Muncie Community Children’s Exposure to Women’s Studies

An Honors Thesis (HONS 499)

by

Sarah Dragoo

Dr. Kim Jones-Owen

Ball State University

Muncie, IN

July 2002
As a community, Muncie has very few resources with which to teach children about women's studies. The goal of this project was to write a grant that would fund a new group of resources materials including books, learning aides, and other instructional materials specifically designed for use of elementary school teachers. An extensive bibliography of these materials and sample lesson plans were also included to encourage the community’s children in their studies of women’s issues.
I would like to give special thanks to all the staff of the Women’s Studies Department. Julee Rosser, Tammy Todd, and especially Dr. Kim Jones-Owen have been incredibly supportive through the duration of this project. Not only have they been helpful as far as the project is concerned, but they have become my friends. Thank you.
In Muncie, although there seem to be ample resources with which to teach women's studies in elementary schools, there are few. The Muncie Public Library is one place that elementary school teachers can get picture books to teach about the diverse roles women played and continue to play in our own and other societies. While the Muncie Public Library does have a quality collection, it is severely limited in number. To date, Bracken Library's policy prohibits anyone who is not a student from checking out juvenile materials. This policy prohibits community school teachers from using any part of Bracken's juvenile collection.

With this in mind, Dr. Kim Jones-Owen, Women's Studies Program Director and I decided to write a grant. We hoped that we could secure funding to create a juvenile collection of materials that would be housed in Burkhart 108, the Women's Studies Resource Center, and accessible to community teachers. This collection would include children's books, games, visual aides, videos, and instructional materials. We thought that by creating an accessible environment, community teachers would be encouraged to teach women's studies in their classrooms and have new materials with which to excite their students.

Although our initial grant application was not funded, we intend to continue with the grant application process by identifying other grant-making agencies. An important result of this project was the creation of women's studies-based teaching materials and the compilation of a bibliography of excellent children's books, teaching materials, and technological resources. The bibliography can easily be distributed to elementary school librarians and community librarians to encourage the addition of women's studies-based materials to their holdings.

From this project I gained a great deal of experience in the grant writing process. I also learned new and exciting ways that women's studies is being presented to young minds. It is my hope that all the community's children will be exposed to these creative new materials.
OFFICE OF ASSOCIATE PROVOST  
Ball State University  

Memorandum  

THE GEORGE AND FRANCES BALL FUND FOR ACADEMIC EXCELLENCE  
AND  
THE 21ST CENTURY FUND FOR FACULTY DEVELOPMENT  
Grant Proposal Cover Sheet – 2002 Program  

Proposal Title: Women's Studies Elementary Education Library Collection  

Description: The addition of women's-based elementary education instructional materials, print resources, technological media, and books to the Women's Studies Resource Center for use by local elementary school teachers, administrators, Ball State University elementary education students, and faculty.  

Type of Proposal: Regular ☑ or Collaborative ☐  

Name of Sponsoring Academic Unit(s): Women's Studies Program  

Principal Investigator: Kim Jones-Owen  

Total Requested: $10,000  

Approval:  
Department Chair:  
College Dean:  

Please note: After the College Dean has signed the proposal, send the signed original along with 5 copies to Office of Associate Provost – AD 326.  
Deadline: January 15, 2002  

9/17/01  
G & F cover sheet
The George and Frances Ball Fund for Academic Excellence
and
The 21st Century Fund for Faculty Development

January 15, 2002

"Women's Studies Program
Elementary Education Library Collection"

PROJECT BACKGROUND
For nearly 30 years, Ball State University’s Women’s Studies Program has provided a forum for teaching and learning about women’s lives and the way society defines gender roles. This mission is accomplished through administration of an academic minor, event programming, fostering research about women, and serving as a resource to the university and larger community.

Funds from 1998 and 2000 21st Century Fund for Faculty Development grants have enabled the Women’s Studies Program to significantly increase the holdings in its Resource Center located in Burkhardt Building Room 108, particularly in the areas of women’s history, international women’s issues, women’s studies, and education and curriculum development. The new acquisitions have enhanced both the number and kind of technological and print resources about women available to students, faculty, staff, and the local community.

STATEMENT OF PURPOSE
For the 2002-2003 George and Frances Ball Fund for Academic Excellence/21st Century Fund for Faculty Development, the Women’s Studies Program seeks to emphasize the component of its mission statement that addresses "fostering research about women and serving as a resource to the university and larger community." In particular the Women’s Studies Program wishes to establish a Women’s Studies Elementary Education Library Collection that will be housed in the program’s Resource Center. The goal will be to add to the Women’s Studies Resource Center:

- holdings in women’s-based elementary education instructional materials, print resources, technological media, and books for use by local elementary school teachers, administrators, Ball State University elementary education students, and faculty.

RELEVANCE TO STRATEGIC PLAN
Making women-based elementary education resources available to local educators and Ball State elementary education students addresses Goal VI of the university’s Strategic Plan. In particular, this grant project can be classified as a means to expand the quality and scope of community programs. Not only will the library collection serve elementary school educators, but also potentially will bring school-aged children’s parents to campus to review and use the resources housed in the Women’s Studies Resource Center.

PROJECT DESCRIPTION
The Women’s Studies Resource Center is a much-utilized campus location for study and research on women’s issues and related academic subject matter. Most materials circulate and are available to be checked out by faculty, staff, students, and citizens of Indiana. The Women’s Studies Program wishes to broaden the scope of usage to include local elementary school educators, school-aged children, and their parents. Many elementary schools do not have the resources or programs to
introduce women's history or to cover women's contributions as role models. The Women's Studies Program hopes to address this need by making available to local educators a sophisticated and diverse collection of women-based materials and literature for in-class use; materials also would be available for circulation to parents, their school-aged children, Ball State University students, especially elementary education majors, and professors. The addition of elementary education materials is a logical outgrowth of the Women's Studies Program's long-term commitment to curriculum development initiatives and strategies.

During the grant period, the Women's Studies Program will conduct a number of promotional campaigns to inform teachers and parents about the Women's Studies Elementary Education Library Collection. Informative/promotional bookmarks will be distributed to local school systems and press releases, in conjunction with National Women's History Month (March), will be sent to local media outlets.

The project will be coordinated by the Women's Studies Program Director, Kim Jones-Owen, and staff in conjunction with Ball State University honors student, Sarah Dragoo, who is completing her honors thesis, an analysis of elementary school women's-based curriculum development materials. Ms. Dragoo's research to date confirms that few materials are available to local educators; she has compiled an exhaustive list of resources that will be used to build the Women's Studies Elementary Education Library Collection (see Attachment A). Dr. Jones-Owen is Ms. Dragoo's honors thesis advisor.

IMPLEMENTATION AND TIMELINE
The following outline details the timeframe for the acquisition of materials and the related promotional campaign:

- **March 2002**: Complete research of available elementary education materials
- **April 2002**: Consult with University Relations to design promotional bookmarks advertising the Women's Studies Elementary Education Library Collection to later be distributed to local elementary school administrators, teachers Ball State University elementary education students, and faculty
- **May 2002**: Begin ordering Resource Center materials
- **August 2002**: Send promotional materials to local school systems and BSU Teachers College
- **March 2003**: Release press statement advertising the collection (in conjunction with National Women's History Month)
- **June 2003**: Finalize all orders
- **July 2003**: Send list of all acquisitions to local school systems and BSU Teachers College
- **August 2003**: Finalize all accounts
- **September 2003**: Submit final grant report
**PROJECT OUTCOME**
The creation of the Women's Studies Elementary Education Library Collection will underscore the university's commitment to the local community by making available the latest in women's-based technological and print resources for elementary education children and teachers to encourage a complete and diverse educational experience. The Women's Studies Program's acquisition of these resources will be an important element in encouraging, fostering, and supporting research and exploration by children. It will give some children their first introduction into women's history, issues, and role models.

**ASSESSMENT AND EVALUATION**
The effectiveness of the grant project will include the documentation of the number and nature of like-materials currently available or in use in the local school systems. All teachers and educators and Ball State students and faculty who use the Women's Studies elementary education resources will be asked to complete a survey to determine the effectiveness of the resources and to track requests for additional items to be added to the library. We also will work in conjunction with local educators to determine how best to promote the use of the resources by local parents and their children.

**BUDGET**
The following two budget items indicate how the proposed grant funds will be used:

- Elementary Education Resource Materials $9,500
- Promotional Bookmarks 3,000 @ $.17 each $500

Total: $10,000

The elementary education resource materials will include items such as interactive software, CD-ROM databases, on-line database subscriptions, on-line periodical subscriptions, film and videotapes, books on CD, multimedia packages, print materials such as posters and display kits, books, magazines, and other literature.

The promotional bookmarks will be designed by University Relations and distributed to local school systems and within Teachers College.

The Women's Studies Program will assume additional paper, duplicating, and postage costs associated with the grant project.

**SUMMARY**
The addition of children's publications and educational materials to the Women's Studies Resource Center will help to introduce women's history and women role models to some of the youngest members of our community and will enable the Women's Studies Program at Ball State University to provide a critically important kind of academic service to the community.

Respectfully Submitted,

Kim L. Jones-Owen, Ph.D.
Director, Women's Studies Program

Sarah E. Dragoo
Honors Student/ Women's Studies Minor
Amazing Grace. Hoffman, Mary (gr 1-4). Kids tell Grace she won't get the part of Peter Pan. Grandma takes her to the ballet and she sees a brown skin ballerina who becomes her roll model. ISBN ? 1991

Amelia and Eleanor Go for a Ride. Ryan, Pam Munoz.

Anne Frank: the Diary of a Young Girl Hiding from the Nazis. Frank, Anne (gr 4-7). The diary of the 13-year-old Jewish girl, hidden in the attic during the Nazi occupation of Holland, remains a powerful and poignant book. ISBN ? 1947

Anna Banana and Me. Blegvad, Lenore (gr 1-4). The boy in this story is afraid of a lot of things, unlike his utterly brave friend Anna. The illustrations capture Anna’s daring and the narrator’s anxiety and triumph. ISBN ? 1985


The Balancing Girl. Rabe, Bernice (gr 1-4). Margaret, who’s in a wheelchair, has developed her own special skill at balancing things. She uses her talent to benefit her whole school. ISBN ? 1989


Beatrix Potter. Wallner, Alexandra (gr K-3). This is the account of the life of this children’s book author who was also an expert on mushrooms and an early conservationist. ISBN 0-8234-1181-8

Beautiful Warrior. McCully, Emily.

Behind the Mask: the Life of Queen Elizabeth I. Thomas, Jane Resh (gr 3-6). The best biography for young readers about the queen who gave her name to an age. The author sets the complicated facts of her tempestuous life in social and political context. ISBN ? 1998

Big Sister and Little Sister. Zolotow, Charlotte (gr 1-4). Sometimes you just have to run away from your bossy big sister to find out how she really feels about you. ISBN ? 1966

Black Americans if Achievement. Video Collection. 1.800.843.3620
Brave Irene. Steig, William (gr 1-4). Irene Bobbin, the dressmaker’s daughter, volunteers to deliver the duchess’s new ball gown and sets off in a fierce snowstorm. The wind blows the dress out of the box but there’s a happy ending. ISBN ? 1986

Blooomers. Blumberg, Rhoda (gr K-4). A story based on fact of women who tried to become liberated by wearing bloomers. ISBN 0-02711684-0

By George, Bloomers! St. George, Judith.

Caddie Woodlawn. Brink, Carol Ryrie (gr 4-7). This is a popular novel about pioneer life in Wisconsin in the 1860s. ISBN ? 1935

Cinder Edna. Jackson, Ellen.


The Cuckoo’s Child. Freeman, Suzanne (gr 4-7). Mia wishes she could be a normal American, but she and her sisters are living in Beirut, Lebanon. After their parents’ accidental death, they are sent to live with an aunt in Tennessee and forced to deal with complex issues. ISBN ? 1996

The Day the Women Get the Vote: a Photo History of the Women’s Rights Movement. Sullivan, George.

The Devil in Vienna. Orgel, Doris (gr 5-8). An affecting autobiographical novel told in diary form of a Jewish girl in Vienna and her friend, the daughter of a Nazi, during the Anschluss. ISBN ? 1978

The Divide. Bedard, Michael (gr K-4). Partial biography that tells of the move Willa Cather made with her family when she was 9 years old to the plains of Nebraska. ISBN 0-385-32124-4

Eleanor Roosevelt: A Life of Discovery. Freedman, Russell (gr 4-6). This is an account of the life of activist and 1st lady, Eleanor Roosevelt who entered public life reluctantly after her husband had polio. She was controversial for her political involvements during her husband’s 3 1/2 terms in office. ISBN ? 1993

Fanny in the Kitchen. Hopkinson, Deborah.

Focus: Five Women Photographers. Wolf, Sylvia (gr 5-8). Biographies of 5 women photographers all accompanied by examples of their work. ISBN 0-8075-2531-6


Getting the Real Story: Nellie Bly and Ida B. Wells. Davidson, Sue (gr 4-6). The story of two gallant women news reporters, both who fought against corruption. ISBN 1-878067-16-8

A Girl Named Disaster. Farmer, Nancy (gr 3-6). It’s her only chance to escape an arranged marriage to a cruel older man who already has three wives. Nhamo, 11-years-old, sets out alone in a canoe. She must get to Zimbabwe by river, Emotional support as she navigates comes from communing with the spirits of her mother and ancestors. ISBN 1996

Happily Ever After. Quindlen, Anna (gr 3-5). The star shortstop of the little league team, 8-year-old Kate, falls asleep reading a story about a princess. She finds herself in a stone tower, in a pink dress. Next thing you know, she’s saving princes and rescuing herself. ISBN 1998

Harriet the Spy. Fitzhugh, Louise (gr 4-7). This justly acclaimed modern classic is about Harriet, a clever little girl who wants to be a writer, so she watches and takes notes about everything she sees and hears. Everything is fine, until it falls into the wrong hands. ISBN 1964

Hattie and the Wild Waves: A Story from Brooklyn. Cooney, Barbara (gr 1-4). The daughter of well-to-do German Americans at the turn of the century, Hattie wants to be a painter. Hattie remains determined and eventually succeeds in enrolling in the art institute. It’s based on the story of the author’s mother. ISBN 1990


Herstories: African American Folktales, Fairytales and True Tales. Hamilton, Virginia (gr 5-8). Nineteen folk tales about strong African American women. Some of them are based in fact and real lives, some in the supernatural, some involving animals, all with background information. ISBN 0-590-47370-0 1995

Hidden Music: The Life of Fanny Mendelssohn. Kamen, Gloria (gr 4-6). Fanny, sister of Felix, was also a talented musician and composer but being a woman, she was denied the same opportunities of her brother. ISBN 0-689-3174-x

Homesick: My Own Story. Fritz, Jean (gr 4-6). A historian who writes for kids, Ms. Fritz was born and raised in China. Here she recalls that and what it was like to be “homesick” in the U.S. in the 1920s. ISBN ? 1982


I’m a Girl.


In the Year if the Boar and Jackie Robinson. Lord, Bette Bao (gr 5-8). Shirley Temple Wong arrives in Brooklyn able to speak two words of English. She works her way into the American dream via baseball. She turns into a fan and a player the same season Jackie Robinson joins the Dodgers. ISBN ? 1984

Island of the Blue Dolphin. O’Dell, Scott (gr 5-8). This coming of age novel about Karana, an Indian girl who spends 18 years alone on a rocky island off the coast of California in the early 19th century, is based on the true experiences of “The Lost Woman of San Nicholas”. ISBN ? 1960

A Jar of Dreams. Uchida, Yoshiko (gr 5-8). This is a novel about Rinko, a Japanese American girl growing up in California in the 1930s. ISBN ? 1981

Joan of Arc. Poole, Josephine.

Keep on Singing: A Ballad of Marian Anderson. Livingston, Myra Cohen (gr K-3). In narrative poem, the life and career of Marian Anderson is told. ISBN 0-8234-1098-6

Let Women Vote! Brill, Marlene.

Lily’s Crossing. Giff, Patricia Reilly (gr 6-8). It’s the summer of 1944, during the Allied
invasion of Europe. Lily, a 10-year-old, is spending the summer with her grandma in New York City. Despite her bravado, Lily is lonely and anxious and not very nice. This novel has vivid period details. ISBN ? 1997

_A Long Way to Go._ Oneal, Zibby (gr 3-5). Lila’s life changes when her grandma is jailed for fighting for women’s rights. ISBN 0-14-032950-1


_Margaret Bourke-White._ Welch, Catherine (gr 2-4). The life of this outstanding photographer reveals the excitement and danger of her work. ISBN 0-87614-890-9


_Maria Martinez: Pueblo Potter._ Anderson, Peter (gr 3-5). The story of the nationally acclaimed Indian potter who developed her craft from her people’s tradition. ISBN 0-516-04184-3

_Maria Tallchief._ Erdrich, Heidi (gr 4-6). Biography of a famous ballet dancer whose Native American origins caused problems in furthering her career. ISBN 0-8114-6577-2


_Miss Rumphius._ Cooney, Barbara (gr 1-4). Miss Rumphius was told as a child that she must do something to make the world beautiful. She traveled, had adventures, and found her calling as the Lupine Lady, sewing flower seeds along the coast. ISBN ?
My Name is Georgia: A Portrait. Winter, Jeanette (gr K-3). This “portrait” of Georgia O'Keefe is told in short first-person narrative sentences. ISBN? 1998

The Night Journey. Lasky, Katheryn (gr 5-8). Nana Sashie enjoys her afternoon visits with 13-year-old Rachel and eventually confides in her to tell the story of her Jewish family’s escape from czarist Russia. ISBN ? 1981

Nim and the War Effort. Lee, Milly (gr 3-5). In San Francisca during WWI, Nim is caught up in the paper drive, part of the home-front war effort. ISBN? 1997


The NY Public Library Amazing Women in American History. Heinemann, Sue.

Only Opal: the Diary of a Young Girl. Boulton, Jane (gr 1-4). Based on a real journal kept by a very young girl growing up in rural Oregon with a foster family at the turn of the century. ISBN 0-399-21990-0


Outrageous Women of Colonial America. Furbee, Mary Rodd

Painting Dreams: Minnie Evans, Visionary Artist. Lyons, Mary (gr 5-7). The life of the deeply religious African American folk artist is revealed. ISBN 0-395-72032-x


Rabble Starkey. Lowery, Lois (gr 6-8). Her real name is Parable Ann. She’s 12-years-old and lives with her very young mother and grandmother in Appalachia. Both smart and proud,
she deals with the complexities of her life in a determined and persuasive way. ISBN ? 1987

*Rare Treasure: Mary Anning and Her remarkable Discoveries.* Brown, Don (gr 2-4). The bicentennial of the birth of Mary Anning, the British fossil hunter, prompted three books about her work and life. ISBN ? 1999

*Mary Anning and the Sea Dragon.* Atkins, Jeannine.

*Stone Girl, Bone Girl.* Anholt, Lawrence.

*Red Scarf Girl: A Memoir of the Cultural Revolution.* Jung, Ji-Li (gr 6-8). The autobiographical account of the corrosive effects of the Cultural Revolution on a bourgeois family in Shanghai as seen by a 12-year-old school girl. She was a self-absorbed, good student when the movement to crush the 4 "olds"--old ideas, old customs, old culture, and old habits--uprooted her family. ISBN ? 1997

*Revolutionary Poet: A Story About Phillis Wheatley.* Weidt, Maryann (gr 3-6). The story of a poetry-writing slave girl who was the 1st African American to have a book published in the United States. ISBN 1-57505-059-5

*Roll of Thunder, Hear My Cry.* Taylor, Mildred (gr 6-8). This bitter, memorable, and beautifully written story about a poor black family in Mississippi during the depression is taken from the author's family. ISBN ? 1976

*Rumpelstiltskin's Daughter.* Stanley, Diane.

*The Samurai's Daughter.* San Souci, Robert.

*Sarah, Plain and Tall.* MacLachlan, Patricia (gr 6-8). Anna tells us how her father placed an ad for a wife in an eastern newspaper and Sarah replied. ISBN ? 1985

*Seven Brave Women.* Herne, Betsy (gr 2-5). Each chapter is a short sketch of one of the author's female forbears who did great things. It reminds us that there are millions of ways to be brave. ISBN ? 1997

*She's Wearing a Dead Bird on Her Head.* Lasky, Kathryn (gr 2-5). The Massachusetts Audubon Society was started by Harriet Hemenway and her cousin Minna Hall, proper ladies who were outraged by turn-of-the-century fashion which included feathers and even whole birds on women's hats. ISBN ?

*Sing Down the Moon.* O'Dell, Scott (gr 6-8). A historical novel about Bright Moon, a 15-year-old Navajo girl whose tribe has been evicted from their homes. She tells about the forced march and her capture by Spanish slavers. ISBN ? 1970

Sor Juana: A trailblazing Thinker. Martinez, Elizabeth Coonrod (gr 3-6). The story of the 17th century Mexican-born poet who's considered the finest of Mexico's colonial writers. ISBN 1-56294-406-1


Strawberry Girl. Lenski, Lois (gr 6-8). Birdie Boyer lived with her farming family in rural Florida more than 1/2 a century ago. The story tells of strawberry crops and neighborly strife. ISBN ? 1945

Susanna of the Alamo: a True Story. Jakes, John (gr 2-5). Susanna Dickinson played a crucial role in the early history of Texas because she and her baby survived the siege of the Alamo and brought General Santa Anna's warning and challenge to Sam Houston. ISBN ? 1986

Tar Beach. Ringgold, Faith (gr 2-4). Cassie Louise Lightfoot lives in Harlem in the 1930s and while her dad works on bridges and tunnels, he's kept out of the union. ISBN ? 1991

Tasty Baby Belly Buttons. Sierra, Judy (gr 2-5). A skillful retelling of a traditional Japanese folk tale about the melon princess, who rescues the town's babies from the oni, the terrible horned ogres. ISBN ? 1999

Tatterhood and Other Tales. Phelps, E. J. (gr 3-6). Tales in which women play a vital and decisive role. ISBN 0-912670-50-9

Three Days on a River in a Red Canoe. Williams, Vera B (gr 2-5). Just what the title promises—an account of the trip a little girl, her cousin, and their mothers took, compete with instructions on how to set up a tent, etc. ISBN ? 1981

Tomboy of the Air. Cummins, Julie.

Toni Morrison. Patrick-Wexler, Diane (gr 4-6). The biography of the writer who has won both the Nobel and Pulitzer Prize. ISBN 0-8172-3987-1

The Uncommon Traveler: Mary Kingsley in Africa. Brown, Don.

The Usborne Book of Famous Women from Nefertiti to Thatcher. Kid Kit (includes puzzle/activities) ISBN 1-58086-018-4

*A Walk in the Woods.* Video about Gene Stratton-Porter. <www.bwwe.com>

*A Wave in Her Pocket.* Joseph, Lynn (gr 1-4). In Trinidad a tantie, an older woman who helps to raise children, tells them meaningful stories. Includes six typical tales with morals. ISBN 1991

*Women in Profile.* Series--Nobel Prize winners; Writers; Explorers; Scientists; Political Leaders; Musicians. example: ISBN 0778700291


*Women of Hope: African Americans who Made a Difference.* Hansen, Joyce.


*You want Women to Vote, Lizzie Stanton?* Fritz, Jean.

*Zora Neale Hurston: Writer and Storyteller.* McKissack, Patricia and Fredrick (gr 2-4). The biography of Hurston who was an anthropologist and storyteller during the Harlem Renaissance. ISBN 0-89490-316-0
TO: Kim Jones-Owen  
Women’s Studies Program  
College of Sciences and Humanities

FROM: Linda Haney  
Program Assistant to  
Associate Provost

DATE: January 15, 2002

RE: Grant Proposal – 2002.27 (gf/21st)

Please let this short note serve as acknowledgement of receipt of your proposal “Women’s Studies Elementary Education Library Collection” for George and Frances Ball Fund for Academic Excellence and the 21st Century Fund for Faculty Development.

The awards will be announced by March 1, 2002.

If you have any questions please feel free to call me at 5-1876.

pc: Ronald Johnstone, Dean  
Donald Van Meter, Associate Dean
March 1, 2002

Kim Jones-Owen
Women's Studies Program
College of Sciences and Humanities

Dear Kim:

I'm sorry to tell you that we are not able to fund your proposal "Women's Studies Elementary Education Library Collection." Unfortunately we had far too many requests and not as much funding available this year for the grants.

Over the last several years we have been able to provide $42,000 in additional funding for the Women and Gender Studies Program. This year we didn't have as many funds available for grants and the funded projects were given to some other areas. I'm sorry that we couldn't provide funding this year.

Sincerely,

Beverley J. Pitts
Associate Provost

Ilh

pc: Ronald Johnstone, Dean
College of Sciences and Humanities
Little Red Riding Hood Saves Herself: 
Lon Po Po vs. the traditions
by: Sarah Dragoo

Objectives: To use the characteristics of the Chinese Red Riding Hood story, Lon Po Po, as a basis for discussing the roles of women in fairy tales. In addition, Lon Po Po will be used to teach story elements, language, math, and art concepts.

Primary Texts:

For the Students:


For the Instructor:


Introduction: Almost all children know the traditional version of little Red Riding Hood's story by heart. So with that knowledge, the class will use “sequencing cards” to put the story in order. Discussion of the traditional version will ensue.

Lessons:

*Lon Po Po will be read aloud to the class.

*After reading, encourage critical thinking by asking the questions found on page 158 of the Carson-Dellosa text and page 188 of Fredericks’s text.

*Use the traditional story and compare it with Lon Po Po. Using the graph on page 156 of the Carson-Dellosa text, help the children to compare and contrast on the board. Especially discuss the different roles girls have in the versions and why this could be.

*Give out the “Story Plot Map” on page 161 of the Carson-Dellosa text. Have children work independently to complete it.

*Use activity #2 of the Frederick’s text page 189 to do a graphing activity. Have the children graph the results of the taste test.
*Transition to the art segment by using activity #8 of Frederick’s text on page 190. Talk about the way Ed Young uses panels, blurring, and action lines to tell his story. Use page 101 of Frohardt, et al. to help with discussion. Do activity on page 103 of Frohardt’s text to create Ed Young-esque artwork.

**Conclusion:** By using *Lon Po Po* children can explore literature, cultures, language, math, and art, as well as, the diverse roles women and girls can play. They can use this lesson as a starting point for their own exploration of the concepts.

**Secondary Texts:** This group of books can accompany the lesson plan. They can be used for quiet reading or as supplements to the lesson in other creative ways.


Goals
To examine the characteristics of a Chinese Red-Riding Hood Story and to compare it with an American version.

Book Notes

This Caldecott Award book is an ancient version of the Red-Riding Hood story which may be as old as one thousand years. It is illustrated in ancient Chinese panel art. In this northern Chinese story, a good woman lives with her three daughters. She warns her children to be careful and latch the door while she is gone to visit their granny.

Initiating Activities
Many of the children will know the Red-Riding Hood story, so have the children tell the story as a group. This will prepare them for hearing Lon Po Po. Explain that the Chinese version is probably older than the one they heard when they were younger. Tell the students to listen carefully for differences in the Chinese version.

Critical Thinking

1. Print the following events on cards, mix the cards and have the children put them in the correct sequence.
   a. Mother goes to granny’s house.
   b. One of the children unlatches the door.
   c. The wolf gets into the children’s bed.
   d. The children climb a ginkgo tree to get away from the wolf.
   e. The children let down a basket and the wolf climbed in, so they could pull him up.
      They dropped the basket and killed the wolf.

2. Draw a picture of this story in the diagram on page 161.
3. Ask questions like these to encourage critical thinking in students.

1. What are the major differences between this story and the Red-Riding Hood stories you have heard before?
2. Can you think of any other solutions to the children's problem? Brainstorm all of the solutions you can think of. Make a list of the possible solutions. Choose the best one. Why is it the best?
3. Have you ever had a problem while your parents were away? What was your problem? How did you solve it?

4. Ask questions like the following to develop students' vocabulary awareness.

1. The author said the wolf was cunning. What does cunning mean? Reread the story and find all of the cunning things the wolf did.
2. The author said that Shang was clever. What does clever mean? Tell all the clever things the children did.
3. The woman said her children were heart-loving. What does heart-loving mean? What heart-loving things did they do?
4. The wolf said the children were little jewels. What does that phrase mean? What did they do in the story that would make them little jewels?
5. After the wolf was dead, the children slept peacefully. What does it mean to sleep peacefully?
Responding

1. Compare *Lon Po Po* to another version of "Red Riding Hood." The class can be divided into groups and each group can compare *Lon Po Po* with a different version. See the "Read More" section on page 160 for some different versions of the story to use.

Students may do any of the following activities as part of their comparisons.

a. The students can list all of the similarities and differences.

b. They can complete a Venn diagram showing the similarities and differences between *Lon Po Po* and *Little Red Riding Hood*.

c. Students can write a paragraph comparing the two versions they read.

d. They can compare the illustrations in the two versions.
Read More

Here are some other versions of the Red-Riding Hood story for students to use in comparisons.

- Gant, Elizabeth. *Little Red Cap*. Abingdon Press, 1969. Five songs are incorporated into this Little Red Riding Hood tale with a traditional ending.


Fill in the chart below with elements from the story.

**Problem:**

**Characters:**

**Solution:**

**Setting:**
Lon Po Po: A Red Riding Hood Story from China

Ed Young, translator
(New York: Philomel, 1989)

Summary

In the countryside of northern China, a woman lived with her three daughters. One day, because she had to leave the house to visit her daughters’ granny, she warned her children not to open the door or let anyone in. Soon after her departure, a wolf visits the house in the disguise of the grandmother. With wit and wisdom, the three children are able to dispatch the wolf. This is a marvelously illustrated Chinese version of the classic tale Little Red Riding Hood.

Social Studies Disciplines

sociology, anthropology

NCSS Thematic Strands

culture; individual development and identity

Critical Thinking Questions

1. What are some of the similarities between this story and the story of Little Red Riding Hood? What are some of the differences?

2. Did you know what was going to happen to the wolf before the end of the story? What clues were there in the story?

3. Do you think the three girls were clever? What did they say or do that made you believe they were wise?

4. The illustrations are painted in Chinese style. What did you enjoy most about them? How do they differ from illustrations in other books you have read?

Related Books


**Activities**

1. Invite students to retell the story from the perspective of the wolf. What were some of the things the wolf observed or thought about? How would the wolf’s version of the story be different from a version told by one of the three daughters? Or the version as told by the narrator?

2. Part of the story concerns ginkgo nuts. Although these are not commonly available in most grocery stores, you and your students may want to obtain several different varieties of other nuts (for example, walnuts, cashews, pecans, Brazil nuts, etc.). Invite students to taste these and then rate them according to taste. Which ones did they enjoy the most? Which ones did they enjoy the least?

3. Obtain a copy of *Yeh Shen: A Cinderella Story from China*, which is illustrated by Ed Young (see above). How does Yeh Shin compare with the version of Cinderella your students are most familiar with? Are there any comparisons between that book and *Lon Po Po*?

4. Students may wish to work together to create a large wall mural recounting important scenes from the story. Obtain a large sheet of newsprint from a local hobby store or newspaper office. Using tempera paints, students can work together to illustrate the scenes. Be sure the finished mural is displayed for everyone to enjoy.

5. Students may be interested in listening to a self-advancing slide presentation (with audio) of the original version of *Little Red Riding Hood*. They can do so by logging on to [http://www.ipl.org/youth/StoryHour/goose/ridinghood/](http://www.ipl.org/youth/StoryHour/goose/ridinghood/).
6. Students may be interested in obtaining the most current information about China. They can do so at the following Web sites:

   http://www.chinatoday.com
   http://www.kiku.com/electric_samuri/virtual_china/index.html
   http://lcweb2.loc.gov/frd/cs/cntoc.html

7. Invite students to create a diary (titled *Day in the Life of a Chinese Student*) based on library investigations and information obtained from the Web sites listed above. What does a Chinese boy or girl (at the same age as your students) do during the course of a typical day? How is her or his school day different from or similar to an American student’s day? You and your students may wish to construct oversized Venn diagrams of the information on large sheets of newsprint.

8. Invite students to look at several examples of books that Ed Young has illustrated. What features or characteristics do students note in his work? What special qualities have made him a Caldecott Award winner? Invite students to replicate some of his illustrations in their own styles. Students may wish to make their own interpretations of *Little Red Riding Hood* for display in the classroom.

9. Encourage students to form themselves into a theater troupe and act *Lon Po Po* for other classes. Your students may wish to visit grades lower than yours and share the story with younger students. Or they may wish to put together a video production, which they can later contribute to the school library.

10. Invite your students to assume the roles of newspaper reporters and to report on the events in *Lon Po Po* as though they were part of the local newspaper. What might be some significant events, background information (real or imaginary), or photographs (illustrations) that could be included in a *Lon Po Po* newspaper?

11. Invite students to write a letter to real or imaginary pen pals about their imaginary lives in China. What do they do each day? What are some of their chores or obligations? How are their weekends spent? What do they routinely see or do? Students may wish to collect samples of these letters together into a classroom notebook.

12. There are several versions of *Little Red Riding Hood* throughout the world. Some students may enjoy producing the following humorous readers theatre version of the story for their classmates or students in another classroom.
Chapter 10

Movement

Definitions

In a Nutshell

Movement in a work of art is created by the "illusion" of action.

Taking a Closer Look

Art elements can be combined to represent movement or to give the feeling of movement and action. By placing repeated elements in a work of art, the artist invites our eyes to jump rapidly or glide smoothly from one area to next.

The objects in a painting cannot actually move. However, an artist can create the "illusion" of movement or action by:

1. Repeating different objects or elements (shapes, lines, values, textures, colors) either in a regular or an irregular pattern. By repeating elements, the artist guides the viewer's eyes from one part of a work of art to another so that a feeling of movement is created.
2. Blurring the objects or elements.
3. Using "action" lines; these often used in cartoon-type drawings.
4. Placing bodies or objects a little off-balance as if caught in the middle of some action.
Teaching Art with Books Kids Love

Fine Art Examples

John Singleton Copley: *Watson and the Shark*
Winslow Homer: *A Fair Wind (or Breezing Up)* and *The Gulf Stream*
Comic strips of superheroes in action

Children's Literature Examples


Explorations

*In the Small, Small Pond*
Written and illustrated by Denise Fleming
(New York: Henry Holt, 1993)
The rhyming text describes what happens to the animals in and near a small pond through spring, summer, and fall.

How the Artist Used the Principle
Notice the whirligigs and how the circles drawn around them create the feeling of the bugs moving through the water.

Art Exploration: Swimming Whirligigs
Students create a water scene of whirligigs swimming in water.
**Materials**
- 9 x 12-inch blue construction paper
- Fine-point black markers
- Green crayons

**Directions**
1. Using the black marker, students draw a small whirligig. Draw a black oval about \(1/2\)-inch long, and color it in solidly. Draw a small dot for the head and six curved lines for the legs.

2. Using the green crayon, draw a circle around the whirligig. Draw two or three more circles around the whirligig, with each circle getting slightly bigger to look like water ripples.

3. Continue drawing whirligigs until the paper is filled. Encourage students to have their whirligigs go in a variety of directions.