

# FROM FAR & WIDE:

## The Richmond Mosaic





## Introduction

*From Far & Wide* is a fun-filled, interactive resource kit for multicultural studies, principally for use in **elementary schools**. It is hoped that the contents will promote understanding, familiarity and interest in the various facets of your students' life. It is **not** in any way an attempt to portray **THE** way that different groups live but is intended to provide **starting points**. Our goal is to make learning about our multicultural society part of daily life, not just an isolated study unit.

As a teacher, you know your class best and how you can use the material to further your teaching goals. You know who amongst your students and their families has had a disturbed, perhaps even violent life in another country before coming here—one which they do not choose to recall. You know which children and parents will be embarrassed by being asked to step into the foreground and who will be delighted to present their version of their cultural traditions—and who will want to use your class as a vehicle to promote their personal views. We hope that we have provided many access points for you to choose activities that work best in your classroom.

The artefacts and suggested activities in this kit provide starting points for various types of **writing, art, drama and oral presentations**—it also provides opportunities for **math** work in the form of statistics and graphics, and information to be extracted from them. Your class can work **individually or in groups or as a whole**—they can follow your directions as well as pursue their own interests. **ESL** students can also find opportunities for non-written and non-verbal expressions.

All the contents have been obtained in Richmond and Metro Vancouver, and are meant to be handled **carefully** by your students. The kit has been compiled to facilitate **object-based learning** and enable your class to use **inquiry methods** (who, what, when, where, why and how). The method of approach will vary with the age/stage of your class. For example, older students may benefit from a study of historical and contemporary information, like the reasons why people migrate and emigrate. Younger children could imagine “A Day in the Life of” using photographs and artifacts. The possibilities are endless.

Stereotyped views of others, bigotry and hatred have to be dealt with on an individual basis, suited to the students involved. Some ideas are difficult to dislodge—for example, **ALL** “Asian” students excel at math. As their teacher, your ethnic background and family traditions should be part of the project—this will add to both the students' comfort level and their interest.

**PLEASE** use the attached evaluation form to give feedback about this kit. Your experience and suggestions are invaluable.

## What Teachers Wanted

Teachers were consulted prior to developing the kit and they asked for “**lots of stuff**” so that all students could participate simultaneously instead of waiting their turn. They also asked for the kit to represent as many different countries as possible.

## What Children Wanted

Children wanted to have “**lots of stuff**” to touch, put on, try out and play with. They also wanted things to eat, but unfortunately we can only suggest ideas to fill this need.

## Content

The items in this kit have been selected to reflect some of the diverse heritages of Richmond’s population and to appeal to both teachers and students. Objects are meant to be **carefully handled** and explored by students following the standards set by their teacher.

The contents are divided into **topics** and can be identified either by their place in the box or suitcase, or by referring to the **inventory**. There are printed materials as well as audio-visual materials.

## Objectives

- To help teachers meet **Prescribed Learning Outcomes in Social Studies, English Language Arts and Fine Arts** while stimulating an interest in, and understanding of, the diverse cultural heritages of those who live in Richmond today.
- To help students understand that while we all come from a variety of ethnic backgrounds, with a set of similarities that come with the differences.
- To nurture pride in Canada and its customs that are the “glue” that holds the multicultural mosaic, which is a way of life in Canada and not a sealed unit.

## Care and Handling of Artefacts

An artefact is anything that has been made and/or altered by a person. Most of the artefacts in this kit are intended to be handled and appreciated by children. Richmond is a city rich in cultural heritage with a plethora of artefacts that could have been represented. Designing a traveling kit necessitated selecting items that were sturdy, portable and available locally.

1. Ensure hands and faces are clean.
2. Communicate a sense of value and care of artefacts as part of the learning experience.
3. Handle fragile items with care. Always use two hands.
4. Carry one item at a time by the strongest part.
5. Artefacts in containers, such as the dolls, should not be opened or shaken.
6. Cover surfaces before placing artefacts on them.
7. Clothes are meant to be tried on gently.
8. Careful role playing using artefacts is encouraged.
9. Return artefacts to its original location.
10. Report any damage on the feedback form.

# Box 1: Food



## Box 1: Food

### Introduction

Some students have families with connections to food production, or grow fruits and vegetables, fish or hunt. But many children who grow up in an urban setting are unaware of the food production process, and how food gets from source to stomach.

We are accustomed to having food from around the world at any time of year and it is difficult for children to understand that in the past, many people could only eat what would be available locally on a seasonal basis. Crops were dictated by climate, soil, topography.

Farming was also influenced by crop volume and what could be stored in some fashion over the winter for use from late harvest to early crop. For centuries, only very limited livestock could be kept over the winter due to lack of storable winter fodder. Weather could be really bad, crops could fail, livestock become diseased...hunger, famine, and starvation were and are realities. Even today, we can see news footage of people fleeing floods, hurricanes, locust, and other disasters, and of parched drought areas where nothing can grow. These places seem so far away since we live in a temperate rain forest and feel secure, as if all our food come from BC, but of course we are vulnerable. Most of us have the luxury of picking and choosing what we will eat throughout the year, we expect variety and abundance and have become removed from the production of food.

### Objective

If we all need to eat, why do we eat different foods? At the end of this unit, students will analyze why people use different foods and form an opinion of whether this changes with time and location.

### Contents

- Inventory
- A Closer Look at the Artefacts
- Activity Suggestions

## Inventory – Box 1: Food

Layer	Item	Made or used in ...
Layer A	Teapot with lid	China
	Tea bowl	China
	Rice bowl	China
	Mini baskets	Jamaica
	Napkin holder, wooden, parrot-shaped	Ecuador
	Steamer, two-tier with lid	China
	Bowl, lacquered	Japan
	Bowl, plastic imitation lacquer	Japan
	Strainer, bamboo	China
Layer B	Spoon, white plastic	Canada
	Chopsticks, disposable wood, paper wrapped	Canada
	Training chopsticks	England
	Soup spoon, stainless steel	United States
	Table fork, stainless steel	Japan
	Table knife, stainless steel	Unknown
	Fork, blue plastic	Unknown
	Knife and fork, wooden	England
	Whisk, bamboo	China
	Turner, bamboo	China
	Rice spoon, bamboo	China
	Chopsticks, large with cord	Unknown
	Tongs, bamboo with black cord	China
	Strainer, gold coloured wire	Japan
Layer C	Chop sticks for crafts	
	Barley	
	Basmati rice	
	Coffee beans	
	Corn flour	
	Oats	
	Rye	
	Soy beans	
	Sushi rice	
	Tea	
	Wheat	
	Two (2) wheat heads	



Layer	Item	Made or used in ...
<b>Layer C</b> con't	Wild rice	
	Plastic bun	
	Plastic potato	
	Plastic egg	
	Plastic croissant	
	Plastic banana	
<b>Layer D</b>	Dish (wooden)	Chile
	Chopsticks	Japan
	Dish, picture of sushi	Japan
	Teapot handle	Japan
	Sauce dish, divided	Japan
	Dish (brass)	India
	Dish (red with Chinese character at centre)	China
	Spoon (gold with red dragon)	China
	Spoon	China
	Plate	China

## A Closer Look at the Artefacts

### Box 1, Layer A

#### Teapot with lid, tea bowl and rice bowl

Fish is a symbol of abundance & wealth in China. Fine China originally came from China—hence the use of the word in English to indicate it’s “good stuff”. The tableware in this box is not fine porcelain or bone china, just ordinary tableware. **From China.**

#### Mini baskets

Handmade straw with floral decoration and “Jamaica” embroidered on them. **From Jamaica.**

#### Napkin holder

This napkin holder is made from balsa wood. Balsa is noted for its light weight. In Spanish, the same word is used for “raft” because the wood floats so well. **From Ecuador.**

#### Steamer

Extra tiers can be added to save fuel. The shorter the cooking time required, the higher the food is placed above the heat source. The steamer tower can be placed over hot water in a wok. Steamers come in many sizes—this is a small set. **From China.**

#### Bowls, lacquered and plastic imitation lacquer

These bowls would be used for soup or rice. Real lacquer was originally made with resin from lacq(uer) trees and gives a hard, glossy coating. This requires many hours of work to produce. The word comes from the Portugese—‘laca’. **From Japan.**

#### Strainer

The bamboo strainer would be used to strain tea. Bamboo is an all-purpose resource and is also used for food, shelter, furniture, utensils, tools, etc. Bamboo can grow into forest-sized plants, both in height and thickness. **From China.**

#### Tea bowl – part of white china collection

The tea bowl is part of the white china collection with a blue fish motif. The blue fish is a symbol of abundance & wealth. Fine China originally came from China—hence the use of the word in English to indicate it’s “good stuff”. When tea was first drunk in England, it was from bowls, the handled cup came later. **From China.**

#### Rice bowl – part of white china collection

As above—bowls are lifted to the mouth when eating. **From China.**

## Box 1, Layer B

### Spoon

Disposable. Purchased from Richmond Centre Food Court.

### Chopsticks: disposable wood, and training plastic

“Chopsticks” comes from “chop” meaning quick in a Chinese dialect and “stick”. They can be made of fine materials, even jade. Dropping them is thought to bring bad luck, it is discourteous to play with them or point them at anyone. Chinese chopsticks are blunt-ended, Japanese ones are pointed. The disposable wooden chopsticks are **from Canada**. The training plastic chopsticks are **from England**.

### Soup Spoon

US company Oneida brand. Expensive cutlery will include different shapes spoons for cream and other soups.

### Table Fork

Koba brand. Forks originally had two prongs or tines. **From Japan**.

### Table Knife

Stainless steel knife used to spread food like butter and jam, or cut soft food into little pieces for eating.

### Fork, blue plastic

This fork has been through the dishwasher many times. Why do we throw things away after one use like this? Does this reflect our culture?

### Knife and fork, wooden

Wood is considered more ecologically sound than plastic. **From England**.

### Wooden whisk

This wooden whisk can be used to clean the wok, pots and pans. **From China**.

### Turner

The bamboo turner is used for stirring and flipping food for cooking. It can be used on high-heat and sticky surfaces. **From China**.

### Rice Spoon

The bamboo rice spoon is ideal for mixing and scooping rice. **From China**.

### Large Chopsticks

The large chopsticks are commonly used for deep frying food or transferring cooked food onto serving dishes. The chopsticks are tied together by a string at the end so that they can be hung to dry after being washed.

## Tongs

The bamboo tong with a handle wrapped up in black cord is multipurpose. It can be used to pick up various types of food for serving or cooking. **From China.**

## Strainer

The tea strainer is made of gold coloured wire. It can be directly placed into a tea bowl to brew tea. **From Japan.**

## Box 1, Layer C Chopsticks for crafts

As described in Layer B – Chopsticks.

## Corn Flour

Also known as cornmeal, corn flour is used in many different foods, including polenta (Italian), mamaglia (Romanian), tortillas (Mexican), and hominy (American). We usually eat corn as a vegetable, fresh, frozen, canned—in the past or with indigenous groups, it could be dried for later use and as seeds. Corn comes from the Americas and the first peoples grew over 20 varieties which could be preserved for winter food. Early European explorers took corn back with them. It is also known as maize (Spanish “maiz”).

## Oats

Oats are a type of cereal grain, and can be eaten as oatmeal or in foods which use rolled oats. It can be used in cakes, cookies, hot cereal, and other foods.

In the UK, porridge is sometimes eaten with salt, not sugar. The type of oatmeal used will vary with the dishes being made and the method of cooking, e.g. when oats were cooked slowly in water in a heavy pot over an open fire, it had to be frequently stirred for even cooking and to prevent burning. Later, some people cooked in a double saucepan. Today, quick-cooking oats can be ‘zapped’ in a microwave oven in under two minutes without any attention.

## Grains (barley, oats, rye, wheat, two (2) wheat heads)

Grain crops such as wheat, oat, rye, rice and barley were and are staple diets. They are eaten in several forms such as pasta and bread in North America, rice in Asia, pita in the Mediterranean, chapattis and poppadums in India and tortillas in Mexico.

## Rice (Basmati rice, sushi rice, wild rice)

Rice grows in many different countries, including Canada, and comes in various types, including basmati rice, sushi rice and wild rice.

## Beans (soy beans, coffee beans)

Beans are plant seeds and come in various forms, including soy beans, kidney beans, black beans and coffee beans. Soy beans are used to cook dishes or can be baked into snacks. Coffee beans are mainly brewed to make coffee.

### Tea (leaves)

Tea leaves are brewed with boiling water to make tea. It is widely consumed in the world and comes in various forms depending on the country. In England, teas like Earl Grey and English Breakfast are common. In Japan, green tea and barley tea are popular. There are also herbal teas which can be used as a natural remedy to improve health.

### Plastic food (banana, bun, croissant, egg, potato)

Plastic food are used as kids toys or for displays in restaurants, commonly found in Japan.

### Box 1, Layer D

#### Chopsticks

The red wooden Japanese chopsticks have pictures of a woman wearing a purple kimono. The chopsticks are pointed compared to the Chinese chopsticks that have blunt ends. **From Japan.**

#### Dish, pictures of sushi

The sushi dish contains various pictures of sushi with Japanese text. Sushi is a very popular food here, perhaps more popular than in Japan! How many types of sushi on this dish do you recognize or have eaten? Are there any types of sushi here that you don't think originated in Japan? **From Japan.**

#### Teapot handle

The teapot handle is replaceable, heat-proof and covered with plastic "straw". The handle is usually attached to a teapot for easier mobility. **From Japan.**

#### Dish, divided

This dish is used in Japan for condiments and sauces. You might use one side for soy sauce and the other side for wasabi. **From Japan.**

#### Dish (red with Chinese character at the centre)

This dish is used for sauces. The character on this dish means 'long life' in Chinese. This dish might hold rice vinegar or soy sauce for you to dip your dumpling in. **From China.**

#### Dish (wooden)

This dish was made in Chile. It may be used for sauces or condiments. A popular Chilean condiment is pebre, which is made of coriander, chopped onion, olive oil, garlic and ground or pureed spicy aji peppers. It's usually put on top of barbecued meat and often served with bread. **From Chile.**

#### Dish (brass)

This dish could be used for sauces or condiments, such as chutney. India is a very diverse country so there are many different types of chutney. Some of the more popular ones are mango, tamarind and peanut/red chili. **From India.**

### Spoon (gold with red dragon)

This is a soup spoon. The dragon is the symbol for the emperor in many Chinese dynasties. During the Manchu Dynasty, the imperial dragon was yellow or gold and during the Ming Dynasty it was red. Which dynasty might this spoon be from? **From China.**

### Spoon, plate and bowl

Fish is a symbol of abundance and wealth in China. Fine China originally came from China—hence the use of the word in English to indicate it's “good stuff”. The tableware in this box is not fine porcelain or bone china, just ordinary tableware. **From China.**

## Activity Suggestions

1. **From Source to Stomach:** Trace the route of the teacher’s breakfast and lunch from field to table, using maps, samples and drawings.
  - ◆ Where did the foods come from?
  - ◆ Why were those foods chosen?

“I like them” is a perfectly sound answer! Invite students to do the same for their own meals using words, magazine pictures, drawings. Discuss the similarities in food and drink.

  - ◆ How was the choice influenced by tradition, items on display and on sale in stores, advertising and/or other students’ meals?
  - ◆ How is their choice like/unlike their parents’ and grandparents’ meals at their ages? Why is this?
2. **Cooking Utensils:** Set out cooking utensils and invite students to demonstrate how they are used.
  - ◆ Where do they come from, what are they made of, does anyone use them at home, has anyone seen them being used elsewhere?
  - ◆ What other utensils would be needed? What will be cooked?
  - ◆ How many different traditional materials have been used—bamboo, china from clay, plastic, glass—why?
  - ◆ People eat with chopsticks, knives, forks and spoons. Do we all use knives and forks the same way? No, why?
  - ◆ What are the origins of “table manners”. Do different people have different “manners”? Some people scoop food with bread, others with their hands.
  - ◆ Why do we use disposable cutlery? Can plastic cutlery be re-used?
3. **Set the Table:** Ask students set the table for a meal using some of the artefacts provided in the kit. They should say what meal they are going to eat and why they have chosen these items.
  - ◆ Where are they from, how are they made, how did they get here, how are they used?
  - ◆ Do we all use knives, forks, spoons the same way?
  - ◆ Is it the same in England as it is in the here?
  - ◆ Does everyone eat with the same implements?
  - ◆ Do the items need to be decorative? Are any items purely decorative?
4. **“Ethnic” Food Stores/Restaurants, Past & Present:**
  - ◆ How many different “ethnic” food stores and restaurants have they seen in Richmond?
  - ◆ What was it like 40 years ago? (See Richmond’s Business Directory, tax records, electoral rolls, old photographs, memories of old people for resources).
  - ◆ Are these places patronized only by the same “ethnic groups”?
  - ◆ Do people cook “foreign” food in their own homes today?
  - ◆ Was this the case 30, 40, 50 years ago (students can ask parents/grandparents)?

5. **Favourite Dishes:**

- ◆ What are the teacher’s and students’ favourite dishes from their own background and from other cuisines. Ask students to obtain recipes for their favourite dishes in both English and the original languages, preferably with photographs or drawing, to be made into a class book.
- ◆ If the recipes were given to them orally rather than form a cook book, how many of the cooks had difficulty in describing quantities, times, etc. in cook book fashion? You learn by watching, helping and doing, not just by reading books. If possible, try some no-cook recipes in class, bearing in mind dietary rules, allergies, etc.

6. **Menus:** Use the Italian menu from Italian Tomato Restaurant in Richmond as an example ([www.italiantomato.ca](http://www.italiantomato.ca)). As a class, use items in the kit, information online and personal experience to create a menu for an Italian restaurant. Then ask students to plan a menu for different cuisines, including Canada, it can be regional or national.

- ◆ Where would they go to buy the ingredients they would need?
- ◆ What can they learn about the country of origin from the ingredients? They can bring clean food labels from home to make a wall display with their menus as the centre piece – if English and the original language if possible.

Now create a uniquely “Canadian” menu based on food that is popular in each province. Groups of students can be assigned regions or provinces. A fun way to make geography come alive.

Arctic Char	NW Territories
Potatoes	Prince Edward Island
Lobster	Nova Scotia
Pickarel	Manitoba
Peaches	British Columbia

**Maple Sugar, Maple Butter And Maple Syrup**

The first peoples of the Eastern Provinces (and northeast USA) collected the sweet sap of the sugar maple in bark containers and preserved it by boiling and freezing. Foreign settlers learned the process of extracting the syrup and storing it for future (and portable) use as maple sugar, butter and syrup. The collecting and processing of the sap is lengthy, hence the products are on the expensive side. Some of the students will only have eaten maple-flavoured or imitation maple syrup and will not be familiar with the real syrup.



7. **Everyday Dishes:** Compile lists of everyday dishes traditional to certain areas – using these lists, what are the most commonly used ingredients? What can this tell them about that country in the past? For instance, a list of Irish recipes might include:

Irish stew	Mutton, onions, potatoes, parsley, thyme, salt, pepper
Potted herrings	Herrings, onions, spices
Potato soup	Potatoes, onions, carrots
Carrageen moss jelly	Carrageen (edible seaweed still used in place of gelatine)
Bacon & cabbage	Bacon, cabbage and onion
Potato cake	Potatoes etc.
Dublin coddle	Stew made with bacon, sausages, onions and potatoes

Deductions might include that the climate is suitable for potato growing, that a pig was relatively easy for a rural household to keep, that Ireland has a great amount of sea-coast and rivers, that the climate is temperate but there is a need for ‘stick-to-your-ribs-food’. Students can compare their findings and find common factors in the foods eaten.

8. **Let’s Go Fish:** Why do some cuisines make great use of fish? Extensive rivers, coast line. Local Coast Salish groups were expert fishermen and could preserve fish for winter use. Fish and chips were a great standby in the UK. Students can present fish and shellfish cooking ideas to their classmates.
- ◆ How did fishing affect the history of British Columbia (and the Maritimes)?
  - ◆ Has anyone been to the Britannia Heritage Site or Steveston?
  - ◆ What ethnic groups played vital roles in the fishing and canning industries?
9. **Fuel and Cooking:** How do we cook? People have used just about anything as fuel—cow dung, buffalo “chips”, peat, coconut husks, coal, and wood. Before gas and electricity were “on-tap”, the gathering and preparation of fuel was a time-consuming part of domestic management.

Have any children gathered fuel for and cooked over an open fire? Fun while camping, but would they want to do it all the time? What would a domestic interior be like with open fires for heating and cooking?

There is a shortage of fuel in some areas, so quick-cooking methods of small pieces of food is an advantage—stir-frying pre-cut foods is one such way. Slow cooking of large amounts of communal food in heated pits (e.g. Fiji) was another way. Hay boxes where heated food was put inside boxes filled and topped with hay, heavily covered and left from early morning ensured a hot, ready-to-eat meal at the end of the working day—these were used by women working in English mills and factories and during WWII. Can any students offer other methods of cooking?

In the Philippines, food is often wrapped in banana leaves before cooking to seal in juices; traditional Coast Salish food often included a similar use of shunk cabbage leaves. A great feature of eating in the Lower Mainland is the sandwich, usually attributed to an Earl of Sandwich who wanted to eat quickly, neatly, without leaving the gaming tables! Today, wraps, burritos, pitas have joined the “sandwich”

menu—again, a little filling goes a long way with minimum cooking. Food can be cooked on small skewers as in shish kebab (Turkish, sis = skewer, kebab = roast meat), or on large ones as in donair kebab. Today, we have food processors, thermostatically controlled stoves, microwave ovens, electric woks, crock pots, tortilla makers etc. all making anyone’s ethnic cooking easier, faster and more reliable.

**10. Water:** Students rarely recognize this as the one thing all cultures need, have needed and always will. Are all people able to be as profligate with water as we are at this time? Has clean, safe water always been on-tap in homes? Show poster of women at the well in India. If the class knows traditional English nursery rhymes, ask why Jack and Jill were going up the hill? Do they think it would be fun to have to haul water and carry it in heavy buckets? How do they bathe/shower? Hot water or cold? How do they get hot water? How do others get it?

**11. Dairy Products:** Does milk only come from cows? What other animal milk do we use—goat, sheep, camel, yak etc. We are accustomed to thinking of dairy products as staples but many areas, such as China, did not traditionally use them. Some countries use coconut milk (e.g. Philippines) in cooking—again, climate is a determining factor, before refrigeration milk would spoil quickly in hot countries or in summer in temperate climates. Cows’ milk also carried TB—a major disease in Europe until living memory. In India, ghee (clarified butter) is widely used for cooking as it does not spoil quickly. The advent of freezing, refrigeration and rapid transport has changed many eating patterns: large quantities of ice-cream are consumed in Japan. On the other hand, many areas that traditionally used dairy products are using soy milk products as part of “healthy eating” and because of increasing allergic reactions to cows’ milk. Here in the Lower Mainland we have a great choice of foods—providing we can pay for them.

**12. Fruits, Nuts and Vegetables:** Where do they come from? Long ago, pluses and legumes (edible seeds of leguminous plants such as lentils, peas, beans) were crucial crops, they grew well, gave heavy crops and could be dried for eating in winter and spring and kept for next year’s seeds. Do all vegetables grow above ground? Can they think of any that don’t? (Root crops also last well during winter). Do all vegetables grow above ground?

Can students think of root crops—they usually only come up with carrots. Some root crops, such as rutabagas (called Swedes in the UK, from Swedish turnips) are not only good to eat, they also store so well that they became a major food source for over-wintering livestock and revolutionized farming. Ask the students what else grows below ground and is really good to eat. The word “potato” comes from the Spanish “patata”—why do we use a Spanish work (conquerors of South, Central and Southern North America). Students could be asked to chart how many children eat them, how often and in what forms—leave lots of space for “fries”.

Fruit and vegetables are often “seed containers”—sometimes we eat all parts (e.g. tomatoes), sometimes the “containers” (e.g. pitted fruits like plums), sometimes we eat the seeds (nuts). Coconut milk and meat are other examples. Some parts of edible plants are toxic—the fruits of the potato, the leaves of rhubarb, etc. How do we do know what to eat? Information originally gained presumably by trial, error, observation and then passed down orally.

# Box 2: Toys and Games



## Box 2: Toys and Games

### Introduction

Toys and games are as ancient as human history. They not only provide amusement and recreation but they can help children acquire social and survival skills.

Toys and games can also teach children about their culture. There is a commonality among toys and games played by people around the world. They often emulate adult activities, for example, playing with dolls can help teach a child how to care for an infant or playing with spears can help a child learn how to hunt.

Traditionally, toys and games were made of readily available materials like shells, seeds or clay. Because they disintegrated, few relics exist today. There are some toys that have been recovered that date back over 2,500 years. They include dolls, tops, rattles and yo-yos.

Toys and games reflect cultural traits and vary according to climate, social, economic and religious behaviour of a group of people. They are passed down and modified as a culture changes.

Toys and games are not just restricted to children; many adults enjoy physically or mentally challenging games as well. While today's market is filled with high tech toys and games made from space aged plastics, traditional toys and games like dolls, board games and tops still survive.

### Objective

At the end of this unit, students will learn the origins of some toys and games. Students will also be able to compare toys and games from different parts of the world, and how some toys and games have changed or stayed the same over the time.

### Contents

- Inventory
- A Closer Look at the Artefacts
- Activity Suggestions

## Inventory: Box 2

Layer	Item	Type	Made or played in ...
Layer A	Russian doll	Toy	Russia
	German doll	Toy	Germany
	Chinese doll	Toy	China
	Japanese wishing doll	Toy	Japan
	Nesting dolls	Toy	Russia
	Shuttlecocks (2)	Game	Korea, China, Japan
	Wooden bear toy	Toy	Russia
	Mancala	Game	Africa
Layer B	Coffee set: six (6) cups on tray	Toy	Turkey
	Maracas	Toy	Latin America
	Five (5) worry dolls	Toy	Guatemala
	Doll, white bone	Toy	Canadian Arctic (Inuit)
	Hockey puck	Game	Vancouver, BC
	Wooden toy squirrel	Toy	Russia
	Beaver Tooth game	Game	West Coast First Nations
	Tic Tac Toe	Game	Unknown
Layer C	Wooden acrobat	Toy	India
	Dominoes	Game	China
	Cup and ball	Toy	Unknown, universally played
	Wooden top	Toy	Unknown, universally played
	Rattle-drum	Toy	China
	Wooden puppet	Toy	Canada
	Samurai warrior	Toy	Japan
Layer D	Chinese checkers	Game	Germany
	Parcheesi	Game	India

## A Closer Look at the Artefacts

### Box 2, Layer A

#### Russian Doll, German Doll, Chinese Doll

We think of dolls today as toys for children, but they have traditionally been used in magic and religious rituals throughout the world. Dolls can also be used to teach children, especially about cultural heritage. Dolls can be made from all kinds of materials, from porcelain to paper. The Russian and Chinese dolls appear to be used more for display, while the German doll can be played with.

#### Japanese Wishing Doll

Daruma dolls represent dedication and persistence. They are made of paper-mache that has been weighted so they will always right themselves when pushed over. The message being to never give up, keep trying.

In some parts of Japan, the dolls are used for good luck. They are often made with blank eyes so that the owner can make a wish or set a goal and then paint one eye. When the wish/goal comes true, the other eye is painted. Most dolls are purchased around holidays like New Years and are kept only one year. Today, Daruma dolls are a popular tourist item. **From Japan.**

#### Nesting Dolls

These traditional Russian dolls consist of a set of hollow wooden figures that open up and nest inside each other. They can be painted very elaborately and are usually traditional peasant girls. **From Russia.**

#### Shuttlecocks (2)

This game has been played in Korea, China and Japan for over 2,000 years. In Korea the game was popular with street vendors who spent a lot of time in the cold. They played Shuttlecock alone or with a partner to keep their feet warm. At one time, it was used to train and sharpen soldier's muscle skills in Japan.

#### How to Play:

1. Throw the shuttlecock in the air. On its way down, the player catches it off any part of his or her foot and kicks it back up. To keep score, count the number of times the shuttlecock is kicked in a row without touching the ground. Same rules apply for solo and group Shuttlecock.
2. Add Ping-Pong paddles and the game turns into Battledore. Players count how many times they can bounce the shuttlecock without dropping it.

#### Wooden Bear Toy

An old legend says that a long time ago in a village in Bogorodskoye, a woman decided to divert her children. She carved a figure from a piece of wood and called it "Auka". The husband took the toy to market with him and showed it to merchants in Serguiev Posad. They liked it and ordered "Aukas" for their shops. That was the way the Russian wooden toy in Bogorodskoye was born.

Bogorodskoye carvers have been making wooden toys since the 17th century. Today they are known worldwide for their animated toys like the pecking hens. They are usually made of wood from the lime tree and have no lacquer or protection in order to preserve the natural appearance and smell. They are often fashioned after characters from Russian legends or fairy-tales but today are crafted for world market appeal. **From Russia.**

## Mancala

This name is given to a number of strategy games played in Africa and Asia. These are believed to be some of the oldest board games around. This version of Mancala is called Kalaha and is over 7,000 years old. Boards have been found in temples in Memphis, Thebes, Luxor and Karnak, Egypt. Some people play with elaborate boards while others play using hollows scooped into the ground with playing pieces made of pebbles, shells or seeds.

### How to Play:

1. Players pick a side and place three pieces in each of their six holes. The holes at either end are common property called Kalaha.
2. Play always moves counter clockwise. Player one begins by taking all the pieces from any hole on his or her side and placing one piece in each of the next three spaces—including the Kalaha at the end. The player may also place his or her pieces in the holes on his or her opponent's side. If a player's last piece lands in his or her Kalaha, that player takes another turn. Players take turns repeating this step.
3. If a player lands on an empty space on their opponent's side, he or she can take the pieces from the hole directly across from the one he or she just landed in and place them in the empty space. If there are no pieces in the hole, his or her turn is over.
4. The game ends when all the holes on one side of the board are empty. The player with pieces left in his or her holes, puts them in his or her Kalaha.
5. The player with the most pieces in his or her Kalaha wins the game.

## Box 2, Layer B

### Coffee Set: six (6) cups on tray

Miniature dishes have been a staple of children's toys for years. This miniature brass coffee set could help children practise table manners and customs. **From Turkey.**

## Maracas

Maracas are a native instrument of Latin America. They are percussion instruments usually played in pairs by shaking them. They are traditionally made of a dried shell, for example coconut, filled with seeds or dried beans. Contemporary ones can be made of leather, wood or plastic. **Unknown.**



### Five Worry Dolls

These tiny dolls are handmade by women and children. They say that if you have troubles, share them with your dolls. Remove one doll for each problem. Before you go to sleep, tell your doll your troubles and while you are sleeping the dolls will try to solve them. Since there are only five dolls, you are only allowed five troubles a day. **From Guatemala.**

### Doll, white bone

This is a classic example of a toy made by the Inuit from available material in the Arctic. It is carved from Caribou antler and held together with sinew. **From the Canadian Arctic.**

### Hockey Puck

This puck is used to play hockey, a team sport in which opposing teams try to shoot the puck with a hockey stick into the opposing team's net. This game can be played on ice on skates or on the pavement using roller blades. Many children in Canada grew up playing hockey on the street and watching hockey on TV. **From Vancouver, BC.**

### Wooden Toy Squirrel

An old legend says that a long time ago in a village in Bogorodskoye, a woman decided to divert her children. She carved a figure from a piece of wood and called it "Auka". The husband took the toy to market with him and showed it to merchants in Serguiev Posad. They liked it and ordered "Aukas" for their shops. That was the way the Russian wooden toy in Bogorodskoye was born.

Bogorodskoye carvers have been making wooden toys since the 17<sup>th</sup> century. Today they are known worldwide for their animated toys like the pecking hens. They are usually made of wood from the lime tree and have no lacquer or protection in order to preserve the natural appearance and smell. They are often fashioned after characters from Russian legends or fairy-tales but today are crafted for world market appeal. **From Russia.**

### Beaver Tooth (game)

This game came from the First Nations of the Pacific North West who have been playing it for thousands of years. Nearly every Northwest tribe plays a version of the game and rules have been passed along with the game pieces by parents to their children. **From the West Coast of Canada.**

#### How to Play:

1. Ensure you have all the playing pieces. You will need two pairs of beaver front teeth, a basket to hold the teeth, 22 bird leg bones and a flat surface to play. The beaver teeth with the small circles are called the women and the ones with arrows are called the men.
2. Two people or two teams sit facing each other with the entire pile of counting teeth between them. Both players take turns tossing the teeth. It is up to the players to decide who goes first (or the person with the most markings face up, goes first).

3. The first player puts all four teeth into basket. Holding the basket with both hands he or she slams it onto the playing surface. This makes the teeth jump around in the basket. Then the score is counted.
4. The player takes one counting bone for each point awarded. Then they toss the teeth again. If the teeth do not land in a scoring position, they are passed to the other player and it is their turn to toss the teeth.
5. When all the counting bones have been taken from the pile, the players continue the game by taking bones from each other. The one who ends up with all the bones, wins.
6. You can change the rules as long as all players agree before the game begins.

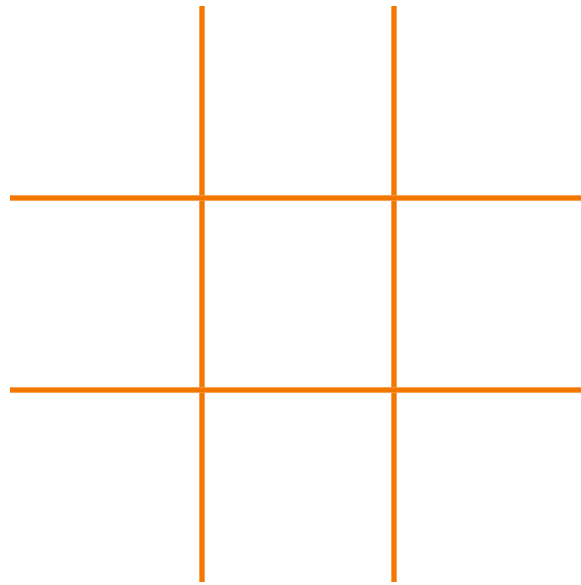
Scoring Combinations	Points
2 women and 2 men face up	1
2 women and 2 men face down	1
2 men face up and 2 women face down	2
2 women face up and 2 men face down	3
2 men face up and 1 women face up	4
1 men face up and all others down	None – give one bone to other player

### Tic-Tac-Toe (game)

It is also known as noughts and crosses, or X's and O's. Row games have been played around the world for centuries and are sometimes called games of alignment. In France and Italy these games are known as Linea or Tabula while in Germanic languages they are called Muhle. In England they are called milled games or Morris games. The word "Mill" or "Morris" may be an adaptation of the word "Moor"—the Arabic people from North Africa who may have introduced these games into Europe in the middle ages. In Europe, Asia and Africa, people have been playing similar games that require alignment of five or nine symbols often scratch out in the dirt or carved into wood or stone boards.

#### How to Play:

1. Use the enclosed game board or use a piece of paper and draw two lines down and two lines across, intersecting the lines going down. You need nine spaces to play the game.



2. The object of the game is to get three of your marks in a row horizontally, vertically or diagonally.
3. One side takes Xs and the other takes Os. Players alternate placing their marks on open spaces. If neither side wins, it is a draw.

## Box 2, Layer C

### Wooden Acrobat

Wooden toys that can be manipulated, have been around for centuries. All that was needed was some material, creativity and a family member to make them. **From India.**

#### How to Play:

- Simply squeeze the lower ends of the handles together to make the acrobat move. By altering the pressure of the squeeze, you can make it move in many different ways.

### Dominoes

Many have traced the origin of Dominoes to China nearly 2,000 years ago. Originally the set of 32 bones (domino pieces) was used as a tool to tell the future, or as dice. Some believe that the game may have originated in Egypt where a set of dominoes was found in King Tutankhamen's tomb. The young ruler was buried in 1352 B.C. During the 15<sup>th</sup> century Venetian traders to China learned of the game and introduced it to different European communities. The European domino set has 28 pieces.

#### How to Play:

1. To decide who goes first, players draw one domino from the pile—the highest number wins.
2. Spread the dominoes face down. Without turning over the pieces, each player picks five dominoes and places them face down in a straight row in front of his or her spot.

3. The first player takes his or her leftmost domino and places it in the center of the table face up.
4. Moving clockwise, each player turns his or her leftmost domino over. If one side matches the lead piece, the person plays it; if it doesn't match, the domino is turned face down and placed on the right side of his or her row.
5. The first player to use up his or her tiles wins. If no one can move, the game is a draw.

### Cup and Ball

Cup and ball games are played all over the world and can help teach hand/eye coordination. Also known as a *Bilbo*, which could be English—a kind of iron bar shackle used to restrain prisoners or Spanish meaning finely tempered or a word form Bilboa, Spain. The French word Bilboquet appeared in the language as early as 1534 and is related to the word “bille”—translated as little stick or child’s glass marble. There are two main variations of this game—one has a ball attached by a string to a cup-like object on a handle; the other uses rings that are caught on a peg/pin. The string length may vary and the weight of the object to be caught may vary.

#### How to Play:

- The object of the game is to catch the ball in the cup. See how many times you can do it in a minute. The highest score wins.

### Wooden Top

Perhaps a child spinning an acorn or nut invented the spinning top. The origin of the spinning top is unknown, but tops have been played around the world for centuries. Tops are played by both boys and girls of any age, even adults. There are plunger tops with a mechanism inside that causes the top to spin when the plunger is pumped up and down. The whipping top is spun by hitting it with a lash or whip and the peg top is spun by winding a string or cord around the top and throwing it to unwind the string and make the top spin. One top known as a “teetotum” was numbered or lettered and used much like dice.

#### How to Play:

- Simply spin the peg on the top and quickly let it go.

### Rattle-drum

The rattle-drum is one of the oldest and most traditional toys in China. It is a small double-sided drum with a handle and a wooden ball hanging from a string attached to each end of the edge to beat the drum. It was traditionally used as a percussion instrument, but soon became a toy for children. **From China.**

### Wooden Puppet

This puppet/dancing toy is called Les Boucherons, meaning lumberjack. It was handmade in Edmonton but these dancing figures can be found all over Canada. It had three pieces, the puppet, the dowel to be used like a handle and the dancing board. **From Canada.**

### How to Play:

- Put the dowel (stick) in the back of the dancer. Take the dancing board and hold on one knee. Place the dancer's feet on the board and lightly move the board up and down by tapping your heel. This movement will make the puppet dance.

### Samurai Warrior

The mallet represents a sword and was meant to teach children the Samurai skills of precision, dexterity and speed. **From Japan.**

### How to Play:

- Take the mallet out of the head of the Samurai. Using a rapid to and fro motion of the "sword", knock out the lowest colored ring of wood without toppling the pieces above it. Continue to remove the lowest ring, leaving just the head upright on the floor. A good player will be able to knock out one piece after another by swinging the mallet back and forth and taking a ring out on each swing.

### Box 2, Layer D

#### Parcheesi

This game also known as Pachisi, Parchisi, and Twenty-five, is the national game of India. The game comes from the Indian word "pachis" which means twenty-five. This is the highest score that can be thrown with the dice in Parcheesi. **From India.**

### How to Play:

- Instructions inside the game.

### Chinese Checkers

A game played on a hexagram-shaped game board where players race to be the first to move all of his or her pieces into "home", the corner of the star opposite to one's starting corner. Surprising enough, Chinese Checkers did not originate in China or any part of Asia. It was invented in Germany under the name "Stern-Halma", and later named "Chinese Checkers" in the U.S. as part of a marketing strategy. **From Germany.**

## Activity Suggestions

1. Set up play stations based on origins (i.e. China), themes (i.e. dolls) or materials (i.e. wood). Ask students if they can figure out why the toys and games have been grouped this way.
2. Invite students, parents or grandparents to share their experience or background knowledge with toys or games. Who else in your community could be your resources?
3. Some toys and games have evolved over the years. Choose a few toys and games and ask students to think about how they have changed, why they might have changed, and what are some examples from today.

# Box 3: Culture





## Box 3: Culture

### Introduction

Folk art is a melding of the practical and creative into a useful or decorative handmade object. We tend to think of the artists who create folk art as people without formal artistic training yet create many exquisite pieces. Folk art includes a vast array of products from spoons to furniture; all artistically decorated with symbols, images and colours. Availability of resources contributed to the ingenuity of folk art and culture played an important role in maintaining styles, patterns and colours. Very little authentic folk art survives today because it was used every day and was eventually replaced by “cheap” modern objects produced en mass. Fortunately, some cultures passed on the methods of construction and decoration through the generations and one can see a revival of folk art today particularly for the tourist market.

### Objective

At the end of this unit, students would have explored folk art from different cultural groups and be able to identify folk art in their daily lives. Teachers can lead a discussion on folk art, asking students if they know what the word means. Show any examples from the kit like the Chinese paper cuts, Russian spoon, Polish egg, or West Coast Native carving. See if students can name familiar folk art or some folk art they may have at home. Ask students what they think are some of the qualities of folk art such as hand-made, unique pieces often used for everyday purposes.

### Contents:

- Inventory
- A Closer Look at the Artefacts
- Activity Suggestions

## Inventory – Box 3: Culture

Layer	Item	Description	Made in ...
<b>Layer A</b>	Folding fan	A purple folding fan with flower pattern	China
	Wall hangings (2)	Flat circular ornament woven with natural straw	Philippines
	Leaf-shaped fans (2)	Fan woven by natural straw into a leaf shape with handle. One is natural coloured and the other is in red, gold and purple straw.	Philippines
	Bauble	Spherical red and white Christmas ornament.	Philippines
	Chinese chop (stone block)	Stone block.	China
	Boxes (2)	Lidded beige-coloured box with bird motif. Lidded black box with flowers	China
	Birch bear box	Wooden lidded box with a bear carving on the lid.	Russia
	Gourd	A wooden round container with a small opening, engraved in geometric patterns.	Peru
	Basket	Lidded basket made of plant fibre with a dyed brown design.	Jamaica
<b>Layer B</b>	Love spoon	Wooden carved spoon with intertwined handle and a heart shaped end.	Wales
	Porcelain figurines (3)	Figurines of Chinese deities Fu, Lu and Shou.	China
	Porcelain cat	A lucky charm cat with one paw raised, holding a golden coin.	Japan
	Lacquered spoon	Spoon painted in black, gold and red lacquer with a gold fish motif.	Russia
	Cedar carving	Cedar wall hanging salmon painted in red, green, black and white.	Squamish, BC (Canada)
	Miniature clay pot	Clay pot painted in red, white and black	Chile
	Pisanki egg	Wooden egg ornament designed in traditional Polish folk design.	Poland
	3 CDs	1. National Anthems of the World 2. Come from Every Way: Canadian Songs for Children 3. Canadian Heroes & History	Canada
<b>Layer C</b>	Shadow puppet	Jointed figure of a person wearing a red robe and green pants with flower patterns.	China
	Writing set	Tools for Chinese calligraphy	China
	Bamboo pens (2)	Double-ended bamboo pens	China
	Loom	Wooden loom with colourful yarns and instructions	Holland
<b>Layer D</b>	Electric book		

## A Closer Look at the Artefacts

### Box 3, Layer A Chinese Chop

This Chinese chop made of black stone is used with red ink to seal official documents. It is decorated with patterns of natural scenery. The top end is carved into a snake, and the bottom is the mark of the seal.

**From China.**

### Birch Bear Box

This is a wooden lidded box with a bear carving on the lid. In Russia, there is a saying that the birch tree takes away pain and gives strength. The inner bark and sap do contain salicylate, which is a compound found in aspirin. The bark of the birch tree has been used to make utensils, footwear, paper, toys and jewelry for centuries. **From Russia.**

### Folding Fan

This purple fan with decorative flower design is used to cool people from hot weather, and for fashion. They date back to 3,000 years ago in China. The first fans were made of leaves, grasses or feathers mounted on a handle. Later, fans were made of bamboo or silk stretched over a wood board or frame and then decorated. This type of fan was introduced to Japan in the 6<sup>th</sup> century and has continued in use through the years in both countries. **From China.**

### Wall Hangings (2)

This flat circular ornament is woven with natural straw. One is woven with straw in its original beige colour, and the other is woven in pink and golden straw. They can be hung on walls for decoration. **From the Philippines.**

### Leaf-shaped Fans (2)

Fans woven with natural straw into a leaf shape with handles. One has a natural golden colour, and the other is woven with red, gold and purple straw. **From the Philippines.**

### Boxes (2)

A golden lidded box with a red bird painted on top. A black lidded box with flowers on top. **From China.**

### Gourd

This gourd is known as *calabash* in West Africa and *mate* in Latin America. It has been used as tools for centuries. Cut across the top, it can be used for storing and pouring liquids, or as vessels. Gourds are often engraved and can have patterns ranging from geometric lines and spots to scenes of everyday life. **From Peru.**

## Basket

A lidded basket made of plant fiber with a dyed brown design. Baskets have served cultures from around the world for centuries and are as varied in its shape, material and use. Baskets can be used for storage, fashion, home décor, and even transportation, such as boats. Materials used to make baskets include rattan, bamboo, jute, grass, sisal and leaves. **From Kenya.**

## Bauble

This spherical red and white Christmas ornament made of cotton fabric is used to decorate a Christmas tree. Glass baubles were first made in Lauscha, Germany in 1847 and remain one of the most popular Christmas decorations. **From the Philippines.**

## Box 3, Layer B

### Porcelain Figurines

These figurines depict the personified deities Fu, Lu, and Shou. They represent the three attributes for a good life.

- Fu refers to the planet Jupiter and represents good fortune. He is generally dressed in a scholar's robe, holding a scroll.
- Lu refers to the Wenchang cluster in Chinese astronomy and represents prosperity. He is generally dressed in a government official's robe.
- Shou is based on the star of the South Pole in Chinese astronomy and represents longevity. He is believed to control the life spans of mortals and is often dressed as an old man carrying a peach and a staff.

Statues of these three gods are found in Chinese and Vietnamese homes where offerings are made with a glass of water, an orange or other auspicious offerings, especially during Chinese New Year. **From China.**

## Porcelain Cat

This porcelain cat is a lucky charm and is called *Maneki Neko* in Japanese. It usually has one paw raised. If the left paw is raised, the cat invites customers or people into the home or place of business; if the right paw is raised, the cat invites money or good fortune. These cats are often seen in businesses in Richmond. **From Japan.**

## Lacquered Spoon

This is a wooden spoon painted in black, gold and red lacquer. A gold fish is painted inside the spoon. Decorating spoons and other utensils is an art form dating back over three hundred years from Khokhloma near the Volga River. Painters and craftsmen perfected the craft of using tin, lacquer and heat to create a gilded gold finish. **From Russia.**

### Love Spoon

This is a hand carved wooden spoon with the handle criss-crossing and meeting at the end to form a heart shape.

The origin of the Welsh Love Spoon dates back to the 16<sup>th</sup> century when men would carve soup spoons as a pastime to fill long dark winter evenings. Carving became more elaborate and eventually these spoons were given to a woman as a token of love. Today the spoons are still made but usually for souvenirs. **From Wales.**

### Cedar Carving

This is a cedar ornament carved into a salmon, painted in red, white, and green with a traditional geometric pattern distinctive to West Coast carving. Salmon was one of the main food sources of the West Coast natives. The First Nations along the coast have relied on the cedar tree for thousands of years. It provides them raw material for shelter, clothing, tools, utensils, canoes and art. Salmon was one of the main food sources of the West Coast natives. **From Squamish, BC.**

### Miniature Clay Pot

This small clay pot is painted in black, red, and white, and is representative of clay pottery that has been used by virtually all cultural groups for tens of thousands of years, especially in places with deposits of clay. Pottery is durable and has a vast range of uses such as storage, structural walls and roofs, rituals, cooking and celebrations. **From Chile.**

### Pisanki Egg

This wooden egg is a Piskani egg, decorated in traditional folklore pattern. For centuries the egg has been a symbol of fertility, renewal and spring. Traditionally, eggs were given as a token of friendship and to protect the recipient from harm. In Poland, Pisanki refers to Easter eggs decorated with melted beeswax and dyes using a method similar to batik (wax-resistant method of dyeing fabric). The word Pisanki comes from “pysaty” which means “to write.” **From Poland.**

### Box 3, Layer C

#### Shadow Puppet

This is a shadow puppet of a woman wearing a dark red robe with flower patterns, and black and green patterned pants. The puppet is holding two sticks on both hands. When the puppet is held against a back-lit white paper or fabric, its shadow appears to tell stories, legends and myths. The first written records of shadow puppetry appeared over a thousand years ago in China but are also seen in other countries such as India, Indonesia, and Turkey. The shadow puppet play became popular during the Song Dynasty (960-1279) when holidays were marked by the presentation of plays. **From Beijing.**

### Writing Set

The items in the kit (ink brushes, red ink, ink stone, ink stick, chop, and brush rest) are tools used for Chinese calligraphy. Together, the brush, ink, ink stone and paper are known as the Four Treasures of the Study. **From China.**

### Bamboo Pens (2)

These double-edged bamboo pens were used for writing in China. Bamboo has been an essential part of Chinese culture for thousands of years. People used bamboo to make everyday objects like chopsticks, baskets, tools, and paper. **From China.**

### Loom

This wooden loom comes with colourful yarn and a set of instructions on how to weave fabric. Cloth weaving dates back as far as 8000 B.C. in Turkey and Mesopotamia. Cotton, wool or silk were the favourite warp yarns long ago and are still used today. **From Holland.**

### Box 3, Layer D

#### Electric Book

An electric book with pictures and labels that needs to be matched up by two pointers connected to a light that flashes red and beeps when placed over the correct combination.

## Activity Suggestions

1. Set up stations with different artefacts for every student and allow students to initially explore freely. Afterwards, have students look at the artefacts with a critical eye based on the artefact analysis worksheets.
2. Ask students to come up with themes for the different artefacts based on ideas such as type of materials, usage of items, cultural groups or chronology.
3. Group the artefacts in some specific way or randomly and ask the class to decide afterwards on how they could have been grouped.
4. **Folk Art in the Home:** Use a map to identify places where students and their families came from and pin those places.
  - ◆ Discuss the word “folk art” and what it may mean. Show examples of folk art to activate background knowledge and have students come up with other examples of folk art in their homes.
  - ◆ With permission from their families, have students bring a folk art object from home and try to pin labels for the different objects on the class map. See how many objects from different countries the class can gather together!
  - ◆ Another idea is to make a class book with photos of the students’ folk art items.
5. **Artefact Analysis:** Go over the proper care and handle of artefacts with the students. Then allow students opportunities to explore the different artefacts, letting students look and analyse the objects in their own ways.
  - ◆ After students have explored, show students the artefact analysis worksheet and invite them to look at the artefacts again but with the criteria in the worksheet. What was the item used for? When did people use it? Where did it come from? How was it made? Have students share the objects with a partner.
  - ◆ Set the artefacts on different tables and in groups, have students match up the descriptions with the objects.
  - ◆ With a map, have students pin labels of their objects on their countries of origin.
6. **Classroom Quilt With Paper:** In square paper cut outs, have students decorate two different squares (one on black paper and one on white paper) with old Christmas cards or old prints. Then put the students’ squares together alternating between black and white to make a classroom quilt!

7. **Make Your Own Folk Art:** Based on their background knowledge and the artefacts, have students create their own folk art using things such as linen clothes (e.g. handkerchiefs), cardboard (e.g. coasters), wooden sticks (e.g. paper weights), markers (paper prints), paper (e.g. origami, puppet shadows), rocks or pebbles (e.g. wind chimes, sun catchers), etc.
- ◆ As a class, build a student-generated rubric for their objects consisting of features such as local materials, practical use of item, symbolism of designs, prints, etc.
  - ◆ Display their creations throughout the class or encourage students to use their folk art at school.













## Symbols and Meanings

Every culture has important symbols that give meaning to its customs and traditions. Some symbols are widely recognized. Examples include the cross as a symbol of Christianity, the Star of David for Judaism and the Crescent for the Muslim religion. Country flags are another symbol that are widely recognized around the world.

Even things like colours or animals can sometimes be symbolic. For the Chinese, red symbolizes joy, festivity and good luck. For some people, a black cat or raven symbolizes bad luck. An owl is considered a symbol of wisdom for Western cultures, but means foolishness in India.

Each object, colour, or event that is recognized by a group of people as symbolic of themselves has great meaning for them. It represents things in which they strongly believe. This is why immigrants to Canada often retain traditional symbols of their homeland. As time passes and they become more at home in Canada, they usually adopt Canadian symbols as well.

### Symbols Chart

Eye		The eye is all-seeing; it gives protection against evil	Egyptian Middle Eastern
Bee		Life-giving	Slavic Roman
Dragon		Life-giving	Chinese
Snarling Jaguar		Supernatural power	Olmec Peru
Fish		Rebirth	Slavic Indo-European
Cherry Tree		Rebirth	Chinese Japanese
Lotus		Perfection	South East Asian Indian Bangladeshi
Peacock		Eternity	Middle Eastern South East Asian
Snake		Regeneration	Ancient India
Circle		Universe	Slavic Ukrainian

## Where did that start?

<b>Africa</b>	Speech, writing, mathematics, medicine, architecture, engineering, metal and tool-making, navigation, law, religion
<b>Canada</b>	Electric wheel chair, peanut butter, IMAX, snowmobile, walkie talkie, insulin, poutine, egg carton, garbage bags, prosthetic hand
<b>China</b>	Paper, compass, movable print, dominoes, porcelain, silk, fireworks, acupuncture, kung fu, tai chi
<b>Germany</b>	Printing press, alarm clock, x-rays, cologne, accordion, automobile, motorcycle, birthday cake, Christmas tree, Grimm's fairy tales
<b>Great Britain</b>	Magnifying glass, piggy bank, postage stamp, train, railways, thermos flask, double-decker bus, vacuum cleaner, sandwich, fish and chips
<b>India</b>	Airmail, sugar, pepper, cymbals, hospitals, plastic surgery, saris, buttons, chess, ruler
<b>South America</b>	Cell phone, ball point pen, colour TV, electric brake, artificial heart, submarines, photographs, stereo, hot air balloon, llamas

## Questions For Class/Group Discussion

Here are some sample questions one could ask the class.

- 1. What are they made of?**
  - ♦ Wood, bark, paper, lace, bamboo, rattan, gourds, silk, porcelain, clay, and linen.
- 2. Why are they made of this material? Is it readily available?**
  - ♦ Many are made because of practicality and availability. For example, bamboo is sturdy and available, allowing people in China to make folding rice-paper fans.
- 3. What country does the object come from? What would make you think that?**
  - ♦ Certain features are prominent in various folk art, giving us clues as to the area from which the items originated.
- 4. Are elements of the culture evident in the object? For example, are there plants, animals or patterns that make you think of a particular country?**
  - ♦ Examples of prominent elements are the black, red, and white colours of the Aboriginal groups of BC, the style and dress of the porcelain figures or the calligraphy from some Asian countries.
- 5. Who do you think made them?**
  - ♦ Traditionally, items were made by typical families for household use. Currently, many of the items are mass produced for household use.

Ask students if they have examples of folk art in their home? Invite them to bring some in if they can obtain permission.

Where did it come from? Did someone bring it with him or her when he or she immigrated to Canada? Was it purchased while on holidays as a memento of a trip somewhere.



# Box 4: Clothing



## Box 4: Clothing

### Introduction

Why do we wear clothes? For one thing, it's the law, but clothing also serves other purposes. It protects us from the weather, which is why we wear less clothing in the summer and heavier clothing in the winter. It helps enhance safety, for example, heavy boots when we go hiking, oven mitts when we take something out of the oven, bicycle helmets when we go cycling. Clothing helps to identify ourselves, from our personal style to our occupation.

Where do we get our clothing from? We may buy most of our clothing today whereas in the past, we would have made our own clothing. We may buy new clothes every month or every few months, whereas in the past clothes would have been kept for years and years.

What are your clothes made from? There are a lot of materials that can be used – wool, silk, cotton, linen, and leather, just to name a few. But how does wool become a sweater, silk become a scarf and leather become a jacket?

When we think of clothing from other countries, we tend to think of the “best clothes”, and not everyday wear. We often see people in “traditional dress” only at “cultural Festivals” and confuse these with clothes worn for work, school and leisure. Think about the photos of you at a birthday party, piano or violin recital or another special occasion – are you wearing what you usually wear to school? It is crucial that your students enjoy the clothing in the kit, but understand that not all garments are for everyday wear.

### Objective

If we all need to wear clothing, why do we wear different kinds? At the end of this unit, students will be able to identify clothing and accessories from different cultural traditions; discuss the materials used, why they were used and how they were made; and compare and contrast clothing from different countries of origin.

### Contents:

- Inventory
- A Closer Look at the Artefacts
- Activity Suggestions

## Inventory – Box 4: Clothing

Layer	Item	Description	Made or used in ...
<b>Layer A: Materials</b>	Necklace	Green pendant with leather string	Greece
	Clogs	Wooden clogs with patterns painted	Holland
	Earrings	Hoops, blue and natural straw	South Africa
	Billfold	Reddish-brown eel skin	Unknown
	RCMP shirt	Khaki RCMP shirt	Unknown
	Scarf	Gauzy, green/pink, gold embroidery	Unknown
	Shirt	White top with white design around collar	Unknown
	Necklaces (2)	Brown seeds with tag aloha/mahalo	Unknown
	Comb	Bamboo comb, white, red and black	Unknown
	Garland	Red plastic	Unknown
	Bark	Dried inner cedar bark, used for clothing, mats, baskets when beaten and/or pounded	Unknown
	Braid	Finger weaving, Peruvian flat braid pattern, acrylic fibres	Unknown
	Corn husks	Dried corn husks. The husks dry easily and can be used for a variety of purposes	Unknown
	Dog hair	Cleaned Samoyed dog hair	Unknown
	Fur	Ranch Mink—see also Beaver Pelt	Unknown
	Grass	Dried grass for weaving clothing, mats, baskets, etc.	Unknown
	Linen	Linen thread for warp for weaving	Unknown
	Linen	Linen thread for weft for weaving	Unknown
	Mohair	Adult goat mohair	Unknown
	Spindle	Wooden spindle with spun wool. This is a drop-spindle—women could spin thread while walking or doing any job, leaving one hand free.	Unknown
	Wool	Grey sheep wool, machine carded	Unknown
	Wool	Sheep fleece/wool—uncarded	Unknown
Wool	Sheep fleece/wool	Unknown	
Wool	Hand spun, dyed with tumeric—plant from India where root is used for seasoning and colouring	Unknown	



Layer	Item	Description	Made or used in ...
<b>Layer B: Americas</b>	Baseball cap	Red and white, maple leaf with “Canada” emblem on back	Canada
	Beret	Green fabric with “Scouts Canada” emblem	Canada
	Child’s skirt	Red plaid	Canada
	Toque	Machine made, cream wool	Canada
	Toque	Hand-knitted blue toque for a baby	Canada
	Moccasins	Deerskin, machine and handmade with plastic whipping	Canadian Aboriginal
	Cedar bracelet	Twisted cedar bark bracelet	Chiliwack, BC
	Baseball cap	Red with brown back strap, red cord trim, with “British Gas” emblem	Dominican Republic
	Garland	Plastic, lilac coloured	Hawaii
	Necklace	Small sea shells	Hawaii
	Necklace	Brown seeds, shells, blue beads	Hawaii
	Necklace	Blue/white plastic beads, white clasp	Hawaii
	Sandals	Child’s brown leather sandals	Nicaragua
Bracelets (2)	1. Plastic, amber coloured beads 2. Same as above but black	Richmond, BC	
<b>Layer C: East Asia</b>	Baseball cap	Red and blue, heavily embroidered	China
	Child’s skirt	Blue denim, with pockets	China
	Cotton gloves	Five (5) pairs	China
	Hat	Stiffened brimless “calotte”, “silk” red and black	China
	Pyjamas	Dark blue with red trim	China
	Pyjamas	Pink with bamboo, blossom pattern	China
	Shirt	Men’s, red plaid	China
	Slippers	Child’s “tiger” slippers, patterned red “silk” fabric	China
	Slippers	Straw with brown and white trim	China
	Jacket	Padded, red floral	Hong Kong
	Kimono	Cotton, for girl (white with cats/floral pattern)	Japan

Layer	Item	Description	Made or used in ...
<b>Layer D: South and Southeast Asia</b>	Kameez	Plum, long top	India
	Salwar	Matching trousers	India
	Kameez	Light green, yellow embroidery	India
	Salwar	Matching trousers	India
	Kameez	Long, loose top, below-knee length, dark navy	India
	Kurta	Black collarless top	India
	Kurta	Loose white top	India
	Sari and petticoat	Red with border, matches with underskirt	India
	Wallet	Red leather with impressed giraffes and men	India
	Bangles	20 assorted bangles	India
	Dress	Long, embroidered, yellow	Philippines
	Man's white shirt	White, transparent, embroidery pattern with "pearl" buttons	Philippines
	Shirt	Gauzy cream, lace inserts, for boy	Philippines
	Blouse	Fitted, pink, gauzy, polyester blouse	Vietnam

## A Closer Look at the Artefacts

### Box 4

#### Baseball Cap

This red and blue baseball cap has elaborate embroidery on all sides. **From China.**

#### Baseball Cap

This red and white baseball cap has a Canadian maple leaf logo at the front and a “Canada” emblem and map of Canada on the back. It was made in China for a US company and was sold in Canada. **From China.**

#### Baseball Cap

This red baseball cap has a brown back strap, red cord trim and “British Gas” embroidery in blue. It is an example of how cultures overlap each other and clothing travels great distances between manufacturer and customer. **From Dominica.**

#### Beret

This beret is made of green fabric with a black leather trim and golden “Scouts Canada” emblem. **From Canada.**

#### Billfold

The red leather wallet is impressed with motifs of giraffes and men. **From India.**

#### Blouse

This pink fitted polyester blouse is embroidered with flowers and frog fastenings (written marks inside back). It originally had a matching long skirt with slit sides. **From Vietnam.**

#### Child’s Skirt

This red plaid kilt is an example of the kilts worn by Scottish men with tweed jackets or heavy sweaters for everyday use. Elegant jackets and ruffled jabots are worn with kilts for formal occasions and for dancing. Today in Scotland, a bride is sometimes given a stole in her husband’s tartan during the wedding ceremony. **From Canada.**

#### Child’s Shirt

This child’s shirt is made of blue denim with pockets. Denim is said to have originated from Nimes in France, worn as inexpensive work garments. It has become an almost universal fabric, especially for jeans. **Made in China.**

#### Clogs

Clogs or overshoes are made partly or wholly of wood with a thick base. They provided the weaver with cheap, durable protective footwear. Shoe shaped clogs have been worn for centuries in Europe and the East. In France, they are called “sabots”, in Holland one is a “Klomp” and plural is “Klompen”. **From Holland.**

## Cotton Gloves

Five pair of white cotton gloves. **From China.**

## Dress

A long, embroidered, yellow dress. This style is regarded as a national dress in some parts of the Philippines. It is called either a “terno” from the Spanish word for “matching”, or a “mestiza” (of mixed parentage), or “Maria Clara”, after a heroine in a novel called “Noli Me Tangere” (Latin, meaning “touch me not”) written by Jose Rizal which made an impact on the country’s political history. The names of the dress itself reflects the Spanish colonization of the Philippines (approximately 1561 to the late 19<sup>th</sup> century) when rules of dress were imposed upon the population. This dress is traditionally worn with a matching shawl-like scarf. **From the Philippines.**

## Hat

This stiffened brimless, calotte red and black hat with a red braid “knob” is based on the traditional hats worn by Chinese men. **From China.**

## Jacket

This red floral winter jacket with pockets and “wooden” toggle fastenings has a peony patterning. Peony is a symbol of good fortune. **From Hong Kong.**

## Kameez and Salwar

This is a knee-length dark navy kameez with golden brown embroidery. Kameez is an Urdu word, connected to the French “chemise” and Spanish “camisa” meaning shirt. The matching salwar, also called shalwar, are black loose trousers that have drawstring at the waist and are tapered at the ankles. **From India.**

## Kameez and Salwar

This kameez is plum coloured, made of polyester and rayon and embroidered with gold and white thread, pearls and tiny mirrors. It has a gold cord drawstring at the back for adjustable fit. The matching salwar trousers are also plum coloured. **From India.**

## Kameez

This kameez is made of a light green, gauzy fabric, embroidered with yellow, red and pink thread with gold beads, sequins and mirrors. The cuffs and hem are finished with gold lamé tape. **From India.**

## Kimono

This white kimono with pink, blue, yellow and purple floral pattern is worn by girls. Kimonos come in different styles. Some have an inner and outer layer and are made of expensive garment, and others are made of light fabric, worn during the summer time or indoors. **From Japan.**

## Kurta and Pants

Also called khurt, this black long, loose and collarless top is for men. It has glass buttons and embroidery. The matching pants are also black. **From India.**

### Kurta

This kurta is a loose white top with white embroidery and “pearl” buttons. **From India.**

### Man’s White Shirt

This transparent shirt is a Barong Tagalog, more properly called the Baro ng Tagalog (dress of the Tagalog), or simply as a “Barong”. The Spanish imposed distinction of dress. The shirts that the poor wore to serve the rich were to be transparent, pocket-less and loose-fitting to prevent theft and carrying concealed weapons. Silk and other fine fabrics were not allowed to be imported. The Philippines produce fine threads from pineapple and banana leaves creating long shirts like this. The first Filipino President wore the Baro ng Tagalog and declared it to be the National Dress. **From the Philippines.**

### Moccasins

These moccasins are made of deerskin and are machine and hand crafted. Aboriginals originally made moccasins out of different skins and styles, depending on where they lived and what type of animals cohabited there. **From Canada.**

### Pyjamas

This traditional Chinese child’s pyjama is made of a dark blue cotton and polyester blend with red trim, appliqué of children playing and an ornamental imitation frog fastening. **From China.**

### Pyjamas

This traditional Chinese child’s pyjama is made of pink “silk” with pattern of bamboo and blossoms, pale blue trim and frog fastenings. It also has a double peach and panda embroidery. Peach is a symbol of immortality. The panda is native to the high mountain bamboo forests upon which it feeds. **From China.**

### RCMP Shirt

This large khaki shirt is a Royal Canadian Mounted Police uniform, with a “RCMP GRC Police” emblem.

### Sandals

These handmade child-size brown leather sandals are held together with rivets. **From Nicaragua.**

### Sari and Petticoat

This sari is made of approximately 6 yards of 45” red synthetic fabric with border top and bottom. Worn over the petticoat and with a fitted bodice, commonly called a “choli”. See sheet for suggested wear. Saris are worn in the Indian sub-continent. There are regional differences in style. For example, Gujerati women drape the upper part of the sari from back to over the head and down the right shoulder. The attached sheets give more information. **From India.**

### Scarf

The gauzy, green and pink scarf has gold embroidery.

### Shirt

This gauzy cream fabric with lacy inserts, “pearl buttons” and pale brown embroidery is for boys. **From the Philippines.**

### Shirt

This red plaid shirt with pockets is made of Viyella fabric with an “Eaton” label. The shirt’s bright colours and patterns made it an ideal garment for work, since the person wearing it could be easily sighted, while dirt and stain did not clearly show up. “Old timers” often wore them over thick woollen underwear in the winter. **From China.**

### Shirt

This white shirt with a white embroidery design around its colour is for men.

### Slippers

These backless slippers are made of straw with a brown and white trim. These are durable but not meant for rough use. **From China.**

### Slippers

These child-sized red “silk” slippers have a tiger-face design on top with bell fastened on each toe to ward off bad luck from the child and to let mothers know where they are. A tiger is a symbol of courage and bravery. **From China.**

### Toque

Toques like this machine-made cream coloured wool toque are vital during cold winters typical of most regions in Canada. Toque comes from Old Spanish meaning a headdress. **From Canada.**

### Toque

This is a hand knitted blue toque for a baby. The twisted pattern comes from the three Aran Islands in the west of Ireland. Traditionally, fishermen wore thick knitted sweaters (sometimes of oiled wool) with individual complicated patterns—said to be used to identify the drowned men if the bodies had been in the sea for a time. **From Canada.**

### Wallet

This is a dark red leather billfold wallet.

## Box 4: Top Layer

### Bangles

These are 20 assorted bangles in red, blue, pink, green, gold and white. **From India.**

### Bracelets (2)

One plastic amber coloured necklace and another in black. They are from the Ling Yen Mountain Temple on No. 5 Road. Today, similar bracelets are sold in different colours. This bracelet signifies good merchandising skills. **From Richmond, BC.**

### Cedar bracelet

This twisted bracelet is made of inner cedar bark. Coast Salish people used all parts of the cedar tree for shelter, clothing, tools and ornaments. **From Chilliwack, BC.**

### Comb

This white, red and black coloured comb is made of bamboo.

### Earrings

These hooped earrings are made of blue and natural straw. **From South Africa.**

### Garland

This is a plastic, lilac coloured garland. **From Hawaii.**

### Garland

This is a plastic red garland.

### Handprint

This plastic mendhi handprint is one of the traditional Indian mendhi patterns worn by women for festive occasions. **From India.**

### Necklaces (2)

The two necklaces are made of brown seeds with tags labeled “aloha/mahalo”. Today, “aloha” is a greeting and “mahalo” means “thank you.”

### Necklace

This is a necklace made of small white and cream coloured sea shells. **From Hawaii.**

### Necklace

This necklace is made of brown seeds, white and gray coloured shells, blue beads. **From Hawaii.**

### Necklace

This necklace is made of blue and white plastic beads woven together and held by a white clasp. **From Hawaii.**

### Necklace

This is a green pendant with a leather string. **From Greece.**

### **Bark**

Dried inner cedar bark, used for clothing, mats and baskets when beaten and/or pounded.

### **Braid**

Finger weaving, Peruvian flat braid pattern, acrylic fibres.

### **Corn husks**

Dried corn husks. The husks dry easily and can be used for a variety of purposes.

### **Dog Hair**

Cleaned Samoyed dog hair.

### **Fur**

Ranch Mink—see also Beaver Pelt.

### **Grass**

Dried grass for weaving clothing, mats, baskets, etc.

### **Linen**

Linen thread—warp for weaving.

### **Linen**

Linen thread—weft for weaving.

### **Mohair**

Adult goat mohair.

### **Spindle**

Wooden spindle with spun wool, this is a drop-spindle—women could spin thread while walking, or doing any job leaving one hand free.

### **Wool**

Grey sheep wool, machine carded.

### **Wool**

Sheep fleece/wool, uncarded.

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### **Wool**

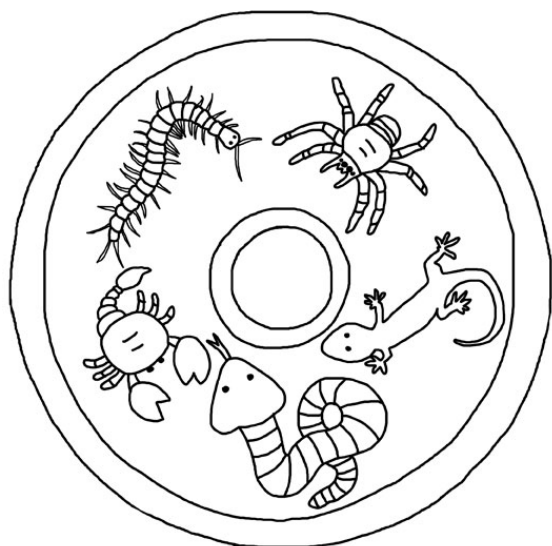
Hand spun, dyed with turmeric—plant from India where root is used for seasoning and colouring.



## Activity Suggestions

- 1. Activating Background Knowledge:** Use the map provided to label the countries that students and their families are from. If there is a large map in the classroom, compile the locations to give students a global perspective of everybody's history. Together, try to brainstorm and discuss different clothes worn in those regions. Have students draw the traditional clothing of their families and display these drawings throughout the classroom during the study of the kit.
- 2. Explore the Suitcase:** Before exploring the suitcase, discuss the uses of clothing. Try to elicit a wide range of responses so students may keep those ideas in their minds while they explore the suitcase. Remove clothing from the suitcase item by item for general viewing and/or spread them around the room so that the students can walk around getting a close look at everything. PLEASE MAKE SURE THEIR HANDS AND FACES ARE CLEAN FIRST. Shoes and bulky clothes should be removed before trying on clothes.
  - ◆ Allow students to have a quick exploration of the items in the suitcase.
  - ◆ Students will choose two or three items and fill in the following detective sheet – this can be done simply, as per the example, or in more depth.
  - ◆ Have students present the Information to the class with drawings and the results compiled into a book or wall display. If possible, photographs can be taken of the students in the clothing.
- 3. Show and Share:** Invite students to bring similar artefacts from their families and/or photographs of themselves wearing traditional clothing. They will share the history of these things and discuss when they are worn today and if the design, manufacture and materials of new items have changed since their families relocated to Canada.
- 4. Now and Then:** As a class, research the changes in clothing over time. Concepts to think about can be global influences, change in the materials, function and use, evolution of traditions, religious or cultural changes, economic changes and many more. In small groups, present some items to the students and ask them to order the clothes from the oldest to the most recent and have students justify their responses. For this activity, the answer is not as important as the process.
- 5. Cultural Fashion Show:** The items in the kit can be organized into themes or groups for this activity. Possible themes can be similar cultural groups (e.g. European cultures), religious clothing, functional clothing, decorative accessories, similar materials, accessories/headaddress, boys or girls clothes, etc. With the items in the kit, have students research some information about the different items and have a class fashion show where some students wear the clothes while other students talk about the history or significance of the clothing pieces.

## Five Poisons or Wudu



On the fifth day of the fifth month (double fifth), the struggle between yin and yang reaches a culminating point of the summer solstice. Evil vapours abound at that time—dragon boat races were one of several ways to dispel this.

The animals usually represented as the “Five Poisons” motif are the snake, centipede, scorpion, lizard and toad, but sometimes the spider replaces one of the creatures. Wearing clothing embroidered with these animals (or stamped on cakes or paper) avoids bites from them, or counteracts other kinds of poisons with the accumulated poison of the five.

Another explanation regarding their potency suggests that if they are all put together in a single container, their collective powers are condensed into the surviving creature which is then used to make love charms and potions.

The mass marketing of the Wudu motif is commonly seen today throughout China appliquéd onto clothing.