

Promoting Cultural Awareness in British Columbia through the Use of Children's Literature



A Project of the Cultural Awareness Committee
British Columbia Literacy Council of the International Reading Association
January 2011

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“Every day all over the world, children are laughing and crying, playing and learning, eating and sleeping. They may not look the same. They may not speak the same language. Their lives may be quite different. But inside, they are just like you.”

Whoever You Are by Mem Fox



Introduction

The purpose of the British Columbia Literacy Council of the International Reading Association's literacy project is to help BC teachers of primary and intermediate grade students meet the following objectives:

- to help cultivate cultural awareness and understanding in BC through the use of children's literature
- to help children learn to value cultural similarities and differences through the use of children's literature
- to encourage the development of in-depth knowledge of the different cultures within BC
- to improve communication between the home and school so all parents and students in our province will feel welcomed, respected, important and needed

This project is intended to be an ongoing one. As such, we are publishing the project online through our website, www.readingbc.ca. We will add new information about good books and resources on a regular basis.

The book template resource (starting on page nine) has been included to provide examples of how the content of these picture books can be used to initiate classroom discussion about cultural awareness.

For quick reference, an alphabetical listing of the books in the recommended collection is provided. Teacher-librarians may find this list useful for the creation of a multicultural book collection that could be circulated throughout the school.

Note: We welcome teachers to contribute to this resource with information about their recommended picture books. You'll find a blank book template on page 23. In addition to completing the book template, kindly include each book's bibliographic information using the sample format on the next page.

Once you have your submission ready, [please submit it to Kat Thomson](#). All books will be authenticated; if additional or revised information is needed, we'll add that. Thank you!

Sample format:

Milway, Katie. *One Hen: How One Small Loan Made a Big Difference*. Illustrated by Eugenie Fernandes. Toronto: Kids Can Press, 2008.

The committee participated in many hours of discussion trying to come up with a definition of culture, only to conclude that cultures are fluid, change under new circumstances and are impossible to pin down. However, we all work with children who come from different backgrounds and we want these children to feel comfortable and valued in our classrooms.



The committee came to the unanimous conclusion that the knowledge and use of multicultural children's literature, in particular, picture books, can do much to enhance children's feelings and attitudes towards each other.

It is important to know what are good, authenticated books to have in the classroom.

We support full and open discussion of the complex issues embedded in multicultural picture books. The *Points to Ponder* column on the book template provides sample questions which can be used to initiate classroom discussions.

A list of useful websites on suggested classroom practice and other topics is offered on page 24.

The multicultural committee looks forward to receiving feedback about the picture books that you have enjoyed using in your classroom. Your input will be valued and appreciated.

Donna McCormick
Chair
Cultural Awareness Committee
British Columbia Literacy Council of the International Reading Association

Criteria Used for the Selection of Books

The following guidelines were used when selecting appropriate books. These criteria should be considered when selecting books to submit for publication in this project.

We looked for books that:

- portray the cultural group in an authentic way
- broaden children's vision and invite reflections
- show people from different cultures working together
- enrich children's understanding of history
- show people in different cultures taking action on social issues
- encourage positive portrayals of characters
- capture the changing cultural roles and expectations within minority groups
- reflect different ethnic perspectives
- offer as bias-free a viewpoint as possible and not support prejudices and stereotypes.



Bibliography of Multicultural Picture Books Suggested by BCLCIRA

- Al Abdullah, Rania, with Kelly DiPucchio. *The Sandwich Swap*. Illustrated by Tricia Tusa. New York: Hyperion/Disney, 2010. (Cultural Content: Diverse cultures) p. 14
- Alexander, Sue. *Nadia the Willful*. Illustrated by Lloyd Bloom. New York: Pantheon, 1983. (Cultural Content: Middle East/Bedouin) p. 12
- Anonymous. *Motherbridge of Love*: An anonymous poem. Illustrated by Josee Masse. Cambridge, Massachusetts: Barefoot Books, 2007. (Cultural Content: China) p. 16
- Barber-Starkey, Joe. *Jason and the Sea Otter*. Illustrated by Paul Montpellier. Madeira Park, B.C.: Harbour Publishing Co., 1989. (Cultural Content: First Nations/Nootka) p. 9
- Bogart, Jo Ellen. *Jeremiah Learns to Read*. Illustrated by Laura Fernandez and Rick Jacobsen. Richmond Hill, Ont.: North Winds Press, 1997. (Cultural Content: Multigenerations) p. 9
- Bouchard, David. *Nokum is My Teacher*. Paintings by Allen Sap. Calgary, Alta: Red Deer Press, 2006. (Cultural Content: First Nations/Cree) p. 10
- Bruchac, Joseph. *Fox Song*. Illustrated by Paul Morin. Toronto: Oxford University Press, 1993. (Cultural Content: First Nations/Abenaki) p. 18
- Bunting, Eve. *One Green Apple*. Illustrated by Ted Lewin. New York: Clarion Books, 2006. (Cultural Content: Muslim) p. 9
- Campbell, Nicola I. *Shi-shi-etko*. Illustrated by Kim LaFave. Toronto: Groundwood Books, 2005. (Cultural Content: First Nations/ B.C.) p. 10
- Shin-chi's Canoe*. Illustrated by Kim LaFave. Toronto: Groundwood Books, 2008. (Cultural Content: First Nations/Canada) p. 10
- Casanova, Mary. (retold by) *The Hunter: A Chinese Folktale*. Illustrated by Ed Young. New York: Atheneum Books for Young Readers, 2000. (Cultural Content: China) p. 22
- Choi, Yangsook. *The Name Jar*. New York: Knopf, 2001. (Cultural Content: Korea) p. 13
- Clements, Andrew. *Extra Credit*. Illustrated by Mark Elliot. New York: Atheneum Books for Young Readers, 2009. (Cultural Content: Afghanistan/Mid Western US) p. 18

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Cooper, Ilene. *The Golden Rule*. Illustrated by Gabi Swiatowska. New York: Abrams Books for Young Readers, 2007. (Cultural Content: Diverse cultures) p. 9

Crane, Carol. *D is for Dancing Dragon: A China Alphabet*. Illustrated by Zong-Zhou Wang. Chelsea, MI: Sleeping Bear Press, 2006. (Cultural Content: China) p. 15

Deedy, Carmen Agra. *14 Cows for America*. Illustrated by Thomas Gonzalez. Atlanta: Peachtree, 2009. (Cultural Content: Masai of Kenya) p. 18

Ellis, Deborah. *The Breadwinner*. Toronto: Douglas & McIntyre, 2000. Sequels: *Parvana's Journey; Mud City*. (Cultural Content: Afghanistan under Taliban rule) p. 11

Evans, Lezlie. *Can You Greet the Whole Wide World?* Illustrated by Denis Roche. Boston: Houghton Mifflin, 2006. (Cultural Content: Diverse cultures) p. 12

Ghazi, Suhaib Hamid. *Ramadan*. Illustrated by Omar Rayyan. New York: Holiday House, 1996. (Cultural Content: Muslim) p. 21

Gilman, Phoebe. *Something from Nothing*. Toronto: Scholastic Canada, 1992. (Cultural Content: Ashkenazy Jewish) p. 16

Laird, Elizabeth. *Lost Riders*. London: Macmillan Children's, 2009. (Cultural Content: Pakistan) p. 19

Mason, Prue. *Camel Rider*. Waterton: Charlesbridge, 2007. Cultural Content: Australia) p. 19

Milway, Katie. *One Hen: How One Small Loan Made a Big Difference*. Illustrated by Eugenie Fernandes. Toronto: Kids Can Press, 2008. (Cultural Content: Ghana) p. 20

Mortenson, Greg and Susan L. Roth. *Listen to the Wind: The Story of Dr. Greg and Three Cups of Tea*. New York: Dial Books for Young Readers, 2009. (Cultural Content: Pakistan) p. 14

Nivola, Claire. *Planting the Trees of Kenya: the Story of Wangari Maathai*. New York: Farrar, Straus and Giroux, 2008. (Cultural Content: Kenya) p. 19

Priceman, Marjorie. *How to Make an Apple Pie*. New York: Dragonfly Books, 1994. (Cultural Content: Global cultures) p. 11

Raven, Margaret Theis. *Let Them Play*. Illustrated by Chris Ellison. Farmington Hills: Sleeping Bear, 2005. (Cultural Content: US) p. 13

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- Rosenberg, Liz. *The Silence in the Mountains*. Illustrated by Chris Soenpiet. New York: Orchard Books, 1999 (Cultural Content: Lebanon) p. 13
- Rumford, James. *Silent Music: A Story of Baghdad*. New York: Roaring Brook Press, 2008. (Cultural Content: Iraq) p. 17
- Ruurs, Margriet. *My Librarian is a Camel: How Books Are Brought to Children Around the World*. Honesdale, Pa.: Boyds Mills Press, 2005 (Cultural Content: Diverse cultures) p. 14
- My School in the Rain Forest: How Children Attend School Around the World*. Honesdale, Pa.: Boyds Mills Press, 2009 (Cultural Content: Diverse cultures) p. 14
- Schrock, Jan West. *Give a Goat*. Illustrated by Aileen Darragh. Gardiner, Maine: Tilbury House, 2008 (Cultural Content: Uganda) p. 12
- Shea, Pegi Deitz. *Carpet Boy's Gift*. Illustrated by Leane Morin. Gardiner, Maine: Tilbury House, 2003 (Cultural Content: Pakistan) p. 17
- Sheth, Kashmira. *Monsoon Afternoon*. Illustrated by Yoshito Jaeggi. Atlanta: Peachtree Publishers, 2008. (Cultural Content: South Asia) p. 13
- Simard, Danielle. *The Little Word Catcher*. Illustrated by Genevieve Cote. Toronto: Second Story, 2007. (Cultural Content: Multi-generations) p. 11
- Tafolla, Carment. *What Can You Do with a Rebozo?* Illustrated by Amy Cordova. New York: Tricycle Press, 2008. (Cultural Content: Mexico) p. 12
- Tildes, Phyllis Limbacher. *The Magic Babushka*. Waterton: Charlesbridge, 2009. (Cultural Content: Russia and Ukraine) p. 20
- UNICEF. *A Life Like Mine: How Children Live Around the World*. Foreword by Harry Belafonte. (Cultural Content: Diverse cultures) p. 13
- Walker, Rob D. *Mama Says: A Book of Love for Mothers and Sons*. Illustrated by Leo and Diane Dillon. New York: Blue Sky Press, 2009. (Cultural Content: Diverse cultures) p. 16
- Weaver, Janice. *The Quilt of Belonging: Stitching Together Stories of a Nation*. Toronto: Maple Tree Press, 2006. (Cultural Content: Diverse cultures) p. 17
- Whelan, Gloria. *Yuki and the One Thousand Carriers*. Illustrated by Yan Nascimbene. Farmington Hills: Sleeping Bear Press, 2008. (Cultural Content: Japan) p. 21

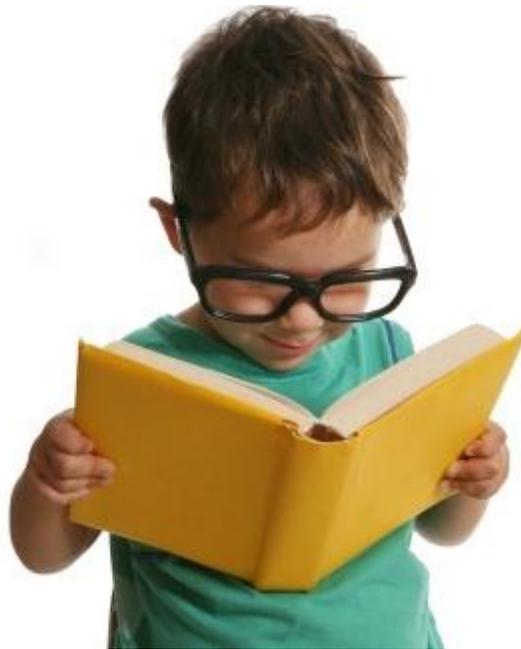
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White, Tara. *I Like Who I Am*. Illustrated by Lee Claremont. Penticton: Theytus Books, 2008. (Cultural Content: First Nations /Mohawk) p. 15

White Deer of Autumn. *The Great Change*. Hillsboro: Beyond Words Publishing, 1993. (Cultural Content: Native American) p. 10

Winter, Jeanette. *The Librarian of Basra: A True Story from Iraq*. New York: Harcourt, Inc., 2004. (Cultural Content: Iraq) p. 19

-----*Wangari's Trees of Peace: A True Story from Africa*. New York: Harcourt, Inc., 2008. (Cultural Content: Kenya) p. 19



Book Template Resource

Book Information	Summary	Cultural Content	Cultures Included	Points to Ponder
<p>Jason and the Sea Otter by Joe Barber-Starkey. Illustrated by Paul Montpelier.</p>	<p>Jason witnesses the return of the sea otter to his West Coast village. While observing the otter, Jason accidentally falls out of his canoe.</p>	<p>Contemporary & traditional West Coast First Nations culture.</p>	<p>Nootka traditions, culture, and history.</p>	<ul style="list-style-type: none"> • How do we know the story is set in the present? • What do you know about endangered species? How is this term connected to the story? • How does Jason approach wildlife? Why does he act this way? • What did we learn about how Jason's people used to live?
<p>One Green Apple by Eve Bunting. Illustrated by Ted Lewin.</p>	<p>Farah, a young Muslim provides insight on her emotions and experience as a new immigrant. The story centres on a school field trip to an apple orchard.</p>	<p>Dupatta; a traditional Muslim headscarf</p>	<p>Contemporary Muslim and American</p>	<ul style="list-style-type: none"> • In what way was Farah similar to her classmates? • How was Farah different from her classmates? • What acts of kindness were welcoming to Farah? • What made Farah feel less isolated, alone, and different?
<p>The Golden Rule by Ilene Cooper. Illustrated by Gabi Swiatowska.</p>	<p>This is a story about a grandfather who uses examples from different religions and cultures to teach his young grandson the meaning of the Golden Rule and how it applies to children.</p>	<p>Diverse cultures and religions</p>	<p>World religions and cultures.</p>	<ul style="list-style-type: none"> • How does the Golden Rule help us grow in integrity? • How do you practice the Golden Rule in the classroom, on the playground, in the home, and in the community?
<p>Jeremiah Learns to Read by Jo Ellen Bogart. Illustrated by Laura Fernandez & Rick Jacobson.</p>	<p>Jeremiah is an elderly man who turns to the teacher and children of the one-room schoolhouse to help him learn to read in English.</p>	<p>Multi-generations</p>	<p>Elderly immigrants facing literacy challenges.</p>	<ul style="list-style-type: none"> • What are the clues that tell us when and where this story took place? • What did Jeremiah need in order to learn to read? How is that the same and/or different for you? • Do you know anyone who can speak English but not read English?

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Shi-shi-etko by Nicola I Campbell. Illustrated by Kim La Fave.	A young First Nations girl spends her last four days with her family before she leaves for residential school.	Residential schools	BC First Nations	<ul style="list-style-type: none"> • What have the First Nations culture lost by attending residential school? • Why would the government have created such a law? • What teachings would your family want you to remember if you were going away to school?
The Great Change by White Deer of Autumn.	A grandmother explains the meaning of death to her questioning granddaughter.	Circle of Life	Native American	<ul style="list-style-type: none"> • What would happen if nothing died? • Why does the grandmother call death the Great Change? • How would you explain death to a nine year old?
Nokum is My Teacher by David Bouchard. Illustrated by Allen Sapp.	A young boy has a discussion with his grandmother about why he needs to learn to read and if there is any value in knowledge acquired outside of their reserve.	Literacy	Cree	<ul style="list-style-type: none"> • Why does his Nokum answer his questions with more questions? How does this lead to answers? • How does the audio recording in Cree with music contribute to your impression of the book?
Shin-chi's Canoe by Nicola I. Campbell. Illustrated by Kim LaFave.	Shin-Chi's Canoe, the sequel to the award winning Shi-shi-etko, is about two children's experience at a residential school.	Residential schools	BC First Nations	<ul style="list-style-type: none"> • Imagine yourself as a young child experiencing one of the greatest injustices in our history. You are forced from your home to live in a residential school that severs all ties with your family and culture. • Connect Shin-Chi's Canoe to an examination of similar social injustices such as the Japanese internment during WW II.

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<p>The Breadwinner by Deborah Ellis.</p> <p>(Sequels: Parvana's Journey; Mud City)</p>	<p>The Breadwinner is the first in Deborah Ellis' trilogy. It is about a family living in Kabul, Afghanistan under the Taliban rule. Thirteen year old Parvana becomes "The Breadwinner" when her father is arrested and her family depends on her for their survival.</p>	<p>Life for women under the rule of the Taliban.</p>	<p>Afghanistan under Taliban rule</p>	<ul style="list-style-type: none"> • Imagine living in a country where women and girls are only permitted to leave the house when accompanied by a man. • Consider this book for Literature Circle discussions.
<p>The Little Word Catcher by Danielle Simard. Illustrated by Genevieve Cot</p>	<p>Elise is confused by her Grandma's memory loss and wants to help her find all the marvellous words she used to know. In the end, Elise believes that the words are a gift her Grandma has passed on to her.</p>	<p>Family relations</p>	<p>Multi-generations</p>	<ul style="list-style-type: none"> • How would it affect those around you if you were forgetting what you were about to say more and more frequently? • What are the responsibilities of families who are struggling to understand and cope with Alzheimer's?
<p>How to Make an Apple Pie by Marjorie Priceman.</p>	<p>A young girl wants to make an apple pie and travels the world to find the ingredients.</p>	<p>Global.</p>	<p>Italy, France, Sri Lanka, England, Jamaica, and Vermont.</p>	<ul style="list-style-type: none"> • Is there anyone from our class who is from one of these countries? • What else can we learn about these countries? • How many different kinds of apples are there? • How many different cultures are represented in our classroom? In our school?

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What Can You Do with a Rebozo? by Carmen Tafolla. Illustrated by Amy Cordova.	A spunky young Mexican American girl explains the many uses of her mother's red rebozo (long scarf).	Cultural clothing and customs	Mexico	<ul style="list-style-type: none"> • Are there items in your culture that have a variety of uses? Explain. • Why would something like a rebozo become so important to a person's way of life? • How would a young girl feel if something happened to her rebozo?
Give a Goat by Jan West Schrock. Illustrated by Aileen Darragh.	After hearing a story about a girl in Uganda whose life is changed for the better by the gift of a goat, a class of fifth-graders pulls together to raise funds to make a similar donation to someone in need.	Impoverished rural community	Uganda	<ul style="list-style-type: none"> • What could you do to help others in your local community? • Why was a goat an important gift for the Ugandan family? • Are there any parallels in our society, i.e., something that could lead to positive change?
Can You Greet the Whole Wide World? by Lezlie Evans. Illustrated by Denis Roche.	Twelve common phrases are translated into 12 different languages.	Language and cultures	Diverse cultures	<ul style="list-style-type: none"> • Why do you think these 12 phrases were selected? • Why is it beneficial to know different languages? • Can you learn some of these phrases and use this information in your day-to-day life?
Nadia the Willful by Sue Alexander. Illustrated by Lloyd Bloom.	A young Bedouin girl defies her father's decree causing a social dilemma but ultimately her stubbornness and flashing temper benefits the community.	Traditional Bedouin clothing, tents and tools used for living on an oasis as well as the social culture of the Bedouin community.	Middle Eastern/ Bedouin	<ul style="list-style-type: none"> • Why do you think everyone usually obeyed the sheik without question? • How were clothing and tents appropriate for living on an oasis? • What happens when you question authority?

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A Life Like Mine: How Children Live Around the World by UNICEF.	Life experiences for children of different countries centering on the rights of individuals within communities.	Diverse cultures	World cultures	<ul style="list-style-type: none"> • Create a Venn diagram to be used as a frame for comparing various cultures.
Monsoon Afternoon by Kashmira Sheth. Illustrated by Yoshito Jaeggi.	A young boy and his grandfather enjoy an afternoon together during the monsoon season in South Asia.	Family traditions in India.	South Asia	<ul style="list-style-type: none"> • What is the grandfather remembering of his life with his son and his grandson?
Let Them Play by Margot Theis Raven. Illustrated by Chris Ellison.	Adult prejudice results in the white teams withdrawing from the official Little League program rather than playing against a black team.	Discrimination among teams in the American Little League.	USA	<ul style="list-style-type: none"> • Why were the boys not allowed to play baseball? • What was the difference between the southern states and Pennsylvania? • How could such conflicts be resolved?
The Name Jar by Yangsook Choi.	A young girl from Korea feels the need to change her name in order to fit in with her peers.	Adapting to a different culture.	Korea	<ul style="list-style-type: none"> • Should children change their names to popular Canadian names in order to fit in and feel that they are accepted by others?
The Silence in the Mountains by Liz Rosenberg. Illustrated by Chris Soenpiet.	Iskländer and his family leave their war-torn country to come to live in the USA. Iskländer has trouble adjusting until his grandfather helps him find what he had missed the most.	Immigration to a new country.	Lebanon	<ul style="list-style-type: none"> • Why is it important to feel that you belong in your community?

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My Librarian is a Camel: How Books Are Brought to Children Around the World by Margriet Ruurs.	Unique, mobile libraries bring books to children in many countries, including a camel library in Kenya and an elephant library in Thailand.	Fourteen countries in five continents are highlighted with text boxes giving demographics, flags and more.	Africa, Asia, Europe, Australia, North America	<ul style="list-style-type: none"> • If you did not have access to a library, how would you get books? • How have books helped you to grow into the person you are? • Could your school help another country to get books?
My School in the Rain Forest: How Children Attend School Around the World by Margriet Ruurs.	UNESCO's Bill of Rights gives children the right to be educated. However, not all schools take place in traditional school buildings.	Daily life, including school, is highlighted in 14 countries.	Diverse cultures	<ul style="list-style-type: none"> • What are the different ways that children get to school? • What if there were no books or pens available to use in your school? • How would your life be different if you were homeschooled?
Listen to the Wind The story of Dr. Greg & Three Cups of Tea by Greg Mortenson and Susan L. Roth.	This is the story of the building of Greg Mortenson's first school in Korphe, Pakistan.	Life in a remote Pakistani village.	Pakistan	<ul style="list-style-type: none"> • How are the children of Korphe similar to children in BC? How are they different? • What are the voices of the children of Korphe saying? • How does the artwork enhance the story?
The Sandwich Swap By Her Majesty Queen Rania Al Abdullah with Kelly DiPucchio. Illustrated by Tricia Tusa.	Queen Rania tells how two girls start an argument about the content of their sandwiches.	Conflict over food traditions.	Diverse cultures	<ul style="list-style-type: none"> • Why do you think the girls would argue over the contents of a sandwich? • Why did the students get involved in the argument, choose sides and hurl insults?

Book Information	Summary	Cultural Content	Cultures Included	Points to Ponder
<p>I Like Who I Am by Tara White. Illustrated by Lee Claremont.</p>	<p>Celina, a young Mohawk girl, is bullied because of her appearance. She finds inner resources to learn how to respond to the bullying.</p>	<p>First Nations</p>	<p>Mohawk</p>	<ul style="list-style-type: none"> • What action is your class and your school taking to create a safe environment for all? • How do you respond to a bully?
<p>D is for Dancing Dragon: A China Alphabet by Carol Crane. Illustrated by Zong-Zhou Wang.</p>	<p>This illustrated alphabet book covers a wide range of topics in China such as: tourist sites in Beijing, Dragon Dancing, the Himalayan Mountain Range, the Mongolians, the Quin Terra-Cotta Warriors and Horses, the Great Wall and the Giant Panda. Each subject is introduced with a simple rhyme for younger readers while detailed expository text is included for older readers.</p>	<p>China, traditional and contemporary</p>	<p>China</p>	<ul style="list-style-type: none"> • Why do you think that traditional ceremonies and celebrations are so important to the Chinese people? • Why do you think that etiquette and manners are considered to be so important in the Chinese culture? • Why do you think that the Chinese people value the creation of colourful and detailed artistic designs on their dragons, costumes, lanterns and kites?

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Mama Says by Rob D. Walker. Illustrated by Leo and Diane Dillon.	Universal lessons about courage, honesty, and compassion are passed from mothers to sons in different cultures around the world.	Side-by-side translations (English and original languages) accompanied by illustrations of traditional clothing.	Diverse cultures	<ul style="list-style-type: none"> • Would the wise messages from mama be different if they were given to a daughter instead of a son? • How do the words and pictures show cultural differences?
Something from Nothing by Phoebe Gilman.	A boy's favourite blanket is repeatedly repaired by his grandfather, making a jacket, a vest, a tie, a button...until nothing is left except material for a wonderful story.	Traditional clothing and customs from an Eastern European shtetl. A culture from another time/place.	Eastern European (Ashkenazy) Jewish	<ul style="list-style-type: none"> • Would the story still work if another cultural group was substituted? • What clothing is specific to the Jewish culture? • What time period is depicted? Is Jewish culture different today? • What could you do to learn more about Jewish culture?
Motherbridge of Love (anonymous poem) illustrated by rated by Josée Masse.	A poem about different gifts given to a child from adoptive and biological mothers of different cultures – Eastern and Western.	A look at poor rural areas of China helps bridge the gap between East & West as well as between adoptive parents and their children from different cultural backgrounds.	China/ Western	<ul style="list-style-type: none"> • How might it feel to grow up with family members of another ethnicity/cultural background? Obstacles? • Why might a Chinese birthmother choose to give up her child for adoption to a Western adoptive family?

Book Information	Summary	Cultural Content	Cultures Included	Points to Ponder
<p>The Quilt of Belonging: Stitching Together Stories of a Nation by Janice Weaver.</p>	<p>The Quilt of Belonging, is a quilt project conceived of by Esther Bryan who was inspired by the fact that at least one person from every country on earth lives in Canada. This quilt shows our country's amazing diversity. There are 263 squares representing the nations of the world and Canada's aboriginal groups.</p>	<p>Cultural pride as represented by the quilt squares.</p>	<p>Diverse cultures</p>	<ul style="list-style-type: none"> • If you were making a quilt square about yourself what would you want to show, and what materials would you want to use? • Which is your favorite square, and what makes it special? • What questions would you want to ask Esther Bryan?
<p>Silent Music: A Story of Baghdad by James Rumford.</p>	<p>This book is about a boy who loves calligraphy and uses this form of writing to deal with war in his country, Iraq.</p>	<p>Children coping in a war-torn country.</p>	<p>Iraq</p>	<ul style="list-style-type: none"> • How is this boy similar to you ? • How are his circumstances different from yours? • What did you learn about Iraqi life and culture from this book?
<p>Carpet Boy's Gift by Pegi Deitz Shea. Illustrated by Yoshito Jaeggi.</p>	<p>This is a fictional picture book based on the true story of a carpet boy, Iqbal Masih, who led a movement to liberate child workers in Pakistan.</p>	<p>Pakastani child-labour laws.</p>	<p>Pakistan</p>	<ul style="list-style-type: none"> • What does it mean to be a hero? • Why do some countries allow child labour?

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Fox Song by Joseph Bruchac. Illustrated by Paul Morin.	A story of a girl's memories of her Abenaki grandmother who has just died.	First Nations, family relations.	Abenaki	<ul style="list-style-type: none"> • How was this girl's relationship with her grandmother special and unique? • Have you had a similar experience? What cultural knowledge did you learn?
Extra Credit by Andrew Clements. Illustrated by Mark Elliot.	To avoid having to repeat a grade, Abby undertakes a pen pal project with a student in Afghanistan. What begins as a make-work project becomes much more educationally significant as Sadeed takes over the writing of the letters.	Roles of boys, men and women in Afghanistan. Afghani culture contrasted with that of Midwestern US.	Afghanistan, Midwestern US	<ul style="list-style-type: none"> • Why are Afghani boys not allowed to correspond with girls? • Who put a stop to the correspondence and why? • When did Abby's attitude towards the extra credit project change and why? What impact did the project have in Abby's school?
14 Cows for America by Carmen Agra Deedy. Illustrated by Thomas Gonzales.	A Kenyan in New York City during 9/11 returns home. Deeply touched by the experience, he shares his feelings with his Masai tribe. Their response is to bless and dedicate 14 cows to the people of NYC to help them heal.	Masai culture and beliefs.	Masai of Kenya	<ul style="list-style-type: none"> • Why did Naryomah share the story of 9/11 with the Masai villagers? • What is the Masai view of New York City? • Why did the Masai bless and keep the 14 cows in response to 9/11?

Book Information	Summary	Cultural Content	Cultures Included	Points to Ponder
<p>Planting the Trees of Kenya: The Story of Wangari Maathai by Claire Nivola.</p> <p>Wangari's Trees of Peace: A True Story from Africa by Jeannette Winter.</p>	<p>A story of the difference one woman made to Kenyan society. Maathai, upset by the impact of deforestation on Kenyan society and culture, created a program to help the reforestation of her nation.</p>	<p>Kenyan culture: role of women; agriculture.</p>	<p>Kenya</p>	<ul style="list-style-type: none"> • Why were Kenyan communities struggling? • What was Maathai's solution and what difference has it made to Kenyan society?
<p>Lost Riders by Elizabeth Laird.</p> <p>Camel Rider by Prue Mason.</p>	<p>Both novels look at an aspect of Middle Eastern society and, to some extent, Pakistani culture. Camel racing and the young jockeys from poor Pakistani families dominate the pages. Laird's book looks at the lives of the camel racers while Mason looks at the efforts of two boys, one Australian and one Pakistani (a camel racer) to help each other survive in a desolate world.</p>	<p>United Arab Emirates, Pakistani, and Australian treatment of children.</p>	<p>The Middle East, Pakistan, Australia</p>	<ul style="list-style-type: none"> • Why are young Pakistani boys employed as camel racers? • Why do parents send their sons to Middle Eastern countries? • Are children still employed as camel jockeys?

Book Information	Summary	Cultural Content	Cultures Included	Points to Ponder
<p>One Hen: How One Small Loan Made a Big Difference by Katie Milway. Illustrated by Eugenie Fernandes.</p>	<p>Based on Kwabena Darko's story – it highlights one small boy's efforts to change and improve his family's life. He takes on one small loan and ultimately builds a business that makes a difference to both his family and his community.</p>	<p>Opportunities arising from small loans. Agricultural communities in Ghana.</p>	<p>Ghana</p>	<ul style="list-style-type: none"> • Why did Kojo want to own his own chicken? • How was Kojo able to make such a difference to both his family and his community? • Can you think of ways you could make a difference in your community?
<p>The Magic Babushka by Phyllis Limbacher Tildes.</p>	<p>Nadia, a young Russian girl, longs to create beautifully decorated Easter eggs but the intricate patterns are too difficult for her weak eyes. Nadia despairs until one day she rescues an ancient butterfly woman who grants her one wish and gives her a magic scarf. However, magic gifts are not always what they seem and Nadia must learn to rely on her own inner gifts to fulfill her dreams.</p>	<p>Russian and Ukrainian traditions, art, clothing and food.</p>	<p>Russia, Ukraine</p>	<ul style="list-style-type: none"> • What might have happened if Nadia had not kept her promise to the old butterfly woman? • How did the magic gift create an unexpected result? • What is meant by possessing "inner gifts?"

Promoting Cultural Awareness in British Columbia through the Use of Children's Literature

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<p>Ramadan by Suhaib Hamid Ghazi. Illustrated by Omar Rayyan.</p>	<p>The traditions of fasting, sharing, forgiving, praying and celebrating observed by Muslims during the month of Ramadan are described by young Hakeem</p>	<p>Muslim celebration of Ramadan. Islamic words and phrases are provided.</p>	<p>Muslim/ Ramadan</p>	<ul style="list-style-type: none"> • How difficult do you think it would be to fast during the month of Ramadan? • Why are some Muslims excused from fasting? • What could you do to help a fellow student make fasting at school an easier task?
<p>Yuki and the One Thousand Carriers by Gloria Whelan. Illustrated by Yan Nascimbene.</p>	<p>Yuki, a young Japanese girl, travels the 300 mile historic Tokaido Road between Kyoto and Edo sometime during the 17th and 18th centuries in Japan. She travels with her mother, father and 1,000 carriers in a royal procession and stays at 53 inns along the way.</p>	<p>Traditional 17th and 18th century Japanese culture, clothing, transportation, landscape, accommodation and food. Haiku poetry.</p>	<p>17th and 18th century Japan</p>	<ul style="list-style-type: none"> • Why was Yuki reluctant to set forth on this long journey? • Why do you think that women and girls were not allowed on Mt. Fuji, the sacred mountain? • Why would it not be “seemly” for the wife of a ruler to walk instead of ride inside the palangin on this journey?

Book Information	Summary	Cultural Content	Cultures Included	Points to Ponder
<p>The Hunter: A Chinese Folktale retold by Mary Casanova. Illustrated by Ed Young.</p>	<p>Hai Li Bu, a hunter, saves a small snake from a crane and learns that he has saved the daughter of the Dragon King of the Sea. The King grants Hai Li Bu knowledge of the language of animals on condition that he never reveal the secret of his gift to anyone. One day he is faced with a dilemma to either reveal his secret or let the people of the village die in a flood. Hai Li Bu is faced with making a very difficult decision.</p>	<p>A Chinese folktale.</p>	<p>China</p>	<ul style="list-style-type: none"> • What would have happened if Hai Li Bu had not kept his promise to the Dragon King of the Sea? • What lesson did the people of the village learn as a result of Hai Li Bu's actions?

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Recommended Websites for This Project



www.culturegrams.com (Some school districts have already purchased access to this website.)

www.culturalvoices.org

www.bcerac.ca

www.readwritethink.org

www.unicef.org

For ideas about evaluating websites, contact the New Literacies Research Team at Uconn at:

www.newliteracies.uconn.edu

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