



MAMA, DO YOU LOVE ME? PAPA, DO YOU LOVE ME?

TEACHER'S GUIDE

GRADES **2-4**



Mama, Do You Love Me? / Papa, Do You Love Me?



INTRODUCTION

In two different regions of the world, two children seek not only the love of their parents, but also the comfort of testing that love with words. These children—living in far-away places—are just like the children in your classroom: They need reassurance sometimes. That need is universal—over time and throughout the world.

In their careful choice of words and examples and through their detailed, colorful illustrations, *Mama, Do You Love Me?* and *Papa, Do You Love Me?* offer a gentle lesson that makes the world seem like a smaller place even as the books introduce your students to new countries and different cultures. The books provide your class with the opportunity to explore geography, cultures, traditions, and costumes near and far. In this guide you will also find ties to reading, social studies, creative writing, and art for your second through fourth grade students.



GENERAL OVERVIEW

THIS TEACHERS GUIDE CONTAINS:

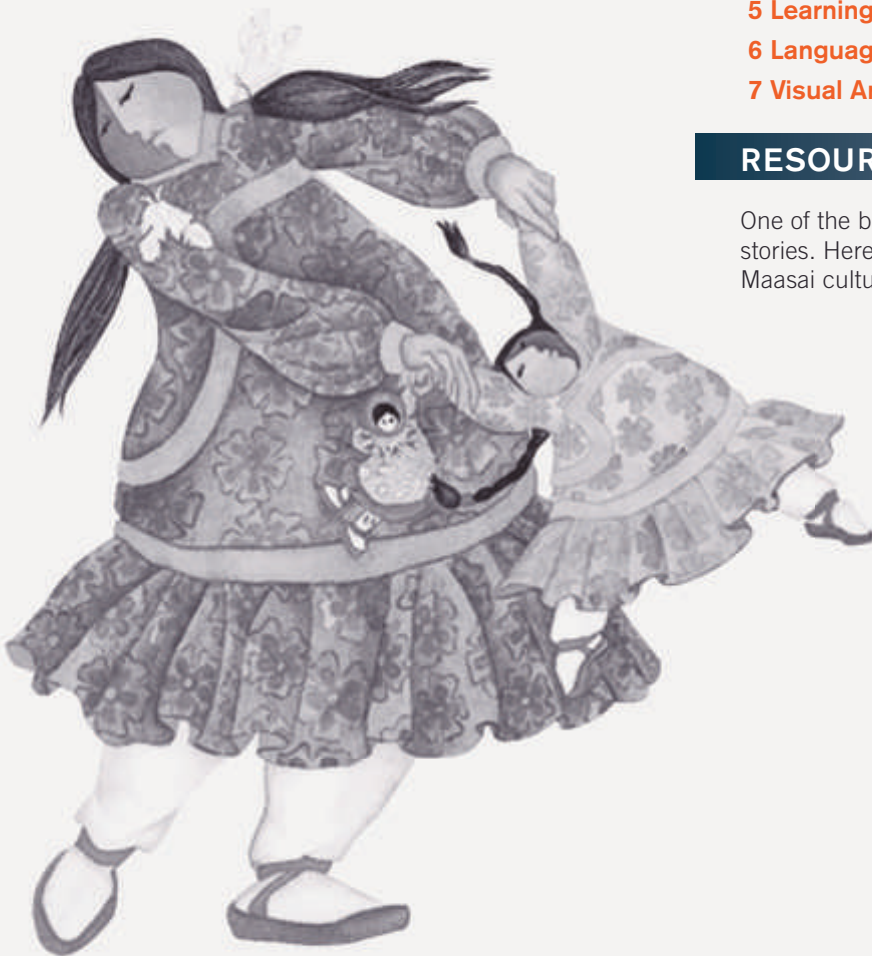
Seven Pre-Planned Activities For Students:

- 1 Pre-Reading**
- 2 Reading/Vocabulary/Social Studies/Research**
- 3 Social Studies**
- 4 Geography**
- 5 Learning About Places**
- 6 Language Arts**
- 7 Visual Arts**

RESOURCES

One of the best ways to understand another culture is to read their stories. Here's a short list of picture book/folk tales from the Inuit and Maasai cultures:

- *The Girl Who Dreamed Only Geese: And Other Tales of the Far North*
by Howard Norman, illustrated by Leo and Diane Dillon
- *The Dancing Fox: Arctic Folktales*
edited by John Bierhorst, illustrated by Mary K. Okeena
- *The Eagle's Gift*
by Rafe Martin, illustrated by Tatsuro Kiuchi
- *Rhinos for Lunch and Elephants for Supper*
by Tololwa Mollé, illustrated by Paul Monin
- *Orphan Boy*
by Tololwa Mollé, illustrated by Barbara Spurll
- *Who's in Rabbit's House?: A Masai Tale*
by Verna Aardema, illustrated by Leo and Diane Dillon
- *Masai and I*
by Virginia Kroll, illustrated by Nancy Carpenter





READING/VOCABULARY SOCIAL STUDIES/RESEARCH

2

On second readings of the books, identify vocabulary words that are introduced. Have the children listen for new words, names of animals, and other words they would like to put up on your word wall.

For *Mama, Do You Love Me?* be sure to include:



Raven
Salmon
Ptarmigan

Whale
Mukluks
Parka

Ermine
Umiak
Musk-ox

Lemmings
Puffin
Walrus

Direct the children to look at the end section of *Mama, Do You Love Me?* to find the listing of words that are important in the story. How many of the words that the children identified are the same as the ones included in this section? Have your students write and illustrate reports about Inuit clothing, Inuit homes, modes of transportation, or animals of the Arctic. They can research these on the Internet. Here are two useful websites:

www.civilization.ca/aborig/threads/thred02e.html
<http://library.thinkquest.org/3500/animals.htm>

For *Papa, Do you Love Me?* be sure to include:



Warriors
Wilbebeest
Calabash

Bush Baby
Mara
Herdboy

Elders
Scorched
Hyena

Hippopotamus
Greenheart Tree
Birthright

The children can find these words and terms in the glossary at the back of *Papa, Do You Love Me?*. Have them write and illustrate reports about animals of the Serengeti Plain, the houses the Maasai build, Maasai dances, or Maasai customs. A group of students might want to get together and build a model of a Maasai village. You can visit these websites for more information:

www.maasai-onfoline.org
www.on-the-matrix.com/africa/wildebeest.html
www.serengeti.org

1 PRE-READING

Tell your class that you are going to read two stories to them: *Mama, Do You Love Me?*, about an Inuit girl who lives on the Arctic Tundra, and *Papa, Do you Love Me?*, about a Maasai boy who lives on the Serengeti Plain in Africa. On your world map show the children where these regions are and where your students live. Mark those places with sticky notes.

Before you read the books, discuss with the children what they know about the Arctic Tundra and the Serengeti Plain. After you have read each book once, ask the children what new things they have learned. Talk about what clues in the texts and illustrations helped them to better understand the landscapes, climates, and clothing that people wear in those areas.

1 STANDARDS

LANGUAGE ARTS: READING

- Previews text
- Establishes a purpose for reading
- Understands the author's purpose
- Knows themes that recur across literary works
- Relates new information to prior knowledge and experience

LANGUAGE ARTS: LISTENING AND SPEAKING

- Contributes to group discussions

GEOGRAPHY

- Understands the characteristics and uses of maps and globes
- Understands the concept of region
- Knows the characteristics of a variety of regions



2 STANDARDS

LANGUAGE ARTS/READING

- Uses word reference materials to determine the meaning and pronunciation of unknown words
- Uses a variety of context clues to decode unknown words

LANGUAGE ARTS/WRITING

- Writes in response to literature
- Uses a variety of strategies to compile information
- Uses electronic media to gather information for research topics

COOPERATIVE LEARNING

- Works with others to produce a common goal



3 SOCIAL STUDIES

Our Own Mamas and Papas

Reading *Mama, Do You Love Me?* and *Papa, Do You Love Me?* invites your students to explore their own heritage and traditions, both cultural and familial.

Begin with the map you used to introduce the books to your class. Add a sticky note to show where your own family came from. Then ask the children if they know where their parents came from. Add sticky notes for each child. In order to get this information, some of your students may have to ask their parents.

Set up a corner in your room to be the center of activity for this project. Hang the map there, and as children bring in more information about their families' background, put additional sticky notes in those places. For example, a sticky note might read, "Mia's father Jack," and be placed in Spain. Over time your class's map will be covered with sticky notes-and memories.

Ask your students to bring in favorite family recipes. Provide a loose-leaf notebook for the ever-expanding collection. At the end of this project, photocopy the recipes and make a book for each child to bring home.

Place a tri-fold poster board in the corner and put photographs of your students alongside photos of their parents that they contribute. This gallery could be called, "*We Love Our Mamas And Papas.*"

3 STANDARDS

GEOGRAPHY

- Understands the characteristics and uses of maps and globes
- Understands the concept of region

HISTORY

- Knows a family history through two generations
- Understands family life today and how it compares with family life in the recent past
- Knows holidays and customs of different cultures

GEOGRAPHY

4

Map Skills

You and your students have used a world map to find the regions in which *Mama, Do You Love Me?* and *Papa, Do You Love Me?* are set. Now have the children take a closer look at the map to discover more details. As they examine the map in order to answer the following questions, your students will be learning about the kind of information maps provide as well as getting comfortable "speaking map-talk."

- On which continent is the Serengeti?
- What two countries are encompassed by the Serengeti Plain?
- What is the name of Africa's largest lake northeast of the Serengeti Plain?
- What direction would you go to get from where you live to the Serengeti Plain?
- Parts of which countries fall within the Arctic Tundra?
- What is the largest body of water in the Arctic Tundra?

4 STANDARDS

GEOGRAPHY

- Understands the characteristics and uses of maps and globes
- Understands the concept of region
- Knows the characteristics of a variety of regions
- Understands the spatial organization of places through such concepts of location, distance, and direction

LEARNING ABOUT PLACES

5



Note: reproducible chart on back

Make a chart of the things the children learned about the Arctic and the Serengeti Plain. Compare it to where your children live.

5 STANDARDS

LANGUAGE ARTS/WRITING

- Uses graphic organizers



6 LANGUAGE ARTS

Creative Writing

In *Mama, Do You Love Me?* and *Papa, Do You Love Me?* children in two very different cultures test their parents' love with questions. What we learn is that in both cultures the parents love their children with unwavering affection. Your children will recognize that their parents, too, love them in the same way and that this love is a very precious gift.

Have the class write and illustrate thank you cards for their mothers and for their fathers to show their appreciation. Here are some suggestions:

- Thank you for loving me, even when I forget to feed the dog.
- Thank you for making me feel safe during thunder storms.
- Thank you for forgiving me when I...

6 STANDARDS

LANGUAGE ARTS/WRITING

- Writes in response to literature
- Writes narrative accounts
- Uses descriptive language

ART

- Knows how ideas are expressed in art forms.
- Knows how visual elements are used in the various art forms.

7 VISUAL ARTS

Make an Inuit Spirit Mask



Note: reproducible chart on back

Look at the end pages with the class in *Mama, Do You Love Me?* These are examples of Inuit spirit masks. Have the children scan through the pages of the book and find the spirit masks in the illustrations. The Inuit used these masks during ceremonial rituals for good luck and to ward off bad luck.

Discuss with your class the similarities of each of the masks. Each one should include:

- Central image of an animal
- Concentric rings
- Fish and hands

The meanings behind the symbols are discussed on the copyright page and at the back of the book. Then make Inuit inspired spirit masks with the class. Have each student decide which animal he/she wants to mask a mask for.

Materials needed for each mask:

- Ten-inch hoop (this can be a wooden embroidery hoop purchased at a craft store or you can make one out of 32 inches of 10- or 12-gauge wire purchased from the hardware store. See instructions below.)
- Wire connector
- Wire stripper/crimper
- Two sheets of 8x10 oak tag
- Two or three dowel sticks
- String or wool
- Feathers, beads, and any other materials the children think they would need to decorate the mask
- Crayons and/or paint

Directions for the hoop

(you should prepare the hoops for each child)

1. Strip approximately one inch of the plastic coating off of each end of the wire exposing the copper wire.
2. Slide the wire connector onto one end of the wire, then loop around the wire and insert the end into the other side of the wire connector.
3. Crimp the center of the wire connector and the hoop is formed. (Don't worry if it is not a perfect circle).
4. Tie the dowels onto the hoop in a crossing pattern using the string or wool (See the diagram on back of this guide).

Directions for the mask

1. Trim down one sheet of oak tag to about an 8-inch square or circle.
2. Draw and color in the animal's image.
3. Use the other sheet of oak tag to draw the fish, hands, and anything else you want to add to the mask.
4. Punch four sets of small holes in the mask.
5. Thread through the wool and tie the picture to the hoop.
6. Connect the hands and fish to the ends of the dowels.
7. Add a length of wool to the top of the hoop so the mask can be hung for display.



Make a Maasai Shield

Maasai warriors use shields when they hunt and during ceremonial dances. Have the children examine the shields on the end pages and in the story. They should notice the geometric designs, the muted colors, and that the shields are not perfectly symmetrical. Following the examples, your students can create shields in the manner of the Maasai. We have enclosed a template you can use. You'll notice that the sides and all of the curved lines are arcs of the same circle.

To create a large shield, you will need to make your own compass. Tie a string of any length you want to a pencil. Mark off the length of string you want to use as the radius of a circle. Hold that point onto your surface and use it as the center of your circle.

Materials needed for each shield

- Oak tag or cardboard at least 24 inches in length and 36 inches wide
- Yard stick
- String at least 12 inches long
- Pencil
- Paint and brushes
- Scissors

Directions

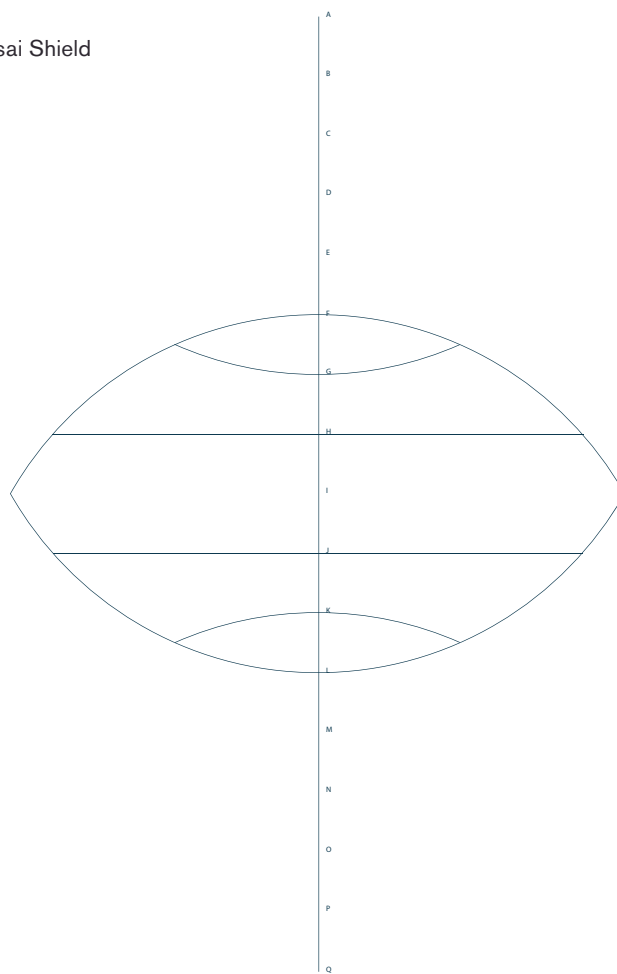
Decide the overall width you want the shield to be. It is a good idea for it to be divisible by 4. For example, 8, 12, or 16 inches. You will need to be able to draw a line twice the size of the width of the shield.

The directions that follow are for a 12-inch wide shield, but you can adjust as you wish. **Note:** A shield that is 12 inches wide will be about 17 inches long.

Procedure

1. Draw a horizontal line 32 inches long across the center of your paper.
2. Mark off the center of the line. Label it "Point (I)."
3. Place marks every 2 inches on both sides of the center point and label them with letters of the alphabet.
4. As on the template, label each mark with a letter of the alphabet.
5. Tie one end of the string to the pencil.
6. Measure off 12 inches of string.
7. Place the tip of the pencil at point (L) and stretch the string across the line to point (F).
8. Carefully holding the string down at point (F), trace out the beginning of a circle about halfway up and halfway down.
9. Repeat this with the tip of the pencil at point (F) while holding down the string at point (F).
10. You now have the outside shape of the shield.
11. Add two vertical lines on either side of the center. One going through (H) and the other through (J).
12. You can now make concentric arcs on either side of the shield using the 12-inch long string. To have an arc go through point (K), place the end of the string at point (Q). To have an arc go through point (G), place the end of the string at point (A). You can add other arcs to one side of the shield, and horizontal lines to the other side. Remember that the designs are not quite symmetrical.
13. Erase or paint over the center line. Lines outside of the shield will be cut away.

Maasai Shield



14. Make templates of an equilateral triangle that the children can use to trace triangles along the arcs of the shield.
15. Paint the shields using white and shades of red and blue paints.
16. Cut the unused cardboard around the edges of the shield.
17. From the excess cardboard, cut a 2x6-inch strip and attach it horizontally to the back of the shield for a handle.

Display the shields for all to see.

7 STANDARDS

VISUAL ARTS

- Understands and applies media, techniques, and processes to the visual arts
- Knows how different media, techniques, and processes are used to communicate ideas, experiences, and stories

Arctic/Serengeti Plain Chart

Environments in the Mama and Papa Books			
	Arctic Tundra	Serengeti Plain	Where you live
Climate			
Clothing			
Type of homes			
Animals			
Trees and plants			
Modes of transportation			

Inuit Spirit Mask



ABOUT THE AUTHOR/ILLUSTRATOR

Barbara M. Joose lives in a small stone house beside a wide creek in Wisconsin. She visited schools in Kenya and Uganda in 1997, and the Maasai and their tenderness toward their children planted a seed in her that grew into the idea for *Papa, Do You Love Me?* She has written twenty-eight books for children including the beloved *Mama, Do You Love Me?*

Barbara Lavallee's vibrant watercolor illustrations are known around the world, especially in Alaska where she lives. She has twice visited Africa, a place that continues to lure and fascinate her.

AWARDS AND HONORS FOR *MAMA, DO YOU LOVE ME?*

- Association of Booksellers for Children, Children's Choices Selection
- *American Bookseller*, "Pick of the Lists"
- Children's Book of the Month Club, Main Selection
- *Parents*, Best Books of the Year
- *School Library Journal*, Starred Review
- Golden Kite Award
- A Storytime Book

ABOUT THE AUTHOR OF THIS GUIDE

This guide was prepared by Clifford Wohl, Educational Consultant

