as evil (Bosma, 1987).

Understanding the basic four characteristics of folklore, children can compare and contrast folklore from different parts of the world. The following books are a good source for lists of children's multicultural books. The International Reading Association has published two books which give practical examples of whole language approach for teachers in children's literature to use in the classroom curriculum. The books include a multicultural understanding through children's books section. An index of book titles, authors and illustrators are provided for the teacher throughout the book and in the index (Cullinan, 1987, 1992).

The inclusion of multicultural literature in the curriculum helps children develop their own identity and raise their level of self-esteem. Children need to be aware that there is more than one way to build a house, to go to market, to cook food, to dress, and to travel from place to place. We all share the need for food, clothing, shelter and love, but our differences make each of us unique (Abbott & Polk, 1995, p. 5).

Through multicultural literature, teachers can encourage students to learn to respect and appreciate individuals and groups that are different from themselves. Designing cooperative learning activities which require that students of different ethnic backgrounds work together in groups is an effective way to overcome stereotypes about people who are different from oneself (Zaslavsky, 1996, p. 8-9).

A framework provided by Grant and Sleeter, examine five different teaching approaches addressing (a) human diversity, (b) race, (c) ethnicity, (d) gender, (e) social class, and (f) disability. These multicultural teaching approaches contain many practical and useful ideas for successful teaching, and the primary intent is to help teachers develop their own analytical and creative teaching skills(Grant & Sleeter, 1989).

Culture influences the way individuals learn to know and understand the world and the way they think, perceive, remember, and solve problems. Bennett states that there are five cultural factors which have been identified that appear to have an affect on learning styles in children. They are identified as (a) the socialization, (b) socialcultural tightness, (c) the factor of ecological adaptation, (d) the biological effect, and (e) language. Bennett provides sample

lessons "Implementing the Curriculum Model" (Bennett, 1990).

Teachers can begin to develop their own cultural repertoire and that of their students through (a) validating the child's experience, (b) acknowledging linguistic and cultural differences, and (c) integrating the community as a resource (Pérez & Torres-Guzmán, 1992).

The central elements that tie culture, language, and academic achievement in education should be the instruction and learning. Díaz-Rico & Weed divide learning into two parts: (a) domains of culture, language, and academic content, and b) factors of language acquisition processes, psychological and sociolinguistic influences, and language structure. Instruction, has two parts: (a) curriculum (i.e. what to teach) and (b) methods (i.e. how to teach) (Díaz-Rico & Weed, 1995).

With instruction preparation, the teacher needs to keep in mind the following statement by Jim Cummins. "The more instruction is in tune with the experiences and skills the child brings to school (i.e., the more meaningful it is), the more learning will occur" (Calderón & Cummins, 1982, p. 46). Cummins, in his article, Empowerment through Biliteracy, discusses an instructional framework that integrates functional, cultural and critical literacies in the classroom (Tinajero, & Ada, 1993).

Considering the research work of Jim Cummins, Chamot & O'Malley developed a handbook which borrows his term cognitive academic language proficiency for the name of their approach. The approach was originally developed as an instructional model that met the academic needs of the students learning English as a second language in American Schools. Today, the text has been enlarged and refined so that it can be used by all teachers and students. The researcher found this model most appropriate in meeting the needs of her students.

The comprehensive lesson plan model of the Cognitive Academic Language Learning Approach by Chamot & O'Malley is based partly on cognitive theory and partly on efforts to integrate language, content, and learning strategies. Through curriculum alignment, the content always is selected first. Content determines the academic language objectives and the types of learning strategies which are appropriate for the lesson plan. Because CALLA lessons are cognitively demanding, they rely heavily on scaffolding, or the provision of extensive instructional supports when concepts and skills are first being introduced and the gradual removal of supports when students begin to develop greater proficiency, skills, or knowledge (Chamot, & O'Malley, 1994).

Current Standards for Education

The importance of educational standards ensures that educators, parents and citizens of all kinds will know what students should be taught, how they will be taught, and how student achievement will be evaluated.

National Standards

The International Reading Association (IRA) and the National Council of Teachers of English (NCTE) have prepared a document titled Standards for the English Language Arts. The purpose is to ensure that all students throughout the nation, are knowledgeable and proficient users of language so that they may succeed in school, participate in our democracy as informed citizens, find challenging and rewarding work, appreciate and contribute to our culture, and pursue their own goals and interests as independent learners throughout their lives (NCTE, 1996).

Expectations of Excellence, Curriculum Standards for Social Studies was developed by the National Council for the Social Studies (NCSS). The purpose is to serve as a national framework for social studies program design from kindergarten through grade 12, to function as a guide for curriculum decisions by providing student performance expectations in the areas of knowledge, processes, and attitudes, and to provide examples of classroom activities

that will guide teachers as they design instruction to help their students meet performance expectations (NCSS, 1994).

State Standards

The essential learnings document is the main driver of Washington State's efforts to improve student learning. Washington State Commission on Student Learning approved the Essential Academic Learning Requirements for reading, writing, and communication on January, 1996, and for Social Studies on April, 1996.

Washington State's Essential Academic Learnings (EAL) in Reading are that the student understands and uses different skills and strategies to read, understands the meaning of what is read, reads different materials for a variety of purposes, and sets goals and evaluates progress to improve reading. The EAL's in Writing are that the student writes clearly and effectively, writes in a variety of forms for different audiences and purposes, understands and uses the steps of the writing process, and analyzes and evaluates the effectiveness of written work. Communication EAL's are that the student use listening and observation skills to gain understanding, communicates ideas clearly and effectively, uses communication strategies and skills to work effectively with others, and analyzes and evaluates the effectiveness of communication. The EAL's of Washington State in social studies provide a framework to give students

the knowledge and skills they need to participate as responsible and effective citizens in an increasingly complex world. In social studies, students examine the past and present for clues to the future through the perspectives of history, the interactions of people and places in geography, the lessons of rule of law in civics and the economics of society.

Local Standards

Some school districts have already incorporated these essential learning guidelines into their curriculum. The Bethel School district is an example.

The Bethel Performance Learning notebook (1995) is the working document of Washington State's Bethel School District, designed to provide a clear, comprehensive structure for curriculum, instruction, and assessment for the Bethel teachers. The purpose is to ensure that Bethel's young people will graduate from the school system with the knowledge, skill, and attitudes they need to attain life success in adult roles. Each school within the district has a trainer, who has an in-depth knowledge of the Performance Learning notebook to help teachers understand how to use the outcome, core essential learnings, frameworks, and rubrics in the classroom. Bethel School District considers itself as a leader in the area of curriculum restructuring.

Summary

The review of the literature addressed: (a) The historical overview of language arts and social studies instruction in the U.S.A. from the Colonial times to present day. Many aspects of education have changed. Classical and humanistic curriculums added practical school subjects to the courses of study. The traditional skills approach to education has been reshaped into the progressive or child-centered approach. (b) The interdisciplinary approach, multicultural education and current standards in language arts and social studies were discussed. Savage & Armstrong, Farris & Cooper, Díaz-Rico & Weed all find the theory of the interdiscipline as a practical step for implementing the model of social studies and literature into the curriculum. Whole language approach can be used in these disciplines of literature and social studies. The interdisciplinary approach integrates Multicultural Education concepts with literature and social studies. Grant & Sleeter; Abbott & Polk; Chamot & O'Malley; and Bennett have researched, tested, and presented for use a wide range of approaches for multicultural teaching. The National Council of Teachers of English, International Reading Association and the National Council for the Social Studies provide a national framework for educators in teaching preparation for the classroom. The Commission on Student Learning for Washington State sets

forth the Essential Academic Learning requirements for the schools within the state. Bethel School District's Performance Learning notebook is an example of what school districts across the state are doing to insure the quality of education for their students by giving their teachers frameworks for the curriculum.

CHAPTER THREE

Procedures of the Project

Four folk literature books from Costa Rica, Honduras, Guatemala, and Panama were selected, translated, and taught in the classroom and in the library for the purpose of piloting a developing interdisciplinary approach to teaching the following: cultural concepts and information about Central America; social studies content; and language arts skills. Standards from the National Council of Social Studies, National Council of Teachers of English, the Washington State Commission on Student Learning, and the Bethel School District's Performance Learning Curriculum, Instruction, and Assessment, were used in the preparation of the guide. Multicultural literature and research skills are part of the school library Curriculum, and the sixth grade social studies curriculum includes Central America. The researcher, who is also the librarian, and a sixth grade classroom teacher piloted her Interdisciplinary Approach to teaching Central American folktales.

The folk literature was chosen in the following sequence: (a) The Costa Rican folk tale, A Cow That Eats Rainbows!. (b) The Crystal Snail, a collection of very short folktales from Honduras. (c) The Guatemalan legend of the origin of the quetzal, called The Hummingbird King. (d) The

legend of The Burial of the Fish, the origin of the celebration of the beginnings of Panama.

The class session began with students sharing their prior knowledge of Central America. The librarian assisted the students with the research of Costa Rica, Honduras, Guatemala, and Panama (See Student Pages 'Visit a Country' in the Appendix). When the class had almost completed their research of the four countries, the researcher began to introduce the folktales and legends of those countries following the CALLA instructional process.

The steps followed in the instructional process are described below.

1. The researcher probed students for prior knowledge of Costa Rica, Honduras, Guatemala and Panama by asking what they have seen or heard about these countries. Everything mentioned by the students was written on a large 2'x4' paper and placed on one side of the bulletin board. As a result of this, the students came to the conclusion that they had a limited knowledge of these countries.

2. The target class received an introduction to library research by the school librarian. The teacher and librarian facilitated the students with the research of the specified countries of Costa Rica, Honduras, Guatemala, and Panama. Students used the 'Visit a Country' guide sheets. Political

and physical maps colorfully drawn by the students enhanced their class bulletin board. Classroom corner displays included artifacts of clothing, school books, household items, pictures, hand looms, sea shells, rocks, antlers, music and music instruments. The students attempted to learn to dance to the "tamborito" songs.

3. The Costa Rican folk tale, was divided into four parts, with only the first part read orally accompanied with an overhead visual of the cow and rainbow.

4. The teacher and three students modeled the reciprocal teaching method using the four reading strategies of summarizing, asking questions, identifying difficulties and predicting outcomes.

5. Students practiced by modeling the reciprocal teaching technique and the four reading strategies among peer groups for the last three parts of the tale.

6. Students selected ten vocabulary words and made story maps that included the title, characters, time and place, the problem, the events, the solution to the problem and finally the moral of the story.

7. Students compared the new Costa Rican folktale with a tale familiar to them in a class discussion. The students

placed their written results on the bulletin board for all to see.

8. The researcher and the teacher led a discussion on folk literature, folktale and legends. Students then made charts of similarities and differences of folktales and legends.

9. Introduction of the Honduran tale, the Guatemalan legend and the Panamanian legend followed the same pattern of instruction as the Costa Rican tale.

10. Evaluation included the completion of a Unit Learning Log (See Student Pages in Appendix).

11. Expansion was having students bring in the community for a dramatized version of the tale by the students, or a newly composed folktale or legend, or making their own book with the use of the room's computer or research on other Central American countries.

12. Assessment included the student learning logs, the story maps, folktales, legends, or research by the student and the student assessment form.

The steps involved in the instructional process reflect the current teaching practices of Whole Language (Goodman, 1986) and Multicultural Teaching (Tiedt, 1995; Grant & Sleeter, 1989; Chamot & O'Malley, 1994; et al) which are

considered in the field to be appropriate to meet established standards. The Standards for the English Language Arts by the NCET, numbers 1,3,7, and 9 were selected as guidelines in preparation of the folktale instruction. The Curriculum Standards for Social Studies by the NCSS, numbers 1 and 3 were selected for guidelines in the preparation of the social studies instruction.

Summary

The interdisciplinary and multicultural aspects of the project were developed through the integration of social studies and folk literature from the four Hispanic American countries already identified here. The researcher and the classroom teacher collaborated to implement this project with the student group consisting of 52 sixth grade students.

The project summary follows:

I. Instructional Components.

A. Literature and language arts.

1. Study of specific genre: folk literature.

a. Selected samples:

1.) The Cow That Eats Rainbows.

2.) The Crystal Snail.

3.) The Hummingbird King.

4.) The Burial of the Fish.

b. Understanding of characteristics of folk literature.

c. Literary elements: character, plot, setting, theme, style.

2. Student competencies.

a. Reading.

1.) Understands and uses different skills and strategies to read.

2.) Understands the meaning of what is read.

3.) Reads different materials for a variety of purposes.

4.) Sets goals and evaluates progress to improve reading.

b. Writing.

1.) Writes clearly and effectively.

2.) Writes in a variety of forms for different audiences and purposes.

3.) Understands and uses the steps of the writing process.

4.) Analyzes and evaluates the effectiveness of written work.

c. Communication.

1.) Uses listening and observation skills to gain understanding.

2.) Communicates ideas clearly and effectively.

3.) Uses communication strategies and skills to work effectively with others.

4.) Analyzes and evaluates the effectiveness of communication.

B. Social Studies.

1. Research.

a. Access and use a variety of informational sources.

b. Experience various kinds of media and production techniques and analyze their effects on society.

2. Geography.

- a. Uses maps, charts and other geographic tools to understand spatial information about people, places and environments of Earth's surface.
- b. Understands the complex physical and human characteristics of places and regions.
- c. Observes and analyzes the interaction between people and their environment.
- d. Identifies, compares, and assesses the impact of cultures on individuals, groups, and society.

3. Social Studies/ Multicultural Education.

- a. Cross-cultural concepts.
- b. Cooperative learning.
- c. Social inquiry.

II. Interdisciplinary Connections.

- A. Literature is used to develop literacy skills.
- B. Literature is used as foundation for the study of geography, history and other social sciences.

C. Social sciences, geography and history are used to help students understand folk literature.

D. Multicultural knowledge and skills are developed through the study of literature, geography and social sciences.

1. Similarities and differences are appreciated.
2. Break-downs of stereotypes occur.
3. Development of cross-cultural understandings occurs.
4. Application of understanding of different cultures to work cooperatively with diverse populations.

The students prior knowledge about Central America launched the project. Through the application of research techniques learned in class, the students "Visit(ed) a country" in Central America. The researcher provided guidance and assisted the students during this research. The folktales and legends were introduced using the CALLA instructional strategies through to the final Assessment. This was a joint effort of the librarian and classroom teacher to pilot this interdisciplinary approach to learning. It was inspired by the prior theories and research done in the field by Goodman, Tiedt, Grand & Sleeter, Chamot

& O'Malley, and many others. The researcher designs this guide as a possible answer to the students long ago who thought that all Spanish speaking peoples had the same culture.

CHAPTER FOUR

Results of the Project

The effectiveness of the project was informally and formally assessed through observation, discussion, and feedback from the classroom teacher and the sixth grade students.

The field test procedure consisted of modeling or instructing the students in the following:

1. Make a story map of a folktale or legend. This consists of the following: the title of the tale or legend, characters, time and place, the problem, the events, the solution to the problem and the moral of the story.

2. Label the map of Central America. There were two maps. One map needed all the physical features (volcanoes, mountain ranges, rivers, lakes, rainforests) of the four countries identified and shown on the map. The second map was a political map (capital cities, other major cities, mining areas, coffee and banana plantations).

3. Write a familiar folktale or legend following the same pattern as the story map for jotting down ideas. Then prewrite, draft, revise, edit, and publish.

4. Use Reciprocal Teaching techniques for reading of summarizing, asking questions, identifying difficulties and predicting outcomes.

5. Identify cultural items for each country studied from the items brought into class, such as clothing, household articles, school books, music, etc.

The criteria used by the researcher to determine whether or not the students were successful in meeting the learning goals were their performance level of the lesson plan objectives in literature, social studies and language. They are as follows:

1. Performs the objectives independently.
2. Needs assistance in performing the objectives.
3. Not yet able to perform objective.

The following student situations were observed and analyzed:

1. Literature and language arts knowledge and skills of folk literature genres of tales and legends; characteristics of tales and legends; literary elements of character, plot, setting theme and style; reading with understanding, summarizing, asking questions, identifying difficulties, predicting story outcomes; sets goals and evaluates progress to improve reading; writes clearly and

effectively in a variety of forms, understands and uses the steps of the writing process, analyzes and evaluates the effectiveness of written work; uses listening and observation skills to gain understanding, communicates ideas clearly and effectively, uses strategies and skills to work effectively with others and analyzes and evaluates the effectiveness of communication (See English Language Arts Standards in Appendix).

2. Social Studies knowledge and skills of research: Access and use of a variety of informational sources, experience various kinds of media and production techniques and analyze their effects on society; in geography: use of maps, charts and other geographic tools to understand spatial information about people, places and environments of Earth's surface, understands the complex physical and human characteristics of places and regions, observes and analyzes the interaction between people and their environment, identifies, compares and assesses the impact of cultures on individual groups and society; understands cross-cultural concepts, engages in cooperative learning and social inquiry (See Social Studies Standards in Appendix).

3. Interdisciplinary connections: How students developed literacy skills as a foundation for the study of

social sciences and how they used social sciences and geography to help understand the folktales and legends.

4. Multicultural knowledge and skills developed through the study of literature and social sciences: the appreciation of similarities and differences, break-down of stereotypes, and development of cross-cultural understanding.

The researcher's observation assessment results were in the following areas:

1. Language Arts knowledge and skills:

a. Over two-thirds of the students used the reciprocal teaching techniques with the reading of the tales and tried to instruct the third that did not understand.

b. Story map of tales and legends were completed and proudly displayed on the bulletin boards.

2. Social Studies knowledge and skills:

a. Identify cultural items of each country studied from the items brought into class, displayed and discussed.

b. Research skills applied in the library to complete the 'Visit a Country" on Costa Rica, Honduras, Guatemala, and Panama.

3. Interdisciplinary connections: discussion and feedback of how the tale related to the country.

4. Cross-cultural knowledge and skills: students charts comparing the tales and the countries studied.

This project targeted a sixth grade class from a very small town of 300 inhabitants. Most of the children have never visited other countries in the world. This project gave the children exposure to other cultures, peoples, ways of life, geographical environments, literature, arts, music and mores. Many students were enthusiastic about what they had learned and wanted to share it in a play for their parents. The students said that the teacher and the researcher must definitely do this project again next year for their younger siblings when they are promoted into sixth grade. The teacher and this researcher are pleased with the improved skills in reading, writing, research, communication, cooperative learning, and cross-cultural concepts. The students have eaten the rainbow.

CHAPTER FIVE

Summary, Conclusions, and Recommendations

Summary

The purpose of this project was to develop and field test an interdisciplinary approach to teaching literature and social studies, specifically the folk literature and cultures of these countries of Central America: Costa Rica, Honduras, Guatemala and Panama.

A review of the literature revealed that:

1. Children should be actively involved in their learning (Goodman, 1986).
2. Children who share stories through retelling become excited about language and books (Phelan, 1990).
3. Prior knowledge is an important factor in helping children comprehend and compose (Wood & Moss, 1992).
4. Children need to be taught cooperation, and respect for diversity (Savage & Armstrong, 1996).
5. Children need authentic, relevant and meaningful learning (Farris & Cooper, 1997).
6. Children need to study multiple cultures to learn how to develop multiple perspectives (Nakajima, 1992).

7. Storytelling plays a central role in passing on values, skills and information to children (N.S.A., 1994; Bettelheim, 1975).

8. Children need to know that our differences make us unique (Abbott & Polk, 1995; Zaslavsky, 1996).

Conclusions

The above statements from researchers in the field have led this researcher to conclude that the project was worthwhile and pertinent to current educational needs of the target group. These students now have a new awareness and understanding of cultures of Costa Rica, Honduras, Guatemala and Panama.

The researcher therefore proceeded to address the shortage of educational materials on Central America in the school setting. Central American children's literature was sought and found in the capital cities of these countries. The researcher then translated the folktales into the English language. These tales gave the target students insights into cultures other than their own. The folk literature and the student research on these countries gave the students new perspectives in understanding other peoples.

Recommendations

The researcher recommends a periodical updating of materials on the literature and the countries of Costa Rica, Honduras, Guatemala, and Panama and expansion to include materials on El Salvador, Nicaragua and Belize. The CALLA instruction strategies were effective for all the target students. The CALLA approach was originally intended to target the language minority students of various levels of English language proficiency. The researcher worked with a target group that spoke only one language at home, however, their low level of English proficiency was improved by the CALLA approach. The researcher encourages others to use these or similar child centered learning strategies.

The addition of the discipline of Natural Sciences would be excellent by using the animals in the literature as an entrance into science.

Through music and plays of the folk literature, students can encourage the involvement of parents and other community members.

The guide can easily be adapted for other countries, literature and grade levels. Currently, a junior high teacher in the school district is planning to use an

adaptation of the guide described in this project for a story of the Middle East.

Lastly, the researcher recommends being a risk taker.
Eat the Rainbow!

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APPENDICES

Appendix A

English Translations of Folklore

COSTA RICA

La Vaca Que Se Comió El Arco Iris

de Delfina Collado

A Cow That Eats Rainbows!

English translation by Judith Ginther

Little houses with red roofs. Little adobe houses painted blue and white, and decorated with hydrangeas and carnations. Little pathways of dirt and stone, winding up the hill. Coromoto, a small Indian boy lived with his parents in a humble home with a straw roof. The little house had a small kitchen where firewood was used for cooking and a comal was used to prepare meals.

Because his father was very ill, Coromoto helped his mother with the chores. Every day after the chores, he led Moomoo, the cow, to the pasture where he looked after her for the remainder of the day amusing himself whistling happy tunes.

One day in May the rain began to fall. In the stable seated on a sack of corn, Coromoto waited for the rain to stop so that he and Moomoo could leave for the pasture. Many weeks passed and it rained and it rained. Coromoto, with Moomoo and BowWow, the dog, could not leave their home, since the earth, with so much water, had turned into pure mud.

The mud came up to Coromoto's knees, even up to Moomoo's pouch. The poor BowWow, only his head and the tip of his tail could be seen.

One day the sun finally peaked through the clouds, even though it was still raining, and the rain fell softly like silver threads.

Coromoto took the horn between his hands and, bringing it to his mouth, he blew it three times.

Instantly BowWow the dog appeared barking, Moomoo mooooooooooed, and her bell around her neck rang merrily. They opened the door and, very happily went out to the pasture. Cock-a-doodle-do, the rooster, also accompanied them singing his song as well.

Moomoo, after so many days of so little to eat, began eating the grass as soon as she got to the pasture. Still hungry, she even ate the daisies and wild carnations. She was content!

Then there, in the clearing of the savanna, Moomoo saw a rainbow being born. She approached it mooing softly. She looked at it and she moved to where it almost touched the earth. What pretty colors! She came closer and closer and mooing softly, she began to drink the rainbow, all of it, even up to heaven's edge! (Moomoo was truly hungry!)

What surprise for the Coromoto's mamá the following morning. Upon milking Moomoo, the milk came out in colors,

as if it were the rainbow itself. Yes, Moomoo's milk had the colors of the rainbow. Mamá had tasted it and, besides being pretty, the milk was yummy and rich! They took and sold the rainbow colored milk.

News spread like wildfire that Moomoo, Coromoto's cow, gave rainbow milk. The nearby hillside neighbors came to buy Moomoo's milk.

Later, Coromoto and his mamá made rainbow ice creams, candies, eggnogs, whipped creams, and cheeses.

The news now extended beyond the hillside. The people of the capital and of other cities and towns came to buy the "rainbow" products of the Moomoo the cow.

Opposite Comomoto's small home and beneath the pretty bird cages and cypress trees, he and his mamá placed tables and benches where people could sit down to eat the "rainbow" ice cream as they watched Moomoo stroll by. She looked at them, swished her tail and mooood at them.

For a long time everything continued the same, until one day in May, the rain began to fall once again. It rained, and it rained! For many weeks, Coromoto, Moomoo and BowWow could not leave to go to the pasture. How boring!

One day the sun came out again, even through the silver threads of the soft sprinkling rain. Coromoto, together with Moomoo and BowWow, went at last to the pasture.

Coromoto sat beneath a nearby tree, BowWow was running happily and Moomoo was eating the grass, and the wild flowers.

Again in the clearing of the savanna, a new rainbow was being born. Moomoo saw it, came near it slowly, mooing to it softly and then she began to drink it. This time the rainbow, like an upset serpentine, rose up to the heavens carrying Moomoo with it.

HONDURAS

El Caracol de Cristal

de Rubén Berrios H.

The Crystal Snail, A Collection of Honduran Folktales

English Translation by Judith Ginther

Golden Beak, The Bird

Purple Wings, the bird, was a great early riser. Each morning was born with his joyous song. He would pick bananas and oranges, here and there. Later in the day he would visit with his friends. On one occasion, he came upon an enchanted fruit nearby a creek. Curiosity brought him closer and he picked it. From that moment on, he was changed into an Enchanted Bird and his trilling song became the most beautiful in all the world. Among the birds, he is known today as the Bird with the Golden Beak. When the Enchanted Bird wants to rest, he closes his beak and his eyes for twelve hours. This is how birds explain to one another the existence of day and night.

The Spider's Dream

Old spiders say that once one of them knitted a stairway to the heavens that took her seventy years to complete. When she finally arrived at the top of the stairway, she met the moon and not the silver grub that she had seen in her dreams. From that night on, the spiders decided never to close their eyes to sleep. They construct beautiful cloths on the earth and they live long years hunting insects, not worrying any more, about the things that occur in dreams.

The Hobbyhorse of San Juan

The Wind and the Thorn of Coyol, always were very good friends in Agua Zarca. From the beginning of their friendship, the Wind would jump rope with Thorn or would walk on him with the light feet of a trapeze artist. Thorn was used as a small stick, or to help to sew the tree leaves together. One day while they were arm wrestling, the Wind, without intending to, pulled out Thorn from the plant. He tried as much as possible to put Thorn back in his place, but could not achieve it. Then what occurred changed everything. Wind blew the thicker end softly and there appeared some bulging black eyes. Two more puffs of air was enough: the hobbyhorse of San Juan began to fly like a lengthened bee. The Wind was happy. From then on, together they traveled through forests, grasslands, plains and small gulches. Just so you don't forget Thorn's origin, in the spring, the dragonflies fly to the plant of Coyol; taste the nectar of the flowers and then play with their friend until the evening.

The Boy and the Marbles

In the village nobody had marbles. The Boy used to dream about having marbles. The Boy would see them in the rolling world of his imagination. He practiced the game with acorns of pine, then with little shells. But his dreams were not more than dreams. One day he came by the river and he heard a voice. It was a Fish in form of Fairy. "Come closer," he said, "I know your dreams."

" And who are you?"

" I am your friend."

" You will help me?"

" Yes, I assure you! Now take these many colored shells, and return to your home."

So the Boy did just that. When he arrived at the house, he put his hands in the pockets of his pants. The shells had turned into real marbles. Bursting with happiness, he searched for his brothers. While they were playing marbles he told them about the Fairy.

The Crab

The Crab was at the beginning a simple stone. The Goblins of the Jicatuyo River put eyes, paws and pincers on him so they could play with him. He could hardly move. They removed some stone weight from him. They replaced it with a little earth inside of him. Even like this he was still moving very slowly, and with great difficulty. They wound him up, they tested him several times and the Crab walked in a circle of stones. Bored with the game, the Goblins quit and the Crab decided to walk without their help. Now, when he walks, he always retreats. It is his natural way of walking.

The Comet and its Siblings on the Earth

Wind and Mouse have reconciled since they met and shook hands for the first time. Wind was playing roughly and pushed Mouse until it deployed its tail and wings. The flying mouse would see the earth in its garden of colors. One day, while Mouse was doing gymnastics, without any explanation, a rain of stars appeared nearby in the heavens. Wind blew it with such force that Mouse was converted into a Comet. From time to time, Mouse visits its siblings on earth. The earth mice immediately try to lift off in flight to join the Comet but all their trying is fruitless.

The Cockerel and His Tight Pantaloons

The Cockerel was born in Aguaquire. He grew quickly and soon he reached school age. He attended school with enthusiasm. One day he tuned up his early rising song, got dressed quickly and left. He was very preoccupied because he had an exam. Something was gripping him at the waist. He felt extra cloth as he floated in the wind like a kite. He entered the classroom and he answered the questions without difficulty. But nobody realized that because of the rush, he had put his two legs into the same pant leg. The Cockerel resolved this situation as soon as he arrived back at home.

Jumping Lesson

The Spider stopped on the spine of the book. He gave it two or three steps and he began to read: GYMNASTICS FOR INSECTS. Among the exercises, the jump was the one which most interested him. From that time on the Spider never again failed in capturing flies.

The Singing Rooster

There was once a Rooster who sang very high, so high that he was changed into a star. From that time onward, whenever roosters sing, they light up the stars.

The Tigrillo and the Dance of The Fish

The Tigrillo was a beautiful animal since his birth. He grew strong and happy, far from the hunters. The sun became accustomed to playing on his elastic body. That is why, his fur took on a yellow gold color. One day Tigrillo decided to fish in the nearby river. First, he attempted it with his claws but he couldn't manage it. Later, he put his head in the crystal liquid of the water. Afraid, the fish responded with rapid sighs that took the form of bubbles. Then they agreed to do a fish dance, with bubbles that looked like a bunch of grapes in the center. So they turned, they turned and they turned in the water until it formed a black colored covering. When Tigrillo for the third time put his whole body into the water, he could not see anything, nothing, nothing at all. He exited with firm steps, he shook off the water without any regret, and left. From that date, the stain of the fishes' dance has remained on Tigrillo's beautiful yellow gold coat.

The Silver Wedding

The little Heron listened to the fracas. She sharpened her beak and without making noise she waded one and a half meters into the river. Through the water she saw the wedding of two sardines. The bride was plump and pretty. The boyfriend was slender, with pale cheeks. The two wore silver colored suits. Everything was happiness, hugs and congratulations. The little Heron hesitated for a moment. Shall I eat or not eat the lovers? But then she thought, "we all have a right to happiness.." She then distanced herself from that place.

The Potter and his Marvelous Hands

The Potter got up that morning. He was very well aware of his obligations: taking on the task of the day in order to sustain his wife and six children. He kneaded the clay with determination. Half an hour later, when everything was prepared, a marvelous current took possession of his hands. Already near noon he had finished a purple crested cockerel, three hen guineas, a golden chicken and three plump dwarfs.

The Potter was napping when his children arrived at the shop. The children placed his lunch on the work table and waited. Suddenly, one of the marvelous toys pulled on the shirt of one of the smaller children. The children and the toys moved back into a corner. Whispering, the toys explained to the children that they had come from another small planet with orders to make the children happy. In that same instant, all the desires of the children were satisfied.

It must have been two in the afternoon when the Potter finally awoke. He could not believe the miracle of his hands. From then on, he got up a little later, he worked a little less and he was very happy with his family. When the children had grown, the marvelous toy guests moved on to another job on another planet,

The Crystal Snail

The boy played with his marbles on the patio of his house. It was a morning in April. Near the almond tree the Crystal Snail appeared. When the boy saw it, he was surprised. He had never seen such a thing. The snail is an animal that carries its own house. This was of crystal, of the size of the small boy. The small boy approached it slowly. Opposite the Snail, his image changed color, to the tiny movement. He listened clearly to the enchanted murmur of the sea and the flight of the gulls.

"Who are you? Where are you from?" He asked the Snail with curiosity.

"I am a Crystal Snail. I come from the country of Mirrors."

"What are the Snails of Crystal like on the inside? I see that you bring a house."

"Come, I will teach you," said the Snail.

The Snail took his friend by the hand and led him to a blue colored path. Soon they found the waters of the sea, the gulls and some paper ships. "We will approach one," said the Snail and he signaled the nearest. The sea carried them away through thousands of marvelous passages to the Island of Dreams. Here, the boy admired with surprise, the hundreds of butterflies that were transforming themselves into birds,

by brushing against the flowers of the yellow wind. When the boy touched the flowers, they were changed into marvelous marbles. "Take them," said the Snail. "Rub them with care when you need them, and they will serve you." That was the last that he heard. He did not know how he returned to his house. He never again saw the Crystal Snail.

It was the time of the sowing of the corn. The peasants of the community plowed the earth. They later sowed the grains with happiness. Nobody realized that some days later, that an unknown worm had eaten up all the seeds. Time passed and the field did not give the crop that all had awaited. Little by little the desperation took possession of the town.

Without saying anything to anybody, the boy walked all over the fields and he learned first hand what was happening. In that moment he remembered the Island of the Dreams. He returned to his house and when he found what he had searched for, he jumped for joy.

The following day, the wind disarranged the blonde hair of the cornstalk.

GUATEMALA

El Rey Colibrí

Leyenda Guatemalteca

de Argentina Palacios

and the English translation:

The Hummingbird King

A Guatemalan Legend

by Argentina Palacios

These books published by Troll Associates Inc. can be purchased from any bookstore.

PANAMA
The Burial of the Fish
Legend of Panama
by Sue Core



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Appendix B

EDUCATIONAL STANDARDS

Current Standards for Education

The importance of educational standards ensures that educators, parents and citizens of all kinds will know what students should be taught, how they will be taught, and how student achievement will be evaluated.

National standards:

Language Arts Standards

There are twelve content standards for the English language arts. Numbers one, three, seven and nine blend literature with culture and are used in the Guide. These are:

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world, to acquire new information, to respond to the needs and demands of society and the workplace, and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with

other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textural features (e.g., sound-letter correspondence, sentence structure, context, graphics).

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

9. Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles (NCET, 1996, p. 25).

Social Studies Standards

The social studies standards address overall curriculum design and comprehensive student performance expectations, while the individual discipline standards (civics and government, economics, geography, and history) provide focused and enhanced content detail. Teachers and curriculum designers are encouraged first to establish their program frameworks using the social studies standards as a guide, and then to use the standards, from history, geography, civics, economics, and others to guide the development of

grade level strands and courses. The framework of the standards consists of ten themes incorporating fields of study that roughly correspond with one or more relevant disciplines. Number one on Culture, and number three on People, Places, and Environments are used in the Guide (NCSS, 1994).

The use of educational standards gives an exemplary model for teachers. The International Reading Association and the National Council of Teachers of English developed standards for the English language arts. This document of standards was the result of an intensive four-year project involving thousands of educators, researchers, parents, policymakers, and others across the country. Their goal was to ensure that all students are knowledgeable and proficient users of language so that they may succeed in school, participate in our democracy as informed citizens, find challenging and rewarding work, appreciate and contribute to our culture, and pursue their own goals and interests as independent learners throughout their lives (NCET, 1996).

State Standards

The essential learnings document is the main driver of Washington State's efforts to improve student learning. Washington State Commission on Student Learning approved the Essential Academic Learning Requirements for reading,

writing, and communication on January, 1996, and for Social Studies on April, 1996.

Washington State's Essential Academic Learnings (EAL) in Reading are that the student understands and uses different skills and strategies to read, understands the meaning of what is read, reads different materials for a variety of purposes, and sets goals and evaluates progress to improve reading. The EAL's in Writing are that the student writes clearly and effectively, writes in a variety of forms for different audiences and purposes, understands and uses the steps of the writing process, and analyzes and evaluates the effectiveness of written work. Communication EAL's are that the student use listening and observation skills to gain understanding, communicates ideas clearly and effectively, uses communication strategies and skills to work effectively with others, and analyzes and evaluates the effectiveness of communication.

The EAL's of Washington State in social studies provide a framework to give students the knowledge and skills they need to participate as responsible and effective citizens in an increasingly complex world. In social studies, students examine the past and present for clues to the future through the perspectives of history, the interactions of people and places in geography, the lessons of rule of law in civics and the economics of society.

Local Standards

Some school districts have already incorporated these essential learning guidelines into their curriculum. The Bethel School district is an example.

The Bethel Performance Learning notebook (1995) is the working document of Washington State's Bethel School District, designed to provide a clear, comprehensive structure for curriculum, instruction, and assessment for the Bethel teachers. The purpose is to ensure that Bethel's young people will graduate from the school system with the knowledge, skill, and attitudes they need to attain life success in adult roles. Each school within the district has a trainer, who has an in-depth knowledge of the Performance Learning notebook to help teachers understand how to use the outcome, core essential learnings, frameworks, and rubrics in the classroom. Bethel School District considers itself as a leader in the area of curriculum restructuring.

Appendix C

Educator's Guide

A COW THAT EATS RAINBOWS!

YOU'RE KIDDING!

A GUIDE FOR EDUCATORS

IN

TEACHING

FOUR

CENTRAL AMERICAN INDIGENOUS TALES

By

Judith C. Ginther

March 1997

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CENTRAL AMERICA: FOLKTALES, LEGENDS AND CULTURES

Introduction

Central America is a little known cultural treasure. In this guide, the following countries of Panama, Costa Rica, Honduras, and Guatemala were chosen because of the memorable cultural events that were experienced there. Not only did the researcher teach school in these countries, but was honored by becoming included as an active participant in the lives of some of these families. They designated an important position for her within the family, and she became tía or "aunt." Along with this position came the responsibility of participating in various family events.

These gracious families introduced her to the oral stories of their cultures. Later on, she located similar written versions of these stories in various bookstores of the capital cities.

The selected Central American tales and legends serve the educational needs of the U.S. students by expanding their knowledge of peoples from another part of the world and also by giving them insights into the culture of these people which history textbooks cannot

do alone. These are the stories that the researcher wishes to share with students and teachers everywhere, as they provide a glimpse into another delightful world and a culture different from our own.

This guide includes: (a) the lesson plans, (b) recommended books for students and teachers, and (c) educational standards. The lesson plans contain: the student assessment form, the language arts student pages, the literature unit evaluation, definitions for literature, illustrations, translations of the tales into English, the social studies student pages, embassy addresses, a map, and the social studies evaluation.

Be a risk taker. Eat the Rainbow!

LESSON PLANS

Literature Objectives:

Enjoy and appreciate Central American literature. Analyze the characteristics of the different types of stories. Compare the structure of the folktales and the legends.

Social Studies Objectives:

Discover and appreciate Central American Cultures. Note the similarities and differences in language, beliefs, knowledge, values, and traditions.

Language Objectives:

Discuss and share types of Central American literature and cultures of the country already known. Listen to and read the folktale or legend. Develop vocabulary related to the story studied. Retell orally or summarize in writing the folktale, or legend. Write a new or retell a familiar tale or legend. Share with peers, revise, edit, make a class presentation or play. Show how stories reflect the culture of the country.

Learning Strategies:

Elaborate prior knowledge. Use reciprocal teaching strategies of summarizing, questioning, self-

monitoring, and predicting. Include the strategies of student cooperation, and self-evaluation.

Materials:

Use maps specifically depicting both the political, and physical features of Central America. Augment with pictures and artifacts of traditional dress, houses, gardens, markets, plazas, cart painting, weaving looms, wood carvings, paintings, pottery, etc. An overhead transparency of the illustration and text is suggested for each story:

1. Costa Rica - A Cow That Ate Rainbows
2. Honduras - The Crystal Snail
3. Guatemala - The Hummingbird King
4. Panama - The Burial of the Fish

Pronunciation Guide:

Pull from the stories words that need to be defined or clarified for understanding of the texts.

PROCEDURES

Preparation 1. What do you know about Central America? Make a Central American exhibit in the classroom by bringing in and having students bring in traditional Central American pictures, books, illustrations and objects. Brainstorm with students to

find out what they already know about Central America. Write their ideas on the board. Learning strategy reminder: Think about your prior knowledge about Central America - this will help you understand and enjoy reading Central American literature. Have students work in groups of three or four to make a semantic map of what they already know about Central America. Introduce 'Visit a Country' through research. Take class to Costa Rica through the student pages of Visit a Country.

When the 'Visit a Country' of Costa Rica is finished, then introduce the first folktale: A Cow That Ate Rainbows by Delfina Collado of Costa Rica. Explain to students that they will be listening to and reading a Costa Rican folk tale about a country cow that ate rainbows. Show students the map of Costa Rica and have them point out the large area of rural farm and pasture land. Pre-teach or review vocabulary in the listening text by providing examples and pictures of the cow and rainbow in the pasture.

Presentation 1. Students listen to the first part of the story. (See Student Pages, Presentation 1.)

Learning Strategy Instruction: Show the overhead of the title and illustration of the story. Say: Before you read the story, think about the title and

look at the picture. Predict, or make inferences about the story. Predicting will help you understand the story. Have students predict what they think the story will be about. Write their predictions on the board. Read aloud to students the first part of the story.

Remind students that they can enjoy the story even if they do not understand every word - they can still get the main ideas.

Practice 1. Complete a comprehension check. Have students work in groups to complete the comprehension check.

(See Student Pages, Practice 1.)

Preparation 2. Predict what happens next in the story. Discuss students' predictions about what will happen to the main character and have them give reasons for their predictions.

Presentation 2. Learn Four Reading Strategies. Model Reciprocal Teaching; with a group of three students, write on the board or overhead: 1. Summarize, 2. Ask Questions, 3. Identify Difficulties, and 4. Predict. Sit in a circle in front of the class. Explain that each person in the group (including you, the teacher) will read the first part of the story, section by section, and take turns "teaching" a section by summarizing, asking questions about the section,

identifying any difficult words or ideas, and predicting what will happen next. Ask the class to focus on the learning strategies the group will model, since they already are familiar with the first part of the story. Provide each student in the class with a copy of the listening text so that they can follow along as the group models; the text should be arranged in four sections. The group reads the text silently, one section at a time. After reading the first section, the teacher models the four strategies. Then the group reads the second section, and a student is asked to summarize briefly, ask one or two questions (which the other students answer), identify difficulties and discuss with other students, and predict what will happen in the next section.

Practice 2. Students read Part 2 of the story.

(See Student Pages Practice 2A and 2C.)

A. Have students sit in groups of four and use the Reciprocal Teaching technique to read the last three parts of the story.

B. Have each group select three new words from the story that they would like to learn the meaning of. Write each group's words on the board or an overhead, and ask students to use the story's context to make inferences about the meaning of the words listed.

C. Remind students of different parts of a story included in a Story Map: characters, place and time, problem(s), events, problem solution, moral or main point. Still working in groups, have students complete the Story Map. Learning strategy reminder: Making a Story Map helps you understand and remember the story better.

Preparation 3: What other folk tales do you know?

Ask students to think of stories they know in which an animal or person had a problem and a lesson or moral was learned from the event. If necessary, prompt students with reminders about stories they may be familiar with, such as tales and legends from their own countries. Write the names of the stories and what students remember about them on the board or overhead.

Presentation 3: Talk about the stories.

Explain to the students that tales and legends about people and animals have been told orally for thousands of years in all different parts of the world. Briefly introduce some additional folktales you have collected for the class library from the other countries of Central America. Point out similarities and differences in the main characters of the stories.

Practice 3: Introduce the second book, The Crystal Snail, by Rubén Berrios H. of Honduras.

Have students develop Story Maps for the folktales they read, then use the Story Maps to compare the tales with the tale from Costa Rica. (See Student Pages, Practice 2C) Have the students compile the cultural differences and similarities of the tales on a large chart for a classroom bulletin board.

Practice 4: Introduce the third book, a legend, The Hummingbird King, by Argentina Palacios of Guatemala.

Have students develop a Story Map for the legend they read, then use the Story Map to retell the story to their classmates. (See Student Pages, Practice 2C)

Practice 5: Introduce the last book, The Burial of the Fish, by Sue Core of Panama. (See Student Pages, Practice 2C)

Have students develop a Story Map for the legend they read, then use the Story Map to compare the legend of Guatemala with the legend of Panama. Have students chart the differences and the similarities of the legends and the culture of Guatemala and Panama on the classroom bulletin board.

Evaluation: Complete a Unit Learning Log.

Have students complete the Learning Log individually, then discuss as a class. (See Student Pages, Unit Evaluation)

Expansion: Write a Folktale.

A. Conduct a discussion of what has been learned in the unit. Challenge students with questions about each of the stories.

B. Have students interview family members about a favorite folktale or legend from their countries and take notes, or, have students conduct library research on folktales or legend from their native countries. Assist students through individual conferences and group sharing to plan, compose, revise, and edit their folktales or legends. Folktales and legends can be shared with the class, other members of the school community, and families through reading aloud, making and illustrating books, contributing to school publications, and dramatic presentations.

ASSESSMENT

Include the following student products in portfolios for informal assessment:

1. Student Learning Logs
2. Story Maps of additional folktales read
3. Folktales or legends written by students
4. Student Assessment Form

STUDENT ASSESSMENT FORM

Record level of student performance for each objective.

Scoring: 1= Performs the objective independently

2= Needs assistance in performing the objective

3= Not yet able to perform objective

Student

Name: _____

Make Story Map of folktale or

legend.....1...2...3

Label map of Central America

.....1...2...3

Write a familiar folktale or

legend.....1...2...3

Use Reciprocal Teaching technique for

reading.....1...2...3

Identify cultural items for each country

studied...1...2...3

Language Arts Student Pages

Presentation 1

Presentation 1: Listening text

A Cow That Eats Rainbows!

Translated from the Costa Rican story:

La Vaca Que Se Comió El Arco Iris de Delfina Collado

English translation by Judith Ginther

Little houses with red roofs. Little adobe houses painted blue and white, and decorated with hydrangeas and carnations. Little pathways of dirt and stone, winding up the hill. Coromoto, a small Indian boy lived with his parents in a humble home with a straw roof. The little house had a small kitchen where firewood was used for cooking and a comal was used to prepare meals.

Because his father was a very ill, Coromoto helped his mother with the chores. Everyday after the chores, he led Moomoo, the cow, to the pasture where he looked after her for the remainder of the day, amusing himself whistling happy tunes.

One day in May the rain began to fall. In the stable seated on a sack of corn, Coromoto waited for the rain to stop so that he and Moomoo could leave for the pasture. Many weeks passed and it rained and it rained. Coromoto, with Moomoo and BowWow, the dog,

could not leave their home, since the earth, with so much water, had turned into pure mud.

The mud came up to Coromoto's knees, even up to Moomoo's pouch. The poor BowWow, only his head and the tip of his tail could be seen.

One day the sun finally peaked through the clouds, even though it was still raining, and the rain fell softly like silver threads.

Coromoto took the horn between his hands and, bringing it to his mouth, he blew it three times.

Instantly BowWow the dog appeared barking, Moomoo mooooooooooed, and her bell around her neck rang merrily. They opened the door and, very happily went out to the pasture. Cock-a-doodle-do, the rooster, also accompanied them singing his song as well.

Moomoo, after so many days of so little to eat, began eating the grass as soon as she got to the pasture. Still hungry, she even ate the daisies and wild carnations. She was content!

Then there, in the clearing of the savanna, Moomoo saw a rainbow being born. She approached it mooing softly. She looked at it and she moved to where it almost touched the earth. What pretty colors! She came closer and closer and mooing softly, she began to

drink the rainbow, all of it, even up to heaven's edge!
Moomoo was truly hungry!)

Practice 1: Complete a Comprehension Check**The Cow That Ate Rainbows**

Name _____ Date _____

Work with two or three classmates and answer about the first part of the story.

A. Information in the Story

1. The characters in this story

are: _____

2. The setting of this story

is: _____

3. Tell what happened in the first part of the

story: _____

B. Thinking about the Story

1. How do you know that the cow was

hungry? _____

2. Should the cow eat the rainbow? _____ Why or why

not? _____

3. What do you predict will happen next in the story? _____

C. Vocabulary in Context

Read the sentence and discuss the underlined word. Write your group's ideas about the meaning.

1. Little adobe houses painted blue and white, and decorated with hydrangeas and carnations.

2. Coromoto, a small Indian boy lived with his parents in a humble home with a straw roof.

3. The little house had a small kitchen that used firewood for cooking and a comal.

4. One day the sun finally peaked through the clouds, even through it was still raining, and the rain fell softly like silver threads.

5. They opened the door and, very happily went out to the pasture.

6. Still hungry, she even ate the daisies, and wild carnations.

7. Then there, in the clearing of the savanna, Moomoo saw a rainbow being born.

8. She came closer and closer and mooing softly, she began to drink the rainbow, all of it, even up to heaven's edge.

Practice 2A: A Cow That Eats Rainbows! Part 2

Names of people in our

group: _____

Directions: Read silently. Stop at the stop sign. One person summarizes, asks questions, identifies difficulties, and predicts what will come next. Do the same with the other two parts of the story, taking turns to use the four strategies.

What a surprise for Coromoto's mamá the following morning. Upon milking Moomoo, the milk came out in colors, as if it were the rainbow itself. Yes, Moomoo's milk had the colors of the rainbow. Mamá had tasted it and besides being pretty, the milk was yummy and rich! They took and sold the rainbow colored milk.

STOP: Summarize, Ask questions, Identify difficulties, Predict

News spread like wildfire that Moomoo, Coromoto's cow, gave rainbow milk. The nearby hillside neighbors came to buy Moomoo's milk.

Later, Coromoto and his mama made rainbow ice creams, candies, eggnogs, whipped creams, and cheeses.

The news now extended beyond the hillside. The people of the capital and of other cities and towns came to buy the "rainbow" products of Moomoo the cow.

Opposite Coromoto's small home and beneath the pretty bird cages and the cypress trees, he and his mamá placed tables and benches where people could sit down to eat the "rainbow" ice cream as they watched Moomoo stroll by. She looked at them, swished her tail and moomooed at them.

For a long time everything continued the same, until one day in May, the rain began to fall once again. It rained, and it rained! For many weeks, Coromoto, Moomoo, and BowWow could not leave to go to the pasture. How boring!

STOP: Summarize, Ask questions, Identify difficulties, Predict

One day the sun came out again, even through the silver threads of the soft sprinkling rain. Coromoto, together with Moomoo and BowWow, went at last to the pasture. Coromoto sat beneath a nearby tree, BowWow was running happily and Moomoo was eating the grass, and the wild flowers.

Again in the clearing of the savanna, a new rainbow was being born. Moomoo saw it, came near it slowly, mooing to it softly and then she began to drink

it. This time the rainbow, like an upset serpentine,
rose up to the heavens carrying Moomoo with it.

STOP: Summarize, Ask questions, Identify difficulties,

Predict

Practice 2C

Name: _____ Date _____

Title of

Story _____

CHARACTERS:	TIME AND PLACE:
PROBLEM:	
EVENTS:	
PROBLEM SOLUTION:	
MORAL:	

**Unit Evaluation: Complete a Learning Log About
Folktales/Legends**

Name _____ Date _____

Complete the Learning Log for this unit. Check the items that you know or can do, then answer the questions.

LEARNING LOG

Vocabulary

I can explain the meanings of these words:

_____	_____
_____	_____
_____	_____

Knowledge About Folktales

I can:

- _____ enjoy folktales/legends from different countries.
- _____ answer questions about a folktale/legend.
- _____ describe the characteristics of a folktale/legend.
- _____ make a Story Map of different folktales/legends.
- _____ retell a folktale/legend.

Language

I can:

- _____ discuss and share folktales/legends I know.
- _____ listen to and read folktales/legends.
- _____ write and share a folktale/legend.

Learning Strategies

I can:

- _____ Use my prior knowledge about Central America and
about folktales/legends.
- _____ Predict what may happen in a story
- _____ Summarize, ask questions, identify difficulties,
and predict while I read.
- _____ Use a Story Map to understand a story better.
- _____ Work cooperatively with my classmates.

Think About Your Learning

A. How successful do you feel about learning the
different parts of this unit? Place an X on the
line that shows how you feel.

1. Vocabulary

Not very
successful

Somewhat
successful

Very
successful

2. Knowledge about Folktales/Legends:

Not very
successful

Somewhat
successful

Very
successful

3. Language

Not very
successful

Somewhat
successful

Very
successful

4. Learning Strategies

Not very
successful

Somewhat
successful

Very
successful

B. Think about your learning and complete the sentences:

1. This is what I learned in this unit:
2. This is what was difficult or confusing:
3. This is how I am going to learn what was difficult:
4. The most interesting thing in this unit was:

Definitions for Literature

Legend: Legends are folktales told as fact and presumably believed by the storyteller. They are set in a historic time and place, in a recognizable world. The nature of the tale can be sacred or secular, often concerned with changes in creation, transformation of humans and animals, or heroic deeds. A legend can be explanatory or historical. The principle characters are humans, animals acting like humans, and supernatural creatures. a legend will often state a natural or historical fact, and then proceed to prove the fact by drawing erroneous conclusions. People in legend are concerned about the results of the conflict of natural phenomena. (Bosma, 1987, p.6-7)

Culture: Culture is the filter through which people see the world. Cultures have similarities and differences in language, literature, arts, artifacts, traditions, beliefs, values, and behaviors which contribute to the development and transmission of culture from one generation to another. Individuals and groups respond differently to their physical and social environments. (Díaz-Rico, Weed, 1995, p.193)

Folktale: This refers to narratives, and stories which have main origins in the oral tradition of a people.

(Leach, & Fried. 1949, pp398-409.)

Folk literature: The tale, when translated and retold based upon the storytelling characteristic of a particular cultural group, is named the literary folktale or folk literature. (Leach, & Fried 1949, pp. 398-409)



Delfina Collado

LA VACA QUE SE COMIO EL ARCO IRIS



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The Burial of the Fish

LEGEND OF PANAMA

Sue Core

The Burial of the Fish — Sue Core



Jerome C. Brown

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COSTA RICA

La Vaca Que Se Comió El Arco Iris

de Delfina Collado

A Cow That Eats Rainbows!

English translation by Judith Ginther

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Because his father was very ill, Coromoto helped his mother with the chores. Every day after the chores, he led Moomoo, the cow, to the pasture where he looked after her for the remainder of the day amusing himself whistling happy tunes.

One day in May the rain began to fall. In the stable seated on a sack of corn, Coromoto waited for the rain to stop so that he and Moomoo could leave for the pasture. Many weeks passed and it rained and it rained. Coromoto, with Moomoo and BowWow, the dog, could not leave their home, since the earth, with so much water, had turned into pure mud.

The mud came up to Coromoto's knees, even up to Moomoo's pouch. The poor BowWow, only his head and the tip of his tail could be seen.

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Coromoto sat beneath a nearby tree, BowWow was running happily and Moomoo was eating the grass, and the wild flowers.

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HONDURAS

El Caracol de Cristal

de Rubén Berrios H.

The Crystal Snail, A Collection of Honduran Folktales

English Translation by Judith Ginther

Golden Beak, The Bird

Purple Wings, the bird, was a great early riser. Each morning was born with his joyous song. He would pick bananas and oranges, here and there. Later in the day he would visit with his friends. On one occasion, he came upon an enchanted fruit nearby a creek. Curiosity brought him closer and he picked it. From that moment on, he was changed into an Enchanted Bird and his trilling song became the most beautiful in all the world. Among the birds, he is known today as the Bird with the Golden Beak. When the Enchanted Bird wants to rest, he closes his beak and his eyes for twelve hours. This is how birds explain to one another the existence of day and night.

The Spider's Dream

Old spiders say that once one of them knitted a stairway to the heavens that took her seventy years to complete. When she finally arrived at the top of the stairway, she met the moon and not the silver grub that she had seen in her dreams. From that night on, the spiders decided never to close their eyes to sleep. They construct beautiful cloths on the earth and they live long years hunting insects, not worrying any more, about the things that occur in dreams.

The Hobbyhorse of San Juan

The Wind and the Thorn of Coyol, always were very good friends in Agua Zarca. From the beginning of their friendship, the Wind would jump rope with Thorn or would walk on him with the light feet of a trapeze artist. Thorn was used as a small stick, or to help to sew the tree leaves together. One day while they were arm wrestling, the Wind, without intending to, pulled out Thorn from the plant. He tried as much as possible to put Thorn back in his place, but could not achieve it. Then what occurred changed everything. Wind blew the thicker end softly and there appeared some bulging black eyes. Two more puffs of air was enough: the hobbyhorse of San Juan began to fly like a lengthened bee. The Wind was happy. From then on, together they traveled through forests, grasslands, plains and small gulches. Just so you don't forget Thorn's origin, in the spring, the dragonflies fly to the plant of Coyol; taste the nectar of the flowers and then play with their friend until the evening.

The Boy and the Marbles

In the village nobody had marbles. The Boy used to dream about having marbles. The Boy would see them in the rolling world of his imagination. He practiced the game with acorns of pine, then with little shells. But his dreams were not more than dreams. One day he came by the river and he heard a voice. It was a Fish in form of Fairy. "Come closer," he said, "I know your dreams."

" And who are you?"

" I am your friend."

" You will help me?"

" Yes, I assure you! Now take these many colored shells, and return to your home."

So the Boy did just that. When he arrived at the house, he put his hands in the pockets of his pants. The shells had turned into real marbles. Bursting with happiness, he searched for his brothers. While they were playing marbles he told them about the Fairy.

The Crab

The Crab was at the beginning a simple stone. The Goblins of the Jicatuyo River put eyes, paws and pincers on him so they could play with him. He could hardly move. They removed some stone weight from him. They replaced it with a little earth inside of him. Even like this he was still moving very slowly, and with great difficulty. They wound him up, they tested him several times and the Crab walked in a circle of stones. Bored with the game, the Goblins quit and the Crab decided to walk without their help. Now, when he walks, he always retreats. It is his natural way of walking.

The Comet and its Siblings on the Earth

Wind and Mouse have reconciled since they met and shook hands for the first time. Wind was playing roughly and pushed Mouse until it deployed its tail and wings. The flying mouse would see the earth in its garden of colors. One day, while Mouse was doing gymnastics, without any explanation, a rain of stars appeared nearby in the heavens. Wind blew it with such force that Mouse was converted into a Comet. From time to time, Mouse visits its siblings on earth. The earth mice immediately try to lift off in flight to join the Comet but all their trying is fruitless.

The Cockerel and His Tight Pantaloons

The Cockerel was born in Aguaquire. He grew quickly and soon he reached school age. He attended school with enthusiasm. One day he tuned up his early rising song, got dressed quickly and left. He was very preoccupied because he had an exam. Something was gripping him at the waist. He felt extra cloth as he floated in the wind like a kite. He entered the classroom and he answered the questions without difficulty. But nobody realized that because of the rush, he had put his two legs into the same pant leg. The Cockerel resolved this situation as soon as he arrived back at home.

Jumping Lesson

The Spider stopped on the spine of the book. He gave it two or three steps and he began to read: GYMNASTICS FOR INSECTS. Among the exercises, the jump was the one which most interested him. From that time on the Spider never again failed in capturing flies.

The Singing Rooster

There was once a Rooster who sang very high, so high that he was changed into a star. From that time onward, whenever roosters sing, they light up the stars.

The Tigrillo and the Dance of The Fish

The Tigrillo was a beautiful animal since his birth. He grew strong and happy, far from the hunters. The sun became accustomed to playing on his elastic body. That is why, his fur took on a yellow gold color. One day Tigrillo decided to fish in the nearby river. First, he attempted it with his claws but he couldn't manage it. Later, he put his head in the crystal liquid of the water. Afraid, the fish responded with rapid sighs that took the form of bubbles. Then they agreed to do a fish dance, with bubbles that looked like a bunch of grapes in the center. So they turned, they turned and they turned in the water until it formed a black colored covering. When Tigrillo for the third time put his whole body into the water, he could not see anything, nothing, nothing at all. He exited with firm steps, he shook off the water without any regret, and left. From that date, the stain of the fishes' dance has remained on Tigrillo's beautiful yellow gold coat.

The Silver Wedding

The little Heron listened to the fracas. She sharpened her beak and without making noise she waded one and a half meters into the river. Through the water she saw the wedding of two sardines. The bride was plump and pretty. The boyfriend was slender, with pale cheeks. The two wore silver colored suits. Everything was happiness, hugs and congratulations. The little Heron hesitated for a moment. Shall I eat or not eat the lovers? But then she thought, "we all have a right to happiness." She then distanced herself from that place.

The Potter and his Marvelous Hands

The Potter got up that morning. He was very well aware of his obligations: taking on the task of the day in order to sustain his wife and six children. He kneaded the clay with determination. Half an hour later, when everything was prepared, a marvelous current took possession of his hands. Already near noon he had finished a purple crested cockerel, three hen guineas, a golden chicken and three plump dwarfs.

The Potter was napping when his children arrived at the shop. The children placed his lunch on the work table and waited. Suddenly, one of the marvelous toys pulled on the shirt of one of the smaller children. The children and the toys moved back into a corner. Whispering, the toys explained to the children that they had come from another small planet with orders to make the children happy. In that same instant, all the desires of the children were satisfied.

It must have been two in the afternoon when the Potter finally awoke. He could not believe the miracle of his hands. From then on, he got up a little later, he worked a little less and he was very happy with his family. When the children had grown, the marvelous toy guests moved on to another job on another planet,

The Crystal Snail

The boy played with his marbles on the patio of his house. It was a morning in April. Near the almond tree the Crystal Snail appeared. When the boy saw it, he was surprised. He had never seen such a thing. The snail is an animal that carries its own house. This was of crystal, of the size of the small boy. The small boy approached it slowly. Opposite the Snail, his image changed color, to the tiny movement. He listened clearly to the enchanted murmur of the sea and the flight of the gulls.

"Who are you? Where are you from?" He asked the Snail with curiosity.

"I am a Crystal Snail. I come from the country of Mirrors."

"What are the Snails of Crystal like on the inside? I see that you bring a house."

"Come, I will teach you," said the Snail.

The Snail took his friend by the hand and led him to a blue colored path. Soon they found the waters of the sea, the gulls and some paper ships. "We will approach one," said the Snail and he signaled the nearest. The sea carried them away through thousands of marvelous passages to the Island of Dreams. Here, the boy admired with surprise, the hundreds of butterflies that were transforming themselves into birds,

by brushing against the flowers of the yellow wind. When the boy touched the flowers, they were changed into marvelous marbles. "Take them," said the Snail. "Rub them with care when you need them, and they will serve you." That was the last that he heard. He did not know how he returned to his house. He never again saw the Crystal Snail.

It was the time of the sowing of the corn. The peasants of the community plowed the earth. They later sowed the grains with happiness. Nobody realized that some days later, that an unknown worm had eaten up all the seeds. Time passed and the field did not give the crop that all had awaited. Little by little the desperation took possession of the town.

Without saying anything to anybody, the boy walked all over the fields and he learned first hand what was happening. In that moment he remembered the Island of the Dreams. He returned to his house and when he found what he had searched for, he jumped for joy.

The following day, the wind disarranged the blonde hair of the cornstalk.

GUATEMALA

El Rey Colibrí

Leyenda Guatemalteca
de Argentina Palacios

and the English translation:

The Hummingbird King

A Guatemalan Legend

by Argentina Palacios

These books published by Troll Associates Inc. can be
purchased from any bookstore.

PANAMA

The Burial of the Fish

Legend of Panama

by Sue Core

Social Studies Student Pages

VISIT A COUNTRY

When you want to know more about a subject, what do you do? _____

Try Research!

Research is an investigation. The idea behind research is to find out all the facts you can about the subject you are interested in.

Check the sources you could use to research facts.

encyclopedia	television`	textbook
person	newspaper	yourself
magazine	almanac	non-fiction book
computer	video	atlas

A paper that gives information you have learned is a Research paper. You can learn facts for your research paper from all of the sources listed above. Did you check them all? yes _____ no _____

Library Orientation

The library in your school and town are the key places to do research for your country report. To make the library work for you, you need to know what resources are available and how to find and use them.

Do you know where these things are located in your library? Check the ones you know.

computer catalog	card catalog	history
encyclopedias	dictionaries	periodicals
atlases	non-fiction	indexes
almanacs	social science	

Once you have found a book on the computer or card catalog, you need to write the call number on a piece of paper, along with the author's name and/or book title.

The call number is a group of numbers and letters printed on the computer screen or card catalog card and on the spine of the book. Knowing this number and where the number identifications are in the library will lead you to your book.

If you have a question, do not hesitate to ask your teacher or the librarian. They are there to assist you.

Helpful Research Hints

Fact and Opinion:

When you write a research paper, you must be very careful to stick to the 'facts'. A research paper is written to give people information that is true or can be proven true. Remember, fact information can be proven true but opinion information cannot be proven true.

Reference Books:

A good place to begin the information search for your report is in a REFERENCE book. A REFERENCE book gives you general information about your subject. Reference books include encyclopedias, dictionaries, almanacs, atlas, and other books of general information. These books are found in the reference section of the library. This section is identified by the word REFERENCE, the Dewey Decimal System numbers 000-099, or both.

Non-Fiction Books:

After you have learned general information about your subject from reference books, you can find specific information in NON-FICTION books. Non-fiction books are books that are true. They have many facts in them about specific areas of interest. For example, you could find a non-fiction book about the rain forest or holidays or famous

people. Non-fiction books are arranged in the library according to Dewey Decimal System numbers. The most helpful areas for you in your report research would be 300-399 Social Science, 900-999 History, and 920-921 Biographies.

Periodicals:

Another source of information for your report are PERIODICALS which give you current information about your subject because they are published often, at regular intervals, such as weekly or monthly. Types of periodicals include magazines, daily newspapers, pamphlets, brochures, and other frequently published materials. The Indexes found in the reference section are the index for the periodicals. One is called the National Geographic Index. Other indexes are the Reader's Guide to Periodical Literature, and the Children's Magazine Guide. Check with the librarian for help in this area.

Vertical File:

Brochures and pamphlets can be located in the Vertical File.

Interviews:

A great source of firsthand information about the subject of your report can be found in an interview. An interview is a structured conversation with a person who is knowledgeable about your topic. Interviews can be

scheduled with people who have lived in or traveled to your individual areas in your report. If done well, a good interview can add needed information and a personal touch to your report.

Wrap it up:

Be sure to include a title page, table of contents, and a bibliography.

My Country Is

These are some of the names my country has been known
by in the past. _____

This is how my country got its name. _____

My country also has a nickname. It is called _____

History

The early history of the country was _____

Its first known inhabitants were _____

The country was explored/invaded _____

The country's independence was _____

The influence of wars has been _____

The most recent developments are _____

Physical Map Features

My country has _____ main land regions.

Each region is described below.

The highest point in the country is _____ at _____.

The lowest point in the country is _____ at _____.

The area of the country is _____.

Its size can be compared to _____

A physical map of my country follows this page.

Political Features

The population of my country is _____ people as of this date _____.

The national capital is _____.

The provincial, state, or territorial capitals are: _____

There are _____ provinces, states, or territories in this country. The largest is _____, measuring _____.

The three largest cities and their populations are:

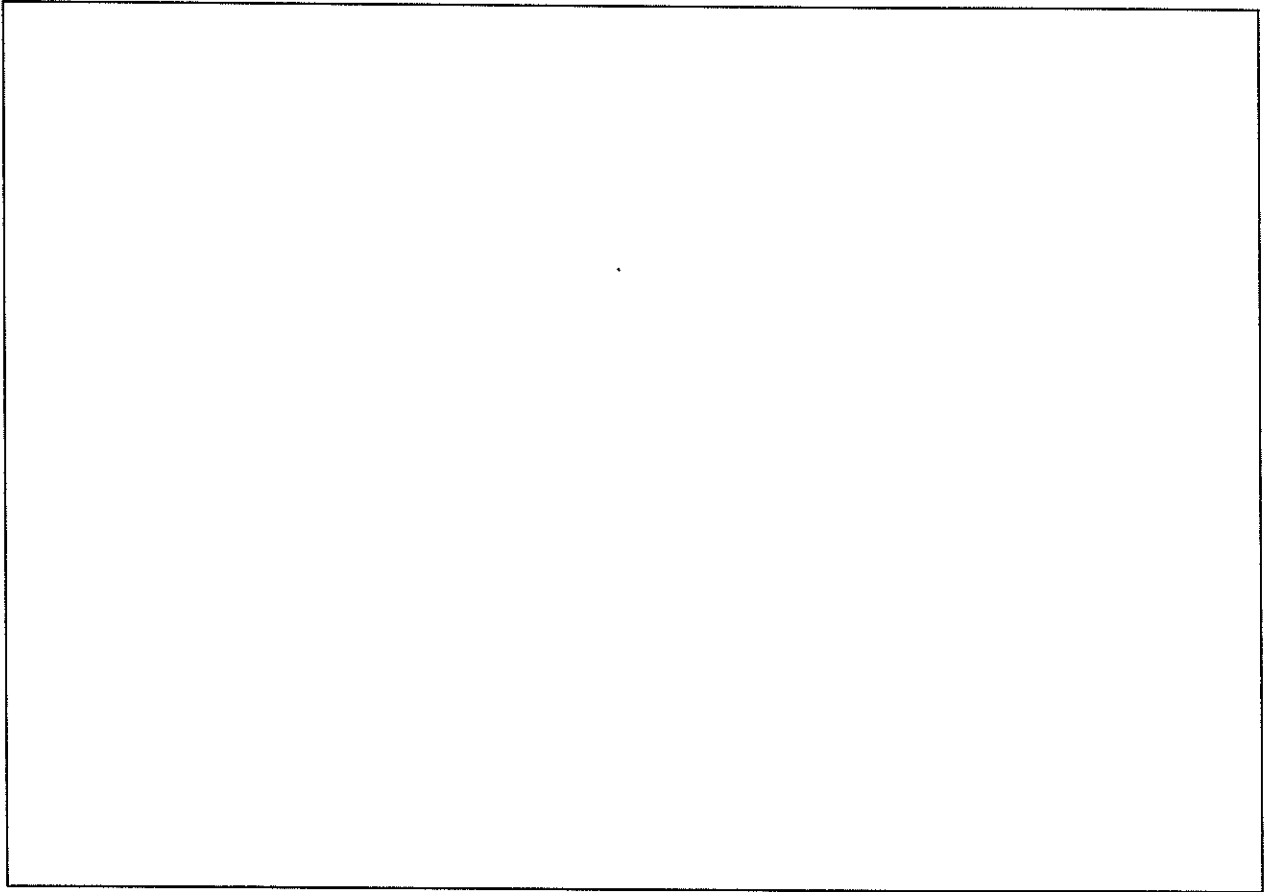
_____	_____ people
_____	_____ people
_____	_____ people

as of this date: _____

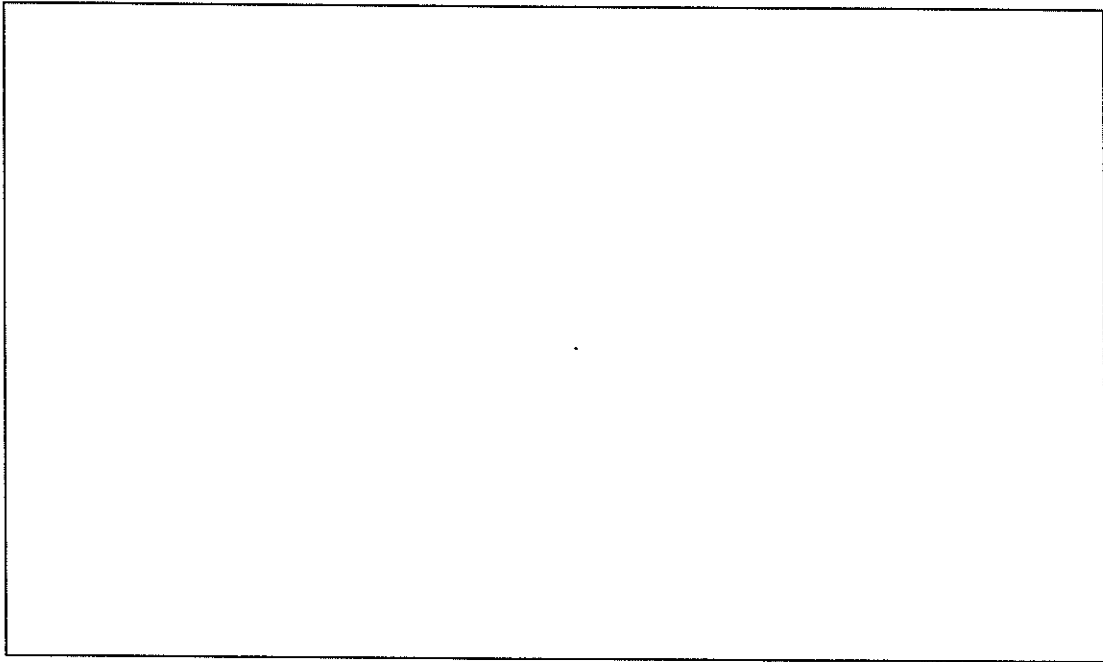
Areas which border the country are: _____

A political map of my country follows this page.

The Flag of _____



The Coat of Arms of _____



Its symbols and their meanings are: _____

The National Anthem

The Climate

High temperatures and locations:

Low temperatures and locations:

Average rainfall:

Other climate information:

My Country's Resources

Listed below are the many natural resources of _____.

Water: _____

Soil: _____

Minerals: _____

Plant life: _____

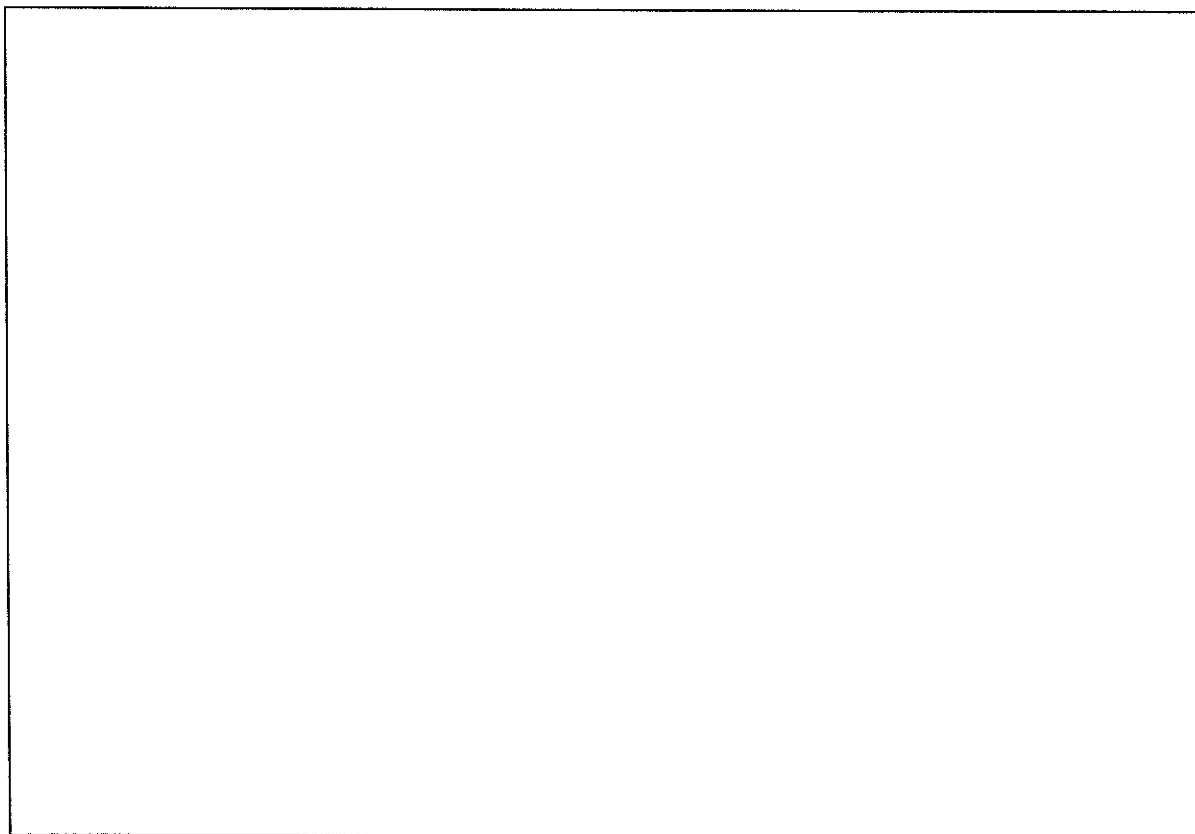
Animal life: _____

My Country's Money

The basic unit of money in the country of _____
is

_____.

Below I have drawn the coins and currency used in this
country and what each is worth.



My Country's Economy

The economy of _____ is dependent upon the goods and services listed below.

Agricultural Products _____

Mineral Products _____

Manufactured Products _____

Other _____

Gross national product amount: _____ year: _____

Per capita income amount: _____ year: _____

My Country's Government

The past types of government were _____

The current type of government is

It began _____

Its present governmental leader is _____

The State, Provincial, and/or local government is _____

The court system is _____

The Armed Forces are _____

The Education

The law requires all children in _____
to attend school between _____ and _____ years of age.

The rate of literacy is _____.

Other facts about education in this country are _____

Here are some ways the education in this country is the same
as the education in the country in which I live.

Here are some ways the education in this country is
different from the education in the country in which I live.

The Arts

Write a description or provide an example of the specific art forms presented below.

Dance _____

Literature _____

Music _____

Painting _____

Theater _____

Other _____

Recreation

Activities that the people of _____ enjoy
for recreation are listed below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

The sports listed above that I participate in are:

Ways of Life in _____

There are different types of people who make up the population of _____.

Who they are and what they do are described below.

1. _____

way of life _____

2. _____

way of life _____

3. _____

way of life _____

Food of _____

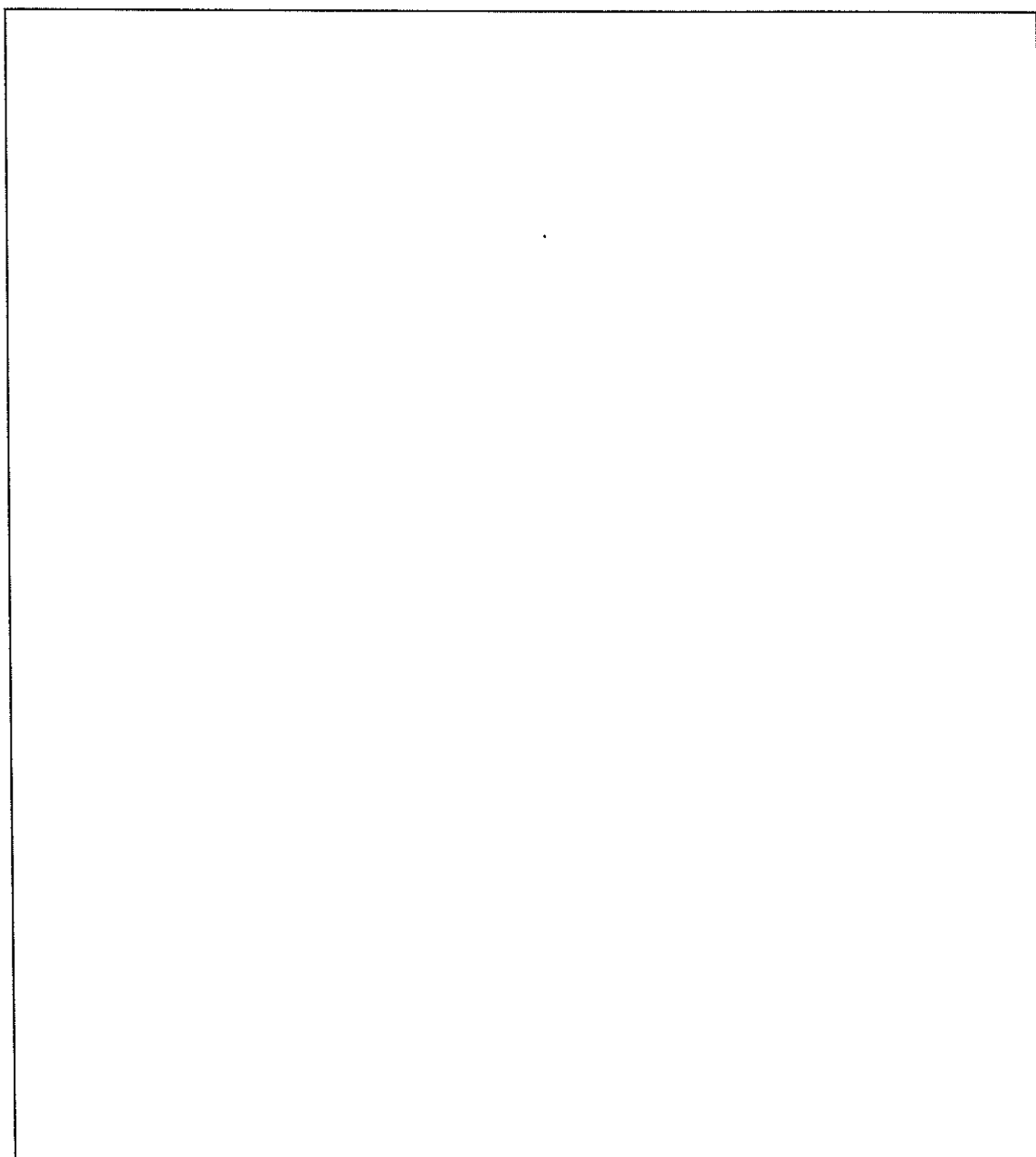
Here is a list of some of the favorite foods of the people
in _____.

1. _____
2. _____
3. _____
4. _____
5. _____

Here is a recipe from _____:

Typical Clothing

Below is a drawing of the typical clothes and hairstyle.



Embassy Addresses

Costa Rican Embassy

1825 Connecticut Ave. N.W.

Wash. D.C., 20009

Guatemalan Embassy

2220 R. St. N.W.

Wash. D.C., 20008

Honduran Embassy

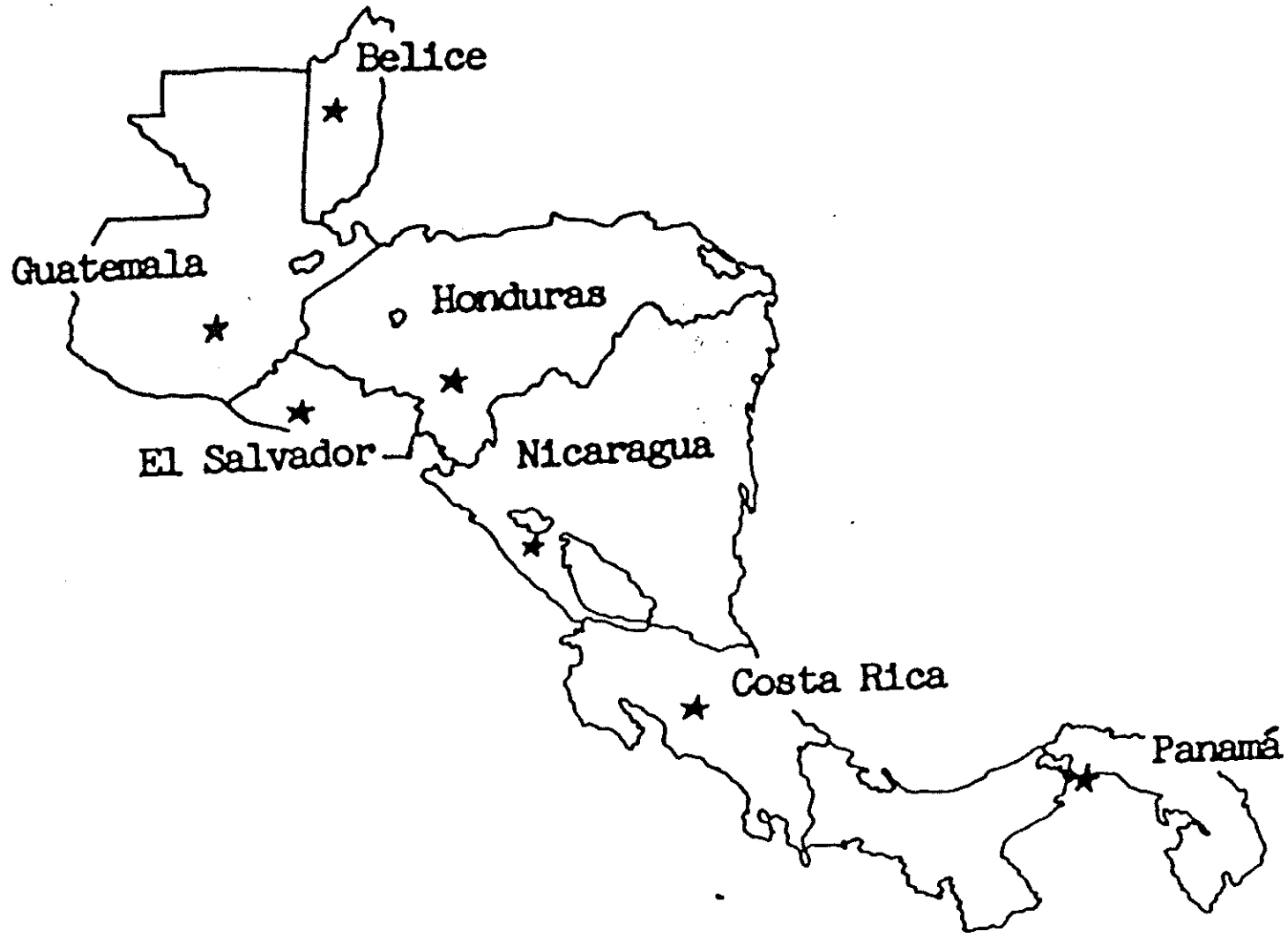
4301 Connecticut Ave. N.W.

Wash. D.C., 20008

Panamanian Embassy

2862 McGill Terrace N.W.

Wash. D.C., 20008



Belize

Guatemala

Honduras

El Salvador

Nicaragua

Costa Rica

Panamá

Social Studies Evaluation

I enjoyed/did not enjoy doing a country report because

The most interesting thing I learned about my country:

The part of my report that was the hardest to do:

The part of my report that was the most fun to do:

Areas in which I felt I did a good job:

Things I would do differently if I could do my report over:

Advice I would give people who are about to begin a country report: _____

Other comments: _____

Recommended Books for Students

Brill, Marlene T. and Targ, Harry R. (1993).
Enchantment of the World: Guatemala. Chicago, IL.: Childrens
Press.

Chrisp, Peter. (1994). The Maya. New York: Thomson
Learning.

Costa Rica in Pictures. (1993). Minneapolis, MN.:
Lerner Pub.

Cummins, Ronnie. (1990). Children of the World:
Guatemala. Milwaukee, WI.: Gareth Stevens Children's Books.

Cummins, Ronnie. (1990). Costa Rica. Milwaukee, WI.:
Gareth Stevens Inc.

Nougier, (1980). Days of the Mayas, Aztecs, and Incas.
Silver Burdett.

Foran, Eileen. (1992). Costa Rica is my Home.
Milwaukee, WI.: Gareth Stevens Inc.

Foder's Central America. New York: Fodor's Travel
Publications, Inc.

Garcia, Guy. (1995). Spirit of the Maya; a Boy Explores
his People's Mysterious Past. New York: Walker and Company.

Guatemala in Pictures. (1993). Minneapolis, MN.: Lerner
Pub.

Hassig, Susan. (1996). Cultures of the World: Panama.
New York: Marshall Cavendish Corporation.

Honduras in Pictures. (1994). Minneapolis, MN.: Lerner Pub.

Lantier-Sampon, Patricia. (1993). My Home Country, Guatemala is My Home. Milwaukee, WI.: Gareth Stevens Publishing.

Malone, Michael. (1996). A Guatemalan Family. Minneapolis, MN.: Lerner Publications Company.

Millen, Nina. (1964). Children's Festivals from Many Lands. New York: Friendship Press.

Morrison, Marion. (1989). Central America. Silver Burdett.

Panama in Pictures. (1989). Minneapolis, MN.: Lerner Publishers

Patent, Dorothy Hinshaw. (1996). Children Save the Rain Forest. New York: Cobblehill Books/Dutton.

Perl, Lila. (1983). Piñatas and Paper Flowers. Piñatas y Flores de Papel. New York: Houghton Mifflin Company.

Pijoan, Teresa. (1996). Listen, A Story Comes. Escucha, Que Viene un Cuento. Santa Fe, NM.: Red Crane Books.

Ricciuti, Edward R. (1996). Rainforest. New York: Marshall Cavendish Corporation.

St. George, Judith. (1989). Panama Canal: Gateway to the World. Putnam Publishing Group.

Targ, Harry R. and Brill, Marlene Targ. (1995).
Enchantment of the World: Honduras. Chicago, IL: Childrens
Press.

Vázquez, Ana María B. (1991). Enchantment of the World:
Panama. Chicago, IL.: Childrens Press.

Whitman, John. (1994). The Best Mexican and Central
American Travel Tips. New York: HarperPerennial.

Recommended Books for Teachers

Bauer, Caroline Feller. (1993). New Handbook for Storytellers. Chicago: American Library Association.

Blackaby, Susan. (1992). One World Multicultural Projects & Activities. Troll Associates.

Brown, Jerome C. (1991). Classics Papercrafts. Carthage, IL: Fearon Teacher Aids.

Brown, Jerome C. (1991). Legends and Fables Papercrafts. Carthage, IL: Fearon Teacher Aids.

Brown, Jerome C. (1991). Tales from Many Lands Papercrafts. Carthage, IL: Fearon Teacher Aids.

Carratello, John, & Carratello, Patty. (1991). Connecting Math & Literature. Huntington Beach, CA: Teacher Created Materials, Inc.

Carratello, John, & Carratello, Patty. (1992). Connecting Writing & Literature. Huntington Beach, CA: Teacher Created Materials, Inc.

Cerbus, Deborah Plona, & Rice, Cheryl, Feichtenbiner. (1992). Connecting Social Studies & Literature. Huntington Beach, CA: Teacher Created Materials, Inc.

Cerbus, Deborah Plona, & Rice, Cheryl, Feichtenbiner. (1992). Connecting Holidays & Literature. Huntington Beach, CA: Teacher Created Materials, Inc.

Cerbus, Deborah Plona, & Rice, Cheryl, Feichtenbiner. (1991). Connecting Science & Literature. Huntington Beach, CA: Teacher Created Materials, Inc.

Cook, Shirley. (1990). The Story Journal. Nashville, TN: Incentive Publications, Inc.

Everix, Nancy. (1984). Windows to the World. Carthage, IL: Good Apple, Inc.

Forte, Imogene, & MacKenzie, Joy. (1991). Celebrate with Books. Nashville, TN: Incentive Publications, Inc.

Heltshe, Mary Ann, & Kerchner, Audrey Burie. (1991). Multicultural Explorations: Joyous Journeys with Books. Englewood, CO: Teacher Ideas Press.

Hoven-Severson, Leigh. (1992). Connecting Geography & Literature. Huntington Beach, CA: Teacher Created Materials, Inc.

McCarthy, Tara. (1993). Multicultural Fables and Fairy Tales: Stories and Activities to Promote Literacy and Cultural Awareness. New York: Scholastic Professional Books.

Moen, Christine Boardman. (1992). Better Than Book Reports. New York: Scholastic Professional Books.

Milord, Susan. (1992). Hands Around The World: 365 Creative Ways to Build Cultural Awareness & Global Respect. Charlotte, VT: Williamson Publishing.

Milord, Susan. (1995). Tales Alive! Ten Multicultural Folktales with Activities. Charlotte, VT: Williamson Publishing.

O'Brien-Palmer, Michelle. (1993). Book-Talk: "Exciting Literature Experiences for Kids". Kirkland, WA: MicNik Publications, Inc.

O'Brien-Palmer, Michelle. (1995). I Love To Read: Fun Reading Projects Recommended By Kids. Kirkland, WA: MicNik Publications, Inc.

Palmer, Paula. (1991). Taking Care of Sibó's Gifts: An Environmental Treatise From Costa Rica's Kékolde Indigenous Reserve. San Jose, CR: Editorama, S.A.

Reeves, Barbara. (1992). A Treasury of Whole Language Literature Ideas. Troll Associates

Rothlein, Liz, & Wild, Terri Christman. (1993). Read It Again! Multicultural Books. Glenview, IL: Good Year Books.

Staton, Hilarie N. & McCarthy, Tara. (1994). Science & Stories: Integrating Science and Literature. Glenview, IL: Good Year Books.

Thomas, Jennifer. (1992). Connecting Art & Literature. Huntington Beach, CA: Teacher Created Materials, Inc.

EDUCATIONAL STANDARDS

Current Standards for Education

The importance of educational standards ensures that educators, parents and citizens of all kinds will know what students should be taught, how they will be taught, and how student achievement will be evaluated.

National standards:

Language Arts Standards

There are twelve content standards for the English language arts. Numbers one, three, seven and nine blend literature with culture and are used in the Guide. These are:

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world, to acquire new information, to respond to the needs and demands of society and the workplace, and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning

and of other texts, their word identification strategies, and their understanding of textural features (e.g., sound-letter correspondence, sentence structure, context, graphics).

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

9. Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles (NCET, 1996, p. 25).

Social Studies Standards

The social studies standards address overall curriculum design and comprehensive student performance expectations, while the individual discipline standards (civics and government, economics, geography, and history) provide focused and enhanced content detail. Teachers and curriculum designers are encouraged first to establish their program frameworks using the social studies standards as a guide, and then to use the standards, from history, geography, civics, economics, and others to guide the development of grade level strands and courses. The framework of the

standards consists of ten themes incorporating fields of study that roughly correspond with one or more relevant disciplines. Number one on Culture, and number three on People, Places, and Environments are used in the Guide (NCSS, 1994).

The use of educational standards gives an exemplary model for teachers. The International Reading Association and the National Council of Teachers of English developed standards for the English language arts. This document of standards was the result of an intensive four-year project involving thousands of educators, researchers, parents, policymakers, and others across the country. Their goal was to ensure that all students are knowledgeable and proficient users of language so that they may succeed in school, participate in our democracy as informed citizens, find challenging and rewarding work, appreciate and contribute to our culture, and pursue their own goals and interests as independent learners throughout their lives (NCET, 1996).

State Standards

The essential learnings document is the main driver of Washington State's efforts to improve student learning. Washington State Commission on Student Learning approved the Essential Academic Learning Requirements for reading, writing, and communication on January, 1996, and for Social Studies on April, 1996.

Washington State's Essential Academic Learnings (EAL) in Reading are that the student understands and uses different skills and strategies to read, understands the meaning of what is read, reads different materials for a variety of purposes, and sets goals and evaluates progress to improve reading. The EAL's in Writing are that the student writes clearly and effectively, writes in a variety of forms for different audiences and purposes, understands and uses the steps of the writing process, and analyzes and evaluates the effectiveness of written work. Communication EAL's are that the student use listening and observation skills to gain understanding, communicates ideas clearly and effectively, uses communication strategies and skills to work effectively with others, and analyzes and evaluates the effectiveness of communication.

The EAL's of Washington State in social studies provide a framework to give students the knowledge and skills they need to participate as responsible and effective citizens in an increasingly complex world. In social studies, students examine the past and present for clues to the future through the perspectives of history, the interactions of people and places in geography, the lessons of rule of law in civics and the economics of society.

Local Standards

Some school districts have already incorporated these essential learning guidelines into their curriculum. The Bethel School district is an example.

The Bethel Performance Learning notebook (1995) is the working document of Washington State's Bethel School District, designed to provide a clear, comprehensive structure for curriculum, instruction, and assessment for the Bethel teachers. The purpose is to ensure that Bethel's young people will graduate from the school system with the knowledge, skill, and attitudes they need to attain life success in adult roles. Each school within the district has a trainer, who has an in-depth knowledge of the Performance Learning notebook to help teachers understand how to use the outcome, core essential learnings, frameworks, and rubrics in the classroom. Bethel School District considers itself as a leader in the area of curriculum restructuring.