

GRADE 3 -- NYS Engage Text Modules		Resource (copies)	TeachingBooks Link
3.1	My Librarian Is a Camel: How Books Are Brought to Children around the World / Margriet Ruurs	SNAP (1)	http://www.teachingbooks.net/qldk3ur
	Rain School / James Rumford	SNAP (25)	http://www.teachingbooks.net/qlxbcvz
	The Librarian of Basra / Jeanette Winter	SNAP (25)	http://www.teachingbooks.net/qlrrzb3
	Thank You, Mr. Falker / Patricia Polacco	SNAP (1)	http://www.teachingbooks.net/qlhy9q9
	The Incredible Book Eating Boy / Oliver Jeffers	SNAP (1)	http://www.teachingbooks.net/ql5i8fu
	The Boy Who Loved Words / Roni Schotter	SNAP (1)	http://www.teachingbooks.net/qlfkx3a
	Waiting for the Biblioburro / Monica Brown	SNAP (1)	http://www.teachingbooks.net/qlf7ub
	Nasreen's Secret School / Jeanette Winter	SNAP (25)	http://www.teachingbooks.net/qluzy5j
That Book Woman / Heather Henson	SNAP (1)	http://www.teachingbooks.net/qlqu7gk	
3.2a	Poison Dart Frogs Up Close / Carmen Bredeson	SNAP (25)	
	Deadly Poison Dart Frogs / Lincoln James	SNAP (25)	
	Lizards, Frogs and Polliwogs / Douglas Florian	SNAP (1)	http://www.teachingbooks.net/qlsshvy
	Everything You Need to Know about Frogs and Other Slippery Creatures (DK Publishing)	SNAP (25)	
	Bullfrog at Magnolia Circle / Deborah Dennard	SNAP (25)	
	All the Small Poems and Fourteen More / Valerie Worth	SNAP (1)	http://www.teachingbooks.net/qlsqmfq
3.2b	Magic Tree House #37: <u>Dragon of the Red Dawn</u> / Mary Pope Osborne	SNAP (20)	http://www.teachingbooks.net/qlv2zy4
	Magic Tree House #33: <u>Carnival at Candlelight</u> / Mary Pope Osborne	SNAP (20)	http://www.teachingbooks.net/qlf4zht
	Magic Tree House #34: <u>Season of the Sandstorms</u> / Mary Pope Osborne	SNAP (20)	http://www.teachingbooks.net/qlz93ze
	Magic Tree House #45: <u>A Crazy Day with Cobras</u> / Mary Pope Osborne	SNAP (20)	http://www.teachingbooks.net/qlwpv43
	Exploring Countries: <u>Italy</u> / Walter Simmons	SNAP (20)	
	Exploring Countries: <u>India</u> / Jim Bartell	SNAP (20)	
	Exploring Countries: <u>Iraq</u> / Lisa Owings	SNAP (20)	
	Discovering Culture / written by Expeditionary Learning	PDF in Expeditionary Learning	
	Exploring Countries: France / Rachel Grack (Excerpt only)	PDF in Expeditionary Learning	
	Republic of Iraq / (CultureGrams Kids Editions 2013. Proquest. 2013)	PDF in Expeditionary Learning	
	Soccer Mania / Cynthia Hatch (Faces, October 2005)	PDF in Expeditionary Learning	
The Ancient Art of Rangoli / Shruti Priya (Calliope March 2013)	PDF in Expeditionary Learning		

<i>GRADE 3 -- NYS Engage Text Modules</i>		<i>Resource (copies)</i>	<i>TeachingBooks Link</i>
<u>3.3a</u>	Classic Starts Peter Pan	<u>SNAP (25)</u>	
	Classic Starts Peter Pan Audio Book	Audio Mp3	
<u>3.3b</u>	Aesop's Fables / Jerry Pinkney	<u>SNAP (30)</u>	
	Lon Po Po: A Red-riding Hood story from China / Ed Young	<u>SNAP (DVD)</u>	http://www.teachingbooks.net/qlxxt6h
	The Fox and the Wolf / Lynda Durrant Lemmon (Jack & Jill Jan/Feb 1996)	<u>PDF in Expeditionary Learning</u>	
	The Wolves and the Sheep / Aesop (page 110/111)	<u>Project Gutenberg</u>	
	The Tricky Wolf and the Rats / Ellen C. Babbitt (More Jataka Tales)	<u>Education Technology Clearinghouse</u>	
	The Wolf and the Lamb / Aesop	<u>Project Gutenberg</u>	
	A Wolf in the Park / Richard Edwards	<u>Scottish Poetry Library</u>	
	Face to Face with Wolves / Jim and Judy Brandenburg	<u>SNAP (30)</u>	
<u>3.4</u>	One Well: The Story of Water on Earth / Rochelle Strauss	<u>SNAP (25) s</u>	http://www.teachingbooks.net/qlddcfv



“Discovering Culture” (2 Pages)

Culture refers to a group’s way of life, or how they do things. The culture of a community is the way of life for a group that has been passed from one **generation** to the next.

Every community in the world has a culture. Culture is reflected in how a community—a group of people—has lived in the past and how they live now. It is a collection of many things like the members of the community, languages spoken, customs and traditions, and religious beliefs and practices. These are preserved in the present, and given to future generations. From ancient civilizations to the present, there are ways to discover what a group of people believe in, what they value as important, and how they live their lives.

A **custom** is an accepted way of doing something or an accepted way of behaving that is special to a certain group, a certain place, or a certain time. It is something done regularly. Customs are one way to learn about a community’s culture. For example, in America when people meet for the first time, it is a custom to shake right hands firmly, make eye contact, and introduce yourself. It is also a custom in the United States to stand, face the flag, and place your right hand over your heart when the “Pledge of Allegiance” is recited. Some cultures have customs that are special ways of celebrating birthdays or specific ways to greet each other.

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English tradition of dancing around the maypole *“Pledge of Allegiance”*

Fireworks on the Fourth of July



“Discovering Culture”

A **tradition** is a behavior or action that has been handed down from a previous generation. There are many different types of traditions. Examples include family traditions, social traditions, patriotic traditions, and religious traditions. The traditions of a group or community can tell a lot about their culture. Traditions can often relate to the way a holiday is celebrated. For example, May Day is a spring holiday celebrated in many countries in the northern hemisphere, and one May Day tradition is to dance in costume around a Maypole. The Matabele women in Zimbabwe, Africa, are known for their detailed beadwork. It is a tradition for this skill to be passed from generation to generation, and it helps them make a living.

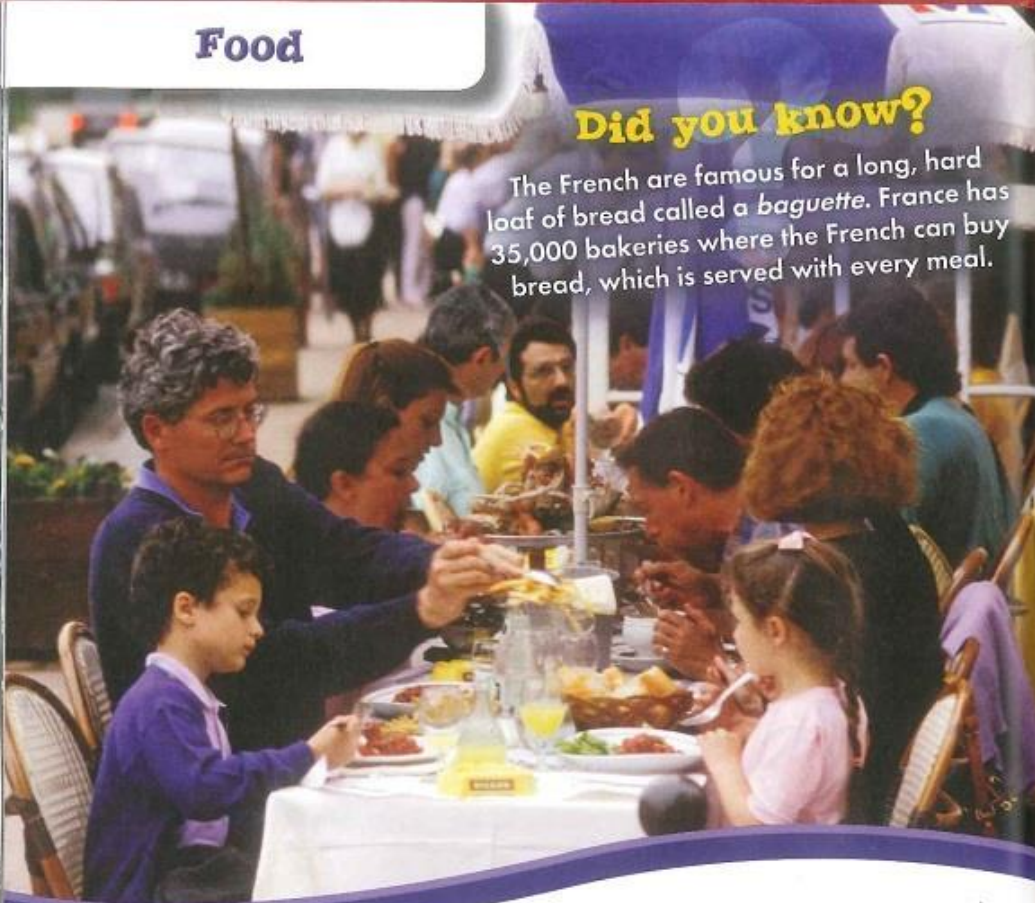
Customs and traditions are some ways to find evidence of a community’s culture. Each of these captures part of ‘the story’ that allows us to know what a group of people believes in, what they value as important, and how they live their lives.

Glossary	
culture:	the way of life for a group that has been passed from one generation to the next
custom:	a common practice followed by people in a group; a way of doing something that is repeated
generation	all the people living at the same time or of approximately the same age
tradition:	a behavior or action handed down from a previous generation



Food

Did you know?
The French are famous for a long, hard loaf of bread called a *baguette*. France has 35,000 bakeries where the French can buy bread, which is served with every meal.



Food is an important part of French culture. The midday meal, the largest meal of the day, is traditionally eaten with the entire family. It begins with an appetizer, or *hors d'oeuvre*. This might consist of sausage, soup, raw vegetables, or liver paste called *pâté*. The main dish is called the *entrée*. It usually features seafood stew, fried steak, or roasted chicken or lamb. The *entrée* is often served with side dishes such as *ratatouille*, a mixed vegetable dish. Dessert is often a plate of fruit and cheese.

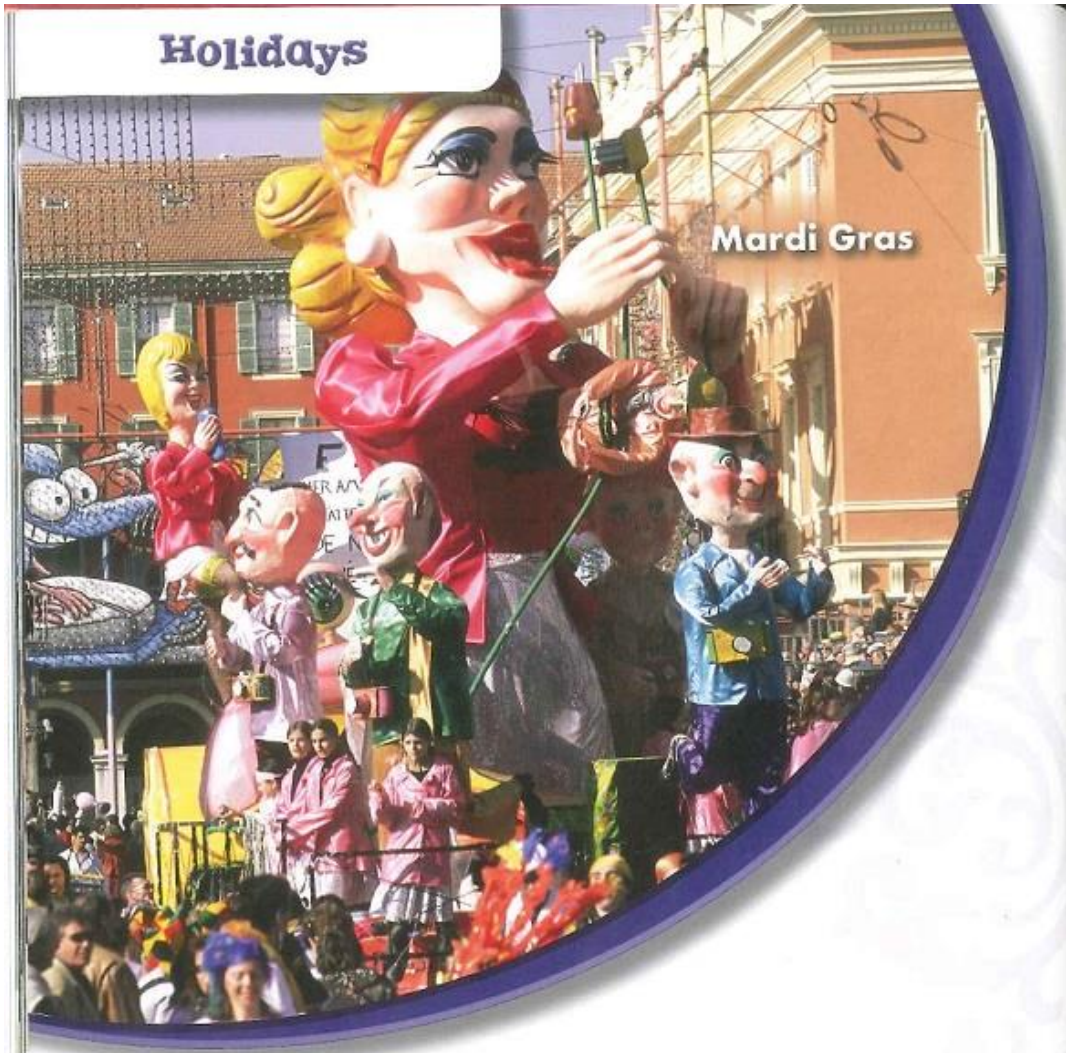
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French food varies widely between regions. Cooks in the French Mediterranean use olive oil, **herbs**, and tomatoes in many dishes. Food in northwest France is made with butter and sour cream. Northeast France has strong German influences. Meals in this region often include sauerkraut. Seafood is commonly eaten along the French coasts.

fun fact

France boasts 500 different types of cheese. Local shops are constantly trying to create new kinds of cheese.

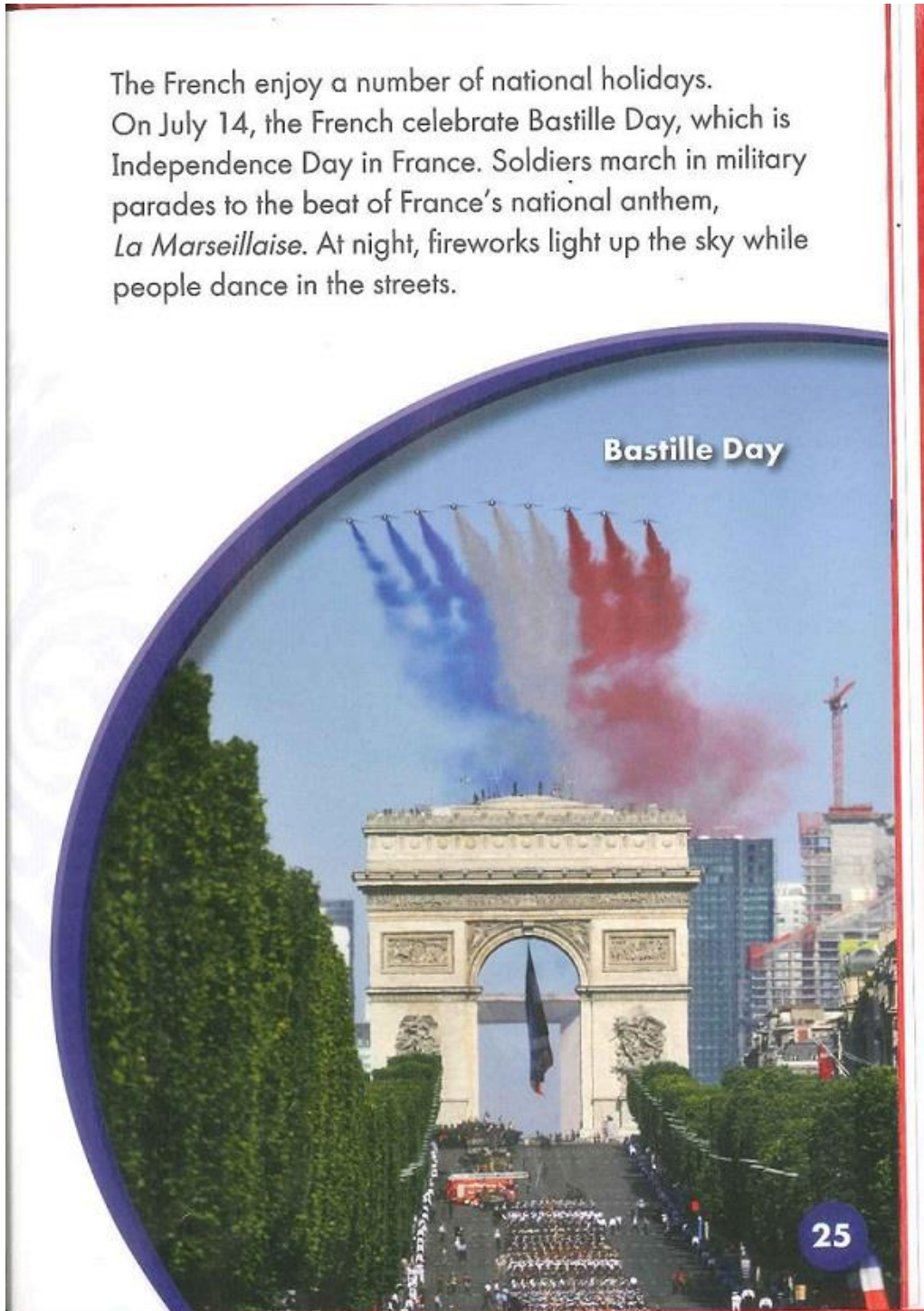




The French celebrate many holidays. The most famous French holiday is Mardi Gras. Many towns throw huge Mardi Gras carnivals that include floats and people in flashy costumes. The Feast of Kings, or *Fête des Rois*, is on January 6. The French celebrate this day with king cake. Most French people also celebrate Christmas.



The French enjoy a number of national holidays. On July 14, the French celebrate Bastille Day, which is Independence Day in France. Soldiers march in military parades to the beat of France's national anthem, *La Marseillaise*. At night, fireworks light up the sky while people dance in the streets.

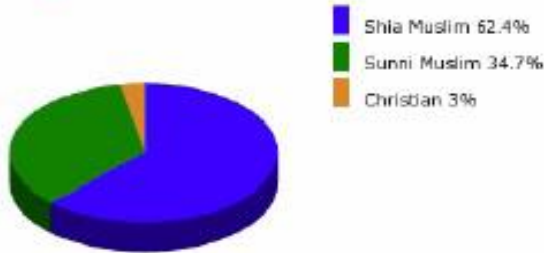




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Religion



Ninety-seven percent of Iraqis are Muslims, or followers of Islam. Around two-thirds of these are Shi'is and a third are Sunnis. The small non-Muslim population consists mainly of Christians (mostly Roman Catholic), Mandaeans, Yazidis, and Jews. Islam is a *monotheistic* religion, meaning Muslims believe in only one God (*Allah*). Muslims study their scripture, the *Qur'an*, which they believe God revealed to the prophet Muhammad through the angel Gabriel. Muslims pray five times a day and *fast* (don't eat or drink) during the month of *Ramadan* between sunrise and sunset. If they have the means to do so, Muslims are expected to make the *hajj* (pilgrimage) to the holy city of Makkah, Saudi Arabia, at least once in their lives.

History




Time Line

3500 BC		
3500 BC	The Sumerians start the world's earliest recorded civilization along the banks of the Euphrates River	
1900		
1900	Babylonians conquer Mesopotamia	
600		
605	King Nebuchadnezzar II builds the Hanging Gardens of Babylon and the Ishtar Gate	
300		
331	Alexander the Great conquers Mesopotamia	
AD 600		



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AD 637	Arabs conquer Mesopotamia, bringing Islam to the land	
762	Baghdad is founded as the capital of the Abbasid Empire	
1200		
1258	Mongols invade and capture Baghdad	
1500		
1534	The Ottoman Turks invade, making Mesopotamia part of the Ottoman Empire	
1900		
1917	The British capture Baghdad from the Turks during World War I	
1921	Britain unites the provinces of Mosul, Baghdad, and Basra to form the nation of Iraq	
1927	Oil is discovered in Kirkuk	
1932	Iraq becomes independent	
1958	The military overthrows the government, killing the king	
1968	The Ba'ath party comes to power	
1979	Saddam Hussein becomes president	
1980	Iraq invades Iran, starting the Iraq-Iran war	
1988	Both sides declare a cease-fire in the Iraq-Iran war	
1990	Iraq invades Kuwait, triggering the Persian Gulf War	



The Republic of Iraq
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Iraq

1991	Iraq is forced out of Kuwait by international troops	
1995	The UN allows Iraq to sell oil in exchange for food and medicine	
2000		
2003	U.S. and British forces invade Iraq; Saddam Hussein is captured a few months later	
2004	A temporary Iraqi government takes over	
2005	Iraqis elect a permanent government and adopt a new constitution	
2006	Saddam Hussein is executed	
2007	According to United Nations estimates, more than 34,000 Iraqis were killed during violence in 2006	
2007	To reduce violence and improve security in Iraq, the United States dramatically increases the number of troops as part of a "surge" strategy	
2009	United States troops begin to withdraw from Iraqi cities, handing security duties over to Iraqi forces	
2011	The last United States troops leave Iraq	
2013	Iraq holds its first local elections since the last American forces left	
PRESENT		

Sumer

The ancient civilization known as Sumer is the first known civilization in the world. Around 3500 BC, Sumerians lived in organized cities along the banks of the Tigris and Euphrates rivers. The Sumerians were responsible for developing a number of things that are still used today, including the first known systems of writing and counting, an irrigation system, the calendar, and the wheel. The form of writing used in Sumer was *cuneiform*, a Latin term meaning "wedge-shaped." *Cuneiform* consisted of six hundred wedge-shaped characters written from left to right. The Sumerians worshipped several different gods, to whom they built tall monuments. These pyramid-shaped temples, or *ziggurats*, consisted of layers of terraced brick leading up to a *shrine* (a place dedicated to a particular god or saint). Faithful people climbed to the top of the *ziggurats* to worship their gods. The Sumerian civilization lasted about a thousand years until a series of conquerors swept through the land.





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Iraq

Invasions

The first invaders were the Akkadians in 2340 BC. They were followed by the Babylonians, the Assyrians, and the Chaldeans. In 331 BC, Alexander the Great led the Greeks into the land and conquered it. He named the area Mesopotamia, which means "the land between two rivers." The Greeks promised order and peace, but their rule was cut short by Alexander's unexpected death at the age of 33. In the 7th century, a group of Arabs called the Abbasids invaded Mesopotamia. The Abbasids were faithful Muslims who introduced Islam and the concept of *monotheism* (the belief in one god) to a land that had worshiped multiple gods for thousands of years. Under the Abbasids, Basra and Baghdad became important cities for business and trade. The Abbasid dynasty lasted for around six hundred years and ended with the arrival of the Mongols and, later, the Ottoman Turks.



British Occupation

During World War I, the Ottoman Turks fought with Germany against the *Allies* (Britain, France, Russia, and later Italy and the United States). Great Britain sent troops to capture Baghdad from the Turks. Many Arabs fought alongside the British, having been promised independence after the war. To the Arabs' frustration, the major European powers, particularly Britain and France, were given control of most of the Ottoman Empire after the war. Britain was put in charge of all of Mesopotamia. From three Mesopotamian provinces—Baghdad, Basra, and Mosul—Britain established a new country, Iraq, in 1921. The former king of Syria, Faisal Hussein, was installed as Iraq's king, and members of the minority Sunni community were given the most important positions in the government. Iraq was formally granted independence in 1932. After World War II broke out in 1939, a highly anti-British politician named Rashid 'Ali came to power in Iraq. He requested support from the Nazis, which prompted the British to invade Iraq. After the war, a pro-British government was put in place in Iraq.

The Iraq-Iran War

The Iraqi government following World War II was very unstable. Several political parties, backed by various military groups, tried to seize power. In 1968, the Ba'ath Party managed to take and keep control of the government. The *secular* (non-religious) Ba'athists outlawed all other political parties and executed many people who disagreed with their policies. In 1979, Saddam Hussein became president of Iraq. That same year, Ayatollah Khomeini came to power in Iran after a revolution by Iran's Shi'is. Partly to keep Iraq's Shi'is in check, Saddam started a war with Iran by sending Iraqi troops over the border and claiming the strategically important Shatt al-Arab waterway. The war lasted for eight years and resulted in the deaths of hundreds of thousands of Iraqis and Iranians. When both countries agreed to a ceasefire in 1988, neither side had gained anything.



Gulf Wars

In 1990, Iraqi forces under the command of Saddam Hussein invaded Kuwait, Iraq's neighbor to the south. Hussein was desperate to take over Kuwaiti oil fields in an attempt to help the Iraqi economy recover from its long war with Iran. In response, the United Nations (UN) stopped Iraq from trading its goods with other countries or selling its oil, and the United States sent military forces to the region to protect Saudi Arabia. Hussein refused to withdraw his troops from Kuwait, so early in 1991, war planes bombed strategic sites in Iraq and ground troops entered Kuwait. In February, Iraqi troops withdrew from Kuwait, and a cease-fire was signed.





The Republic of Iraq
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Iraq

During the first Gulf War, Saddam Hussein used poisonous gases on Iranian soldiers as well as Iraqi Kurds he accused of supporting them. After the war, many nations feared that Saddam Hussein was developing more chemical weapons and perhaps other kinds of weapons of mass destruction (WMD). The UN sent inspectors into Iraq to check on the status of Iraq's WMD programs. However, the Iraqi government refused to work with the inspectors, who eventually left before they could make sure that Saddam had stopped all his WMD programs.

After the terrorist attacks on the United States on 11 September 2001, the United States argued that Iraq must be disarmed before Saddam Hussein could share WMD with terrorist groups such as al-Qaeda. In March 2003, the United States, along with troops from other nations around the world, invaded Iraq and removed Saddam Hussein from power. He was captured the following December. No WMD were found.

A New Nation

Many Iraqis celebrated the fall of Hussein and a chance to run their own government without foreign occupation, but *insurgent* (rebel) groups throughout the country fought the international troops and any Iraqis willing to work with them. Despite the violence, millions of Iraqis voted in *democratic* (government by the people) elections in 2005. After the elections, fighting between Iraq's Sunnis and Shi'is grew so bad that, late in 2006, several U.S. media outlets started calling it a civil war. Tens of thousands of lives have been lost in the ongoing conflict.



Lifestyle

Games and Sports

Football (soccer) is by far the most popular sport in Iraq. From a very young age, Iraqi children start playing and joining local teams. Almost every town has its own team. For many years, Iraq's national soccer team had to play their games outside the country because of the wars. In 1986, Iraq became the first team to qualify for the World Cup without having played one game at home during that year. Many Iraqi women participate in the Muslim Women's Games. Female athletes from Islamic nations come to compete in a variety of sports such as gymnastics, cycling, swimming, and kayaking. No men are allowed at the games, even as spectators.



Holidays

There are two major Muslim holidays celebrated by both Sunnis and Shi'is in Iraq, as well as throughout the Muslim world. *Eid al-Fitr* is a three-day celebration that marks the end of the holy month of *Ramadan*. *Eid al-Adha* commemorates Abraham's willingness to sacrifice his son. It is a four-day holiday at the end of the annual pilgrimage to Makkah, Saudi Arabia. People do not work on either holiday (except for necessary services). They spend the time visiting, picnicking, and relaxing. Kids enjoy both *Eids* because they receive gifts and money. Also, they get to go to small amusement parks, where there are play areas, rides, and treats. Iraqis also celebrate national holidays such as Independence Day and *secular* (non-religious) holidays such as New Year's Day.



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Food

Iraqis eat three meals a day, together as a family when possible. *Ghidaa'* (lunch) is the largest meal of the day. It often includes rice and vegetable stew and sides of salad and yoghurt. Popular dishes include *kebab* (beef and vegetables cooked on a skewer) and *masgouf* (a whole fish grilled over an outdoor barbecue). For dessert, Iraqis enjoy *baklava*, a flaky pastry filled with honey and nuts. Kids enjoy fruit and snacks such as cookies and chocolate. Breakfast is usually just tea and eggs or cheese and bread. All meals include *khubuz* (a traditional, round flatbread) and end with a serving of dark, sweet tea.



Schools

Adult Literacy: 78.2%

Schooling in Iraq is free, and, where circumstances allow, children attend from age six until they finish *secondary* (high) school. Partly because of the wars in Iraq, few new schools have been built, and books and supplies are hard to come by. The government has little money to pay teachers' salaries. Many families live in poverty and have been forced to keep their children at home to help out. Today, only half of Iraqi children go on to *secondary* school, which lasts for six years and prepares students to go on to a university or trade school. Unlike some Arab countries, Iraq has traditionally actively encouraged the education of women and girls.



Life as a Kid

There aren't many organized after-school programs in Iraq, so some kids help their parents with work, especially if they run a small business or family restaurant. Other kids spend their time playing different games and sports. *Football* (soccer) is the most popular sport in Iraq, as it is throughout the Middle East. Children usually practice their *football* skills after they get home from school and on weekends. If no fields are available, they play in narrow alleys or courtyards. Since the weather is mild in the winter, kids can play outside all year round. A growing number of kids play video games, Nintendo, and other computer games. After dinner they usually do their homework, watch TV with the family, and go to bed.





The Republic of Iraq
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Iraq

Society

Government

Capital: Baghdad

Head of State: Pres. Jalal Talabani

Head of Government: PM Nouri al-Maliki

Iraq is a *republic* (government in which the leader is elected by the people) and is led by officials who are elected to represent the people. The prime minister is the head of the government and makes all the important decisions as he consults with the *al-Mejlis al-Watani* (Council of Representatives). The office of president is mainly a ceremonial position. The 325 members of the *al-Mejlis al-Watani* are elected to represent the people in their home *provinces* (similar to states). Iraq adopted a new constitution in October 2005. The voting age is 18.

Money and Economy

Currency: New Iraqi dinar



The fertile land between the Tigris and Euphrates rivers has been farmed for thousands of years. Oil was discovered in Iraq in 1927, and it quickly became Iraq's biggest *export* (goods sold to another country) and the driving force behind the Iraqi economy. However, a series of wars in the late 20th and early 21st centuries has severely reduced oil production and slowed development. Trade restrictions set after the invasion of Kuwait made it difficult for Iraq to recover from the destruction of those wars. The restrictions were lifted in 2003 after the fall of Saddam Hussein, but Iraq's economy still hasn't recovered, partly because of the ongoing violence. Iraq's current farm production still cannot meet the needs of Iraq's own people, who continue to rely on foreign aid. Iraq's currency is the Iraqi *dinar*.

Getting Around

In the cities, most people travel by bus and many drive their own cars. Iraq had a large system of paved roadways, but the nation's history of war and violence has damaged much of this system. The railways in Iraq have begun working again recently, and repairs are slowly beginning on the roads. In *rural* (countryside) areas people still travel mostly by foot.





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Iraq

Culture Facts & Contacts

Visit to Kerbala

Most Shi'i families visit the city of Kerbala regularly throughout the year. Kerbala, located some 62 miles (100 km) southwest of Baghdad, is a sacred city for Shi'is all over the world because it contains the shrine of Imam Hussein, who was *martyred* (killed for what he believed in) in 680 AD while he was trying to claim leadership of the Muslim community. Families travel from all over Iraq to spend a weekend in Kerbala. The shrine is a great *mosque* (church) decorated with Islamic art. Lights and mirrors increase the beauty of the designs. The visit to the shrine is usually followed by dinner at a restaurant, where fresh barbequed *kebab* (beef cooked on a skewer) is served, along with other traditional foods. A visit to Kerbala usually includes some shopping before the family returns home.



Learn More

Contact the Embassy of Iraq, 3421 Massachusetts Avenue NW, Washington, DC 20007; phone (202) 742-1600; web site www.iraqembassy.us.

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CultureGrams™ Country Detail Map

Iraq

TURKEY **SYRIA** **IRAN** **JORDAN** **SAUDI ARABIA** **KUWAIT**

Mosul Kirkuk Baghdad Basra

Tharthar Razzaza Lake Karbala Hawr Hammar Shatt al Arab Waterway Tigris Euphrates Persian Gulf

SYRIAN DESERT

Baghdad is Iraq's capital and largest city.

Iraq occupies much of the same area as the ancient region of Mesopotamia (Greek for "between the rivers"). Mesopotamia gave rise to a number of important civilizations, including the Sumerians, the Babylonians, and the Assyrians. The region is often referred to as the "cradle of civilization."

The Tigris and the Euphrates are the nation's vital water sources; most of Iraq's farmland and cities depend on these rivers or their tributaries.

In the 1990s, the Iraqi government drained huge areas of marshland in southern Iraq in order to ruin the land occupied by their political opponents. Only a fraction of the original marshland remains.

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By Cynthia Hatch

1. Few countries have a shape that is easier to remember than Italy's. The Italian peninsula looks just like a boot kicking a ball. What's the ball? It is the neighboring island of Sicily. But that's not the best part. Can you guess which sport is Italy's national sport? That's right--**soccer**.

2. Is it a coincidence that this boot-shape country is home to **soccer**, called *il calcio* in Italian, as its national pastime? No. Italians love **soccer**. For some Italians, watching **soccer** is like breathing. **Soccer** became popular in the 1930s, when Mussolini, Italy's prime minister, believed that a great Italian **soccer** team would be a source of national pride. Mussolini had many **soccer** stadiums built and teams formed in Italy, and the sport's popularity followed.

(See picture, "Soccer Players.")



3. Italian children start playing **soccer** in school yards, public squares, and quiet streets at an early age. Many children dream of playing in one of Italy's **soccer** leagues. Some of the best teams are SS Lazio, AS Roma, AC Milan, Juventus, and AC Fiorentina. But **soccer** appeals to many Italians, not just young dreamers. In fact, Italy's current Prime Minister, Silvio Berlusconi, owns AC Milan.



Hey! Who's the game go? Soccer fans at the 2005 Champions League, which pitted Inter Milan versus AC Milan, create a sea of red, white, and black.

4. Some of the world's best **soccer** players are Italian. International **soccer** star Roberto Baggio calls Italy home. Italy has won the World Cup three times--in 1934, 1938, and 1982. Italy has made it to the World Cup finals at least ten times, and in 1990 it hosted the event.

(See picture, "Soccer Fans at 2005 Champions League.")

5. Italians take their **soccer** very seriously. After a victory, fans will sing songs, wave flags, and take the celebration out into the streets. Sometimes after a win, fans will rush onto the field and even hug and kiss the players. But a team's losses can make the fans angry. When the national team came home from their 1986 World Cup defeat, fans met the players at the airport. They weren't there to offer them support or soothe their wounds. The angry fans were there to boo them!



The Ancient Art of Rangoli (3 Pages)

By Shruti Priya and Katherine Darrow

1. More than 5,000 years ago, people living in the Indus Valley of northern India decorated the floors and walls of their homes with elaborate designs of flowers, birds, or geometric patterns. This ancient tradition, known as *Rangoli*, is practiced today throughout India as an important part of festivals and celebrations. In southern India, women and children still make *Rangoli* every morning on the threshold of their homes. They perform this daily ritual to welcome guests and bring good luck to the family.

2. *Rang* is the **Hindi** word for "color," but throughout the country, different styles of *Rangoli* are known by other names. The brilliant, colored powders used to make *Rangoli* are made from finely ground rock powder, spices, and other kinds of dyes mixed with rice flour. Turmeric, a spice commonly used in Indian cooking, gives a bright yellow. Indigo is a deep blue made from the leaves of a shrub. Vermillion red is made from grinding up a mineral called cinnabar. Plain white rice flour is also part of the color spectrum in *Rangoli*.



3. Festivals such as *Diwali*, or "Festival of Lights," call for a special *Rangoli* inviting Lakshmi, the Hindu goddess of wealth, to people's homes. Lakshmi is believed to visit households that have been well cleaned and beautifully decorated. The whole family helps to complete the big *Rangoli* by filling colors in the intricate patterns. A special impression of Lakshmi's footprint is made by dipping the side of a fist into the rice paste, and then adding toes using fingertips.

4. There are no fixed rules to making *Rangoli*. Why not try your hand at making one with ordinary materials that you have around the house.



Glossary

Hindi is the national language of India.



Make Your Own Rangoli!

1. Plan your design

Sketch the design, after planning it in your head or referring to the web/books for ideas.

2. Gather colors for sprinkling

You can use white rice or sawdust dyed with food coloring, dried flower petals, brightly colored spices, or plain white flour. Colored sand can also be purchased at many craft shops. Anything that flows easily through your fingers will work well.

3. Find a place to make your *Rangoli*

Patios, sidewalks, or a driveway near the entrance of your home are good spots where there is not too much foot traffic and your artwork can be admired by friends and family. You can also use a cardboard or poster board as the base for an indoor piece.

4. Sweep the area clean with a broom

One of the intentions of *Rangoli* is to welcome visitors, both human and spiritual, to your home. Taking care to clean your home is one way to honor your guests.

5. Outline your design

Using your thumb and forefinger, sprinkle the outline of your design with your lightest color.

Or, make a grid

Another tradition, called *kolam*, begins with a grid of white dots, made with a small pinch or sprinkle, which is then followed by connecting the dots with lines and loops in a symmetrical pattern.

6. Fill in your design

Carefully fill in the shapes you have outlined with as many different colors as you like. One way to fill large areas is to put the color in a cone made of newspaper, using your finger as a stopper to control the flow. The more carefully you sprinkle, the more beautiful your design will be. Take your time!

7. Light some candles

In India, small clay oil lamps called *diyas* are used to light the *Rangoli* at night. You can also use votive candles.

8. Sweep and start again!

Rangoli is meant to be transient or temporary to help us remember that everything is always changing. In the morning, you can sweep away your old *Rangoli* and make a new one!



Did You Know?

Wall murals, made with rice flour paste, decorate walls at Sabarmati *Ashram* where Gandhi spent his later years. Like *Rangoli*, Warli folk art has been practiced for thousands of years, but unlike the inherently transient *Rangolis*, Warli paintings are more permanent.

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EXPEDITIONARY
LEARNING

“Fox and Wolf” (2 Pages)

“Fox and Wolf,” A Native-American Folktale

Wolf was smart, but Fox was smarter. They lived in the same deep forest and chased the same animals for food. Fox and Wolf would nod as they passed each other on the animal paths but they stayed out of each other’s hunting grounds. Fox and Wolf were good neighbors but not good friends.



One winter the cold moved in like an enemy. Wind beat against the tree trunks, and snow swirled around the bare branches.

It was hard for Fox and Wolf to walk to their hunting grounds as the animal paths were filled with deep snow. The cold wind stung their eyes and made their noses ache. Fox and Wolf were hungry; all their usual food slept in the earth, warm and snug in mouse holes or chipmunk nests.

One dark, cold day Fox saw a Mohawk Indian man trudging through the forest pulling a sled behind him. The sled held two long strings of fish.

Fox licked his chops, thinking of those plump, tasty fish. How good they would be to eat! How good it would feel to sleep with a full belly tonight, when the sun pulled up her night blanket against the cold, and the forest filled with icy darkness. Fox hid behind a tree and thought and thought.

Finally he said to himself, “I know how to get those fish, every last one of them.”

Fox ran ahead of the man and found a tree in his path. Fox leaned against the trunk. “My leg! My leg!” he cried. “I’ve broken my leg!”

The man hurried to the tree, pulling his sled behind him.

“I’ve broken my leg,” Fox cried. “Help me, brother.”

“A fox with a broken leg makes a very poor fox,” the man said. “He makes a better fur hat. I will take you home and make a warm fur hat out of you.”

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“Fox and Wolf”

The man placed the whimpering fox on the sled with the fish. He pushed through the windy forest for home, his snow shoes squeaking over the dry, feather-light snow. Fox lay on the sled, waiting.

At the best moment for escape, Fox grabbed one string of fish and jumped off the sled. “Nothing tastes better than a string of fish on a cold winter’s day,” he yipped to the man. “You won’t get that fur hat today!”

Fox raced into the deepest part of the forest. He sat by a tree and began to feast on his fish. Wolf came by.

“Brother,” Wolf said, “nothing tastes better than a string of fish on a cold winter’s day. Perhaps you could give me some of your fish.”

“No,” replied Fox, chomping on a fish. “I need all my fish today, but I’ll tell you how you can get some fish of your own.”

Soon, Wolf lay against a tree, howling. “My leg! My leg!” he cried. “Help me.”

The Mohawk man rushed through the forest toward Wolf, his second string of fish bumping behind him on the sled.

“I’ve broken my leg,” Wolf howled. “Help me, brother.”

“I’ve been tricked once today,” the Mohawk said angrily. “I won’t be tricked again.”

Fox watched from behind a tree as the man knelt to tie Wolf’s legs with a grapevine rope. At the best moment, Fox dashed out and grabbed the second string of fish. He ran for the safety of the woods as fast as he could.

“Nothing tastes better than a second string of fish on a cold day,” Fox called behind him. “No fish or fox-fur hat for the likes of you two today!”

THE ÆSOP FOR CHILDREN

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THE WOLVES AND THE SHEEP

A pack of Wolves lurked near the Sheep pasture. But the Dogs kept them all at a respectful distance, and the Sheep grazed in perfect safety. But now the Wolves thought of a plan to trick the Sheep.

"Why is there always this hostility between us?" they said. "If it were not for those Dogs who are always stirring up trouble, I am sure we should get along beautifully. Send them away and you will see what good friends we shall become."

The Sheep were easily fooled. They persuaded the Dogs to go away, and that very evening the Wolves had the grandest feast of their lives.

Do not give up friends for foes.

THE ÆSOP FOR CHILDREN

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THE WOLF AND THE LAMB

A stray Lamb stood drinking early one morning on the bank of a woodland stream. That very same morning a hungry Wolf came by farther up the stream, hunting for something to eat. He soon got his eyes on the Lamb. As a rule Mr. Wolf snapped up such delicious morsels without making any bones about it, but this Lamb looked so very helpless and innocent that the Wolf felt he ought to have some kind of an excuse for taking its life.

"How dare you paddle around in my stream and stir up all the mud!" he shouted fiercely. "You deserve to be punished severely for your rashness!"

"But, your highness," replied the trembling Lamb, "do not be angry! I cannot possibly muddy the water you are drinking up there. Remember, you are upstream and I am downstream."

"You *do* muddy it!" retorted the Wolf savagely. "And besides, I have heard that you told lies about me last year!"

"How could I have done so?" pleaded the Lamb. "I wasn't born until this year

"If it wasn't you, it was your brother!"

"I have no brothers."

"Well, then," snarled the Wolf, "It was someone in your family anyway. But no matter who it was, I do not intend to be talked out of my breakfast."

And without more words the Wolf seized the poor Lamb and carried her off to the forest.

The tyrant can always find an excuse for his tyranny.

The unjust will not listen to the reasoning of the innocent.