TEACHERS' INFORMATION

TABLE OF CONTENTS:
Introduction (Unit title; Level; and Overview)
Objectives
Standards and Coordinated Text Readings for 4th, 5th, 6th and 7th Grades
Materials, Equipment Required
On-line and other Resources
Assessment
Answers to Assignments in Learning Section
How to Reach Professor V.Z. Rivers, UC Davis

INTRODUCTION:
UNIT TITLE: SPIRIT HOUSES, SHRINES AND ALTARS
Developed by: Professor Victoria Z. Rivers
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Additional assignments, standards and coordinated readings were provided by a University of California School/University Partnership Team composed of teachers Tara Lampkins (4th grade), Mari Harris, (5th grade), Phyllis Haynes-Jackson (6th grade) and Amber Allen, (7th grade). Some Visual and Performing Arts assignments, standards and on-line resources were created by Denise Retter (student teacher).

CONTENTS:

INTRO: background and introduction to Web site and CD-ROM unit

LEARNING: contains extensive Readings and Assignments in Reading/Language Arts; History and Social Sciences; Mathematics; Sciences; and Visual and Performing Arts.

GALLERY:
Katherine Westphal's section- artist's statement, explanations of titles and themes from "Spirit Now and Then" and the article, Looking Back at Looking Forward: Tracking Katherine Westphal's Innovations by Jo Ann C. Stabb.

Artists' section- includes photo images and artists' statements from the following artists.
   Katherine Westphal
   Dolph Gotelli
   Sheila Keefe
   Lee Kavaljian
   Linda Welch
Contemporary Shrines section- images represent contemporary spirit houses, shrines and altars.

GAMES:
Geography- map and place name matching
Gallery Hunt- based on Katherine Westphal’s work in GALLERY
Stylistic Identification- matching culture to spirit houses/shrines

VOCABULARY:
Words and definitions linked to READINGS in LEARNING section

LEVEL: 4th through 7th grades, and adaptable for other learners, including youth development programs and after school programs.

OVERVIEW: This lesson contains introductory and focused readings and assignments to provide multi-culturally focused, enrichment in Reading/Language Arts; History and Social Sciences; Math; Science; and Visual and Performing Arts; Vocabulary; Learning Games; and Virtual Gallery exploring the creation, meanings and uses of sacred spaces among diverse cultures. Spirit houses, shrines and altars can be places in nature or structures built by people, in which spirits dwell or where worship is offered to revered deities, saints or ancestors. Individually, a spirit house reflects a person’s beliefs. Collectively, spirit houses, shrines and altars reflect human beings’ needs to develop meaningful relationships with the forces of nature, with ancestors, and gods, goddesses, and holy spirits - powers greater than ourselves.

OBJECTIVES:
1. To develop or improve awareness, understanding and appreciation of multi-cultural arts expressions among selected groups of California K-12 school children. Through topics and activities students will investigate multi-cultural perceptions and their forms of design expression; the transmission of history and culture through diverse social contexts; and the roles of art and design forms to promote aesthetic valuing and lead to better understanding of California’s diverse population.

2. To enrich K-12 curricula with multi-cultural, multi-disciplinary focused lesson plans using California Department of Education Standards in Reading/Language Arts; History and Social Sciences; Math; Sciences; and Visual and Performing Arts.

3. To enhance K-12 student learning in activities by fostering on-line computer and digital technology skills, developing new vocabularies; increasing understanding of geography connecting people and places; augmenting skills to respond to and analyze themes; and deriving meaning through analysis and interpretation of diverse arts and design forms.

4. To build partnerships through multi-cultural arts research, education and outreach between the University of California, California K-12 schools, museums, and community organizations using technology transfer in the form of Web-sites, on-line links and CD-ROMs.
STANDARDS AND COORDINATE TEXT BOOK READINGS:
California Department of Education Standards in: Reading/ Language Arts; History and Social Sciences; Mathematics; Sciences; and Visual and Performing Arts.

4th GRADE: Congruent Standards: by School/University Partnership
Teacher Team Member, Tara L. Lampkins, 4th grade teacher, Father Keith B. Kenny Elementary School, Sacramento, California

English Language Arts Assignment: "Building Word Skills"
(Vocabulary and Concept Development)
1.1 apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
1.2 use knowledge of root words to determine the meaning of unknown words within a passage.
1.4 use the thesaurus to determine related words and concepts.

English Language Arts Assignment: "Cause and Effect"
(Reading Comprehension: Structural Features of Informational Materials)
2.1 identify and use common expository organizational structures such as comparison and contrast, cause and effect, and chronological order to gain meaning from text.

Social Sciences and History Assignment: "Comprehension"
(Reading Comprehension)
2. Students read and understand grade level appropriate material. They draw as needed on such strategies as responding to essential questions, from several sources.

Math Problems
First Math Assignment in Learning Section of this site:
Questions #1, #3, #4
(Number Sense) 2.1 explain and use the relationships among addition, subtraction, multiplication and division; explain why it makes sense to use a particular operation to solve a given problem; and use these relationships to simplify computations and to check results.

Question #2
(Statistics, Data Analysis, and Probability)
1.3 identify the mode(s) for sets of categorical data, and the mode(s) and median for numerical data sets. - 4th grade.
1.1 analyze data to determine measures and appropriate uses of central tendencies (mean, median, and mode), and explain why these measures are the same or different. - 5th grade.

Question #4
(Measurement and Geometry)
1.4 carry out simple unit conversions within a system of measurement (e.g. centimeters and meters.) - 3rd grade and (Number Sense) 2.1

Question #5
(Number Sense)
2.3 estimate, calculate and solve problems involving multiplication of multi-digit numbers by two-digit numbers and explain methods used.
2.4 estimate, calculate and solve problems involving division of multi-digit numbers by one-digit numbers and explain methods used.

Science Assignment- "Packaging Awareness and Recycling"
1.3 Living things depend on one another and their environment for survival: i.e. organisms, including humans, can change the physical condition of the environment, and these changes may be beneficial, neutral, or detrimental.
6. Scientific progress is made by asking meaningful questions and conducting careful investigations.
   6a. differentiate observation from inference (interpretation), and know that scientists' explanations about what happens in the world come partly from what they observe and partly from what they think about their observations.
   6c. formulate predictions and justify predictions based on cause and effect relationships.
4th GRADE: Coordinated Readings with Open Court Collection for Young Scholars, Volume 4, I and II, by School/University Partnership Teacher Team Member, Tara L. Lampkins, 4th grade teacher, Father Keith B. Kenny Elementary School, Sacramento, California.

Within this project there are themes of death, grief and remembrance. The following 4th grade Open Court literature covers like themes:

**Volume 4, Part I**
"Sarah, Plain and Tall" (Risk and Consequences Unit) - two children live on the prairie with their father after their mother died giving birth to the younger child.

**Volume 4, Part II**
"The Big Wave" (Surviving) - a young boy is saved by his father while the rest of the village is destroyed by a tsunami
"Nachito's Teaching" (Surviving) - a young boy wonders through the desert for help after his plane crashed.
"The Diary of Anne Frank" (Surviving) - the famous story of a young girl's strong spirit and quest to survive during the Holocaust - during World War II.

5th GRADE: Congruent Standards and Coordinated Readings: by School/University Partnership Teacher Team Member, Mari Harris, 5th grade teacher, Father Keith B. Kenny Elementary School, Sacramento, California

Language Arts Content Standards: Oral and Written Language Skills. Also see in the LEARNING section, the Assignment, "Astronomy, Ancestors and Beliefs" written by Mari Harris.

The Open Court Reading Units on Astronomy and Family Heritage will allow the teacher to incorporate the topic: Spirit Houses, Shrines and Altars. Both of these units discuss people from other cultures, and their beliefs and ways of life.

Language Arts Content Standards: Literary Knowledge and Reading Comprehension.
The Language Arts Writing Standard will allow the 5th graders to develop their understanding with illustrations and captions describing the Spirit Houses, Shrines & Altars shared by the teacher in discussion and on the CD-ROM.

Math and Science Standards can be expanded into The Open Court Astronomy Unit which enhances the students knowledge of calendars, measurements taken using the sun, stars, and planets. Ancient people built observatories and other monuments to help them record for their ancestors their findings.

Math and Science Standards: Problem Solving with Measurement and Geometry

The Social Studies Standards: Community and Geography The students are a part of a multicultural community that brings with them their religious beliefs. In order to show respect, we learn to celebrate with each other the differences that make up the cultures in the community. Most students have come into contact with cultures that open up dialogue about their customs. This would be a perfect time to bring real life experiences into knowledge that eliminates prejudice and ignorance.

Using a worldmap to show the location of countries where the ancestors of the people who make up our community originate. Measure the distances they traveled to be here in the United States of America. What means of transportation did they use to get over here? How long did it take? What made people come to this country from so far away? The students will have a chance to look at the world and its people in a much broader way through the use of globes, maps, Internet access, and CD-ROM.
6th GRADE: Congruent Standards and Coordinates: by Phyllis Haynes-Jackson, 6th grade teacher, Kit Carson Middle School, Sacramento, CA. Also see in the LEARNING section, the Assignment, "Global Storytelling and Drama" by Phyllis Haynes-Jackson.

World History and Geography: Ancient Civilizations History: 6.4 Students analyze geographical, religious and social structures of early civilization of Ancient Greece

Reading/Language Arts:
Word Recognition 1.1
Vocabulary and Concept Development
1.1,1.2,1.3,1.4,1.5

Writing:
Organization and Focus
1.1,1.2,1.3,1.4,1.5
2.1,2.2,2.3

Written and Oral Language:
1.0,1.4,1.7,2.1

Background Information:
Students have been studying the religion of the ancient Greeks. (Six Grade Textbook, A Message of Ancient Day, Chapter 11, "Ancient Greek Culture", Lessons 1-4 pages 328-351)

"The Greek Actor"
Students have been reading (Six Grade Textbook McDougle Little Inc., Unit Six Oral Tradition. Stories from diverse cultures of; Africa, India, Caribbean, Europe. Greece/Rome, The Americas, Asia and Middle East.

7th GRADE: Congruent Standards and Coordinated Readings: by Amber Allen, 7th grade teacher, Kit Carson Middle School, Sacramento, CA. Also see in LEARNING section, Assignments, "Acrostic Poem", "Comprehension- Mexican Shrines, Retablos and Altars", and "My Book of Shrines" by Amber Allen.
7.2 - Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.
   2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
   3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice and law, and their influence in Muslims' daily life.
   4. Discuss the expansion of Muslim rule through military conquests and treaties emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.

7.3 - Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
   1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

7.4 - Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.
   3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West-Africa and the influence of Islamic beliefs, ethics, and law.
   5. Describe the importance of written and oral traditions in the transmission of African history and culture.

7.5 - Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.
   1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
   4. Trace the development of distinctive forms of Japanese Buddhism.

7.6 - Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.
   6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
   8. Understand the importance of the Catholic Church as a political, intellectual, and aesthetic institution.

7.7 - Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.
   Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.


In LEARNING, see Assignments, "Contemporary Spirit Robes", "Ceremonial Dress of the World", "Dancing Around the World", "Sounds from a Musical World", "Shadow Puppetry" and "Trashy Art Vest" by Denise Retter.

Visual Arts Standard 1: Artistic Perception:

Spirit Houses & Shrines lesson plans and activities engage students at all grade levels through dance, music, and a variety of studio art projects. The lessons and activities are designed to address multiple intelligences: musical, spatial, bodily-kinesthetic and inter-and intra-personal intelligences. Students will become involved in project research that addresses multi-cultural diversity in visual and performing arts, as well as developing an understanding of the impact of recycling materials in relationship to the global environment. Students will work individually, and in complex cooperative groups, to engage the social and cognitive processes encouraging a higher level of perception and motivation.

Visual Arts Standard 2: Artistic Expression:

Spirit Houses & Shrines encourages the highest levels of artistic expression and synthesis through creative lesson plans and activities designed to captivate students to work individually and cooperatively to produce: artworks, such as: ceramics, drawings, puppets, milagros, spirit houses, shrines, and wearable art; and performance art, such as: creative dance presentations; shadow puppetry theater; and, demonstrating in groups and individually-musical instruments made from recycled materials.

Visual Arts Standard 3: Historical and Cultural Context:

Spirit Houses & Shrines lesson plans and activities involve students in a variety of research, art studio, performance art, and interactive activities explicitly developed to encourage understanding and appreciation of historical and cultural contributions made to the arts. A variety of nations, are the focus of the assigned research, for example: China, Thailand, Myanmar [Burma], India, Africa, Native American Tribes, Europe and others. Students will analyze artworks, musical instruments and dance forms, identifying cultural sources, examining the role of artworks and performance within that society. Students will re-create historical, cultural and contemporary musical and dance performances, in addition to creating contemporary artworks based on historical concepts.

Visual Arts Standard 4: Aesthetic Valuing:

Spirit Houses & Shrines lesson plans and activities involve students directly in aesthetic valuing and final judgment through individual and group critiques, either written or verbal. Thoughtful evaluation of student individual and group work, is a necessary component of aesthetic judgment. Teachers are encouraged to provide rubrics in conjunction with assignments, so that students may have a clear understanding of formal assessment criteria. Through discussion and peer review, students will develop cognitive awareness of how their peers perceive visual and performing arts.

Visual Arts Standard 5: Connections, Relations and Applications:

Spirit Houses & Shrines lesson plans and activities are designed to connect
issues of renewal, recycling, and appreciation of cultural diversity, from the past, to the present. Students build self-efficacy by analyzing historical methods of art development and production, and translating the historical elements into contemporary terms, through such projects as:

"Contemporary Spirit Robes" - in which students will define the significance of the robe in terms of wealth, power, symbolism and customs, and creating its contemporary counterpart, using the attributes they investigate during their research;

"Trashy Art Vest" - in which students will develop a significant understanding of the importance of recycling and renewal, in relationship to refuse and the environment, through application of found materials and reusable materials to create wearable art.

"Dancing Around the World" & "Sounds from a Musical World" - in which students will have creative practical application of the knowledge they develop from research to the end product of performance and representation. Students will have firsthand experience with the complexities of developing musical instruments, choreography and dance style, which will give them a greater appreciation of the critical analysis abilities necessary for any society to have in order to represent creative expression through music, dance and performance art.

"Personal Spirit House or Shrine" - through readings and activities, students will develop an understanding that renewal, special places and treasures of the spirit, are core elements that engage our humanity.

MATERIALS/EQUIPMENT

1. Access to computers with on-line capability or in CD-ROM format.
2. The LEARNING SECTION is downloadable. Assignments and Readings may be photocopied and used in classrooms within fair use of copyright.
3. Supplies and materials required for creative assignments are specified at the beginning of each project.

ON-LINE RESOURCES: developed with assistance from Denise Retter, student teacher, Roseville Unified School District.

Some books and on-line resources specifically related to certain READINGS are included in the Readings texts.

Ancestor Worship:
http://www.themystica.com/mystica/articles/a/ancestor_worship.html

www.sheps.com/ancestors
links to ancestor worship of diverse cultures and article on souls of nature.

Africa - Ancestor Worship:
South African Museum home page, many on-line resources listed, good background on South African peoples.

http://cas15.cas.uiowa.edu/pict_search.html
University of Iowa Museum of Art, Stanley Collection database with many African ancestor figures and other African art images depicted.

This site is an introduction to the music and culture of West Africa. It explores connection between African and American music. There are excellent samples of music to listen to, and pictures and descriptions of the three primary instruments: Balaphone, Kora, and Ngoni. Each instrument has a recording of how it sounds.

http://www.cc.columbia.edu/~jw157/africa.html
This is a huge Web site guide to African and African American Internet Resources. The guide is updated quarterly. There are over 14 pages of annotated resources.
http://artsedge.kennedy-center.org/aoi
The Kennedy Center African Odyssey Interactive Web site. This site covers:
culture, dance, music, textiles, storytelling, theater and visual arts.

http://www.adire.clara.net/afgallery.htm
African This Web site contains images and descriptions of African textiles
and symbolism in pattern creation.

http://www.adire.clara.net/links.htm
African This Web site contains vast amounts of links to Web sites for use
with this project.

Bali:
http://www.balibirdpark.com/photo-gallery.html
This site is a great inspirational resource for visual arts-2D and 3D
assignments. The photographs are glorious and inspirational in both color
and elegance, and the birds are native to Bali.

http://www.seniwatigallery.com/seninfo2.htm
Although this is a private gallery service, this is a good resource for a social
studies lesson/activity. Teachers can look at three galleries of adult female
artists, and one gallery of student artists. Teacher should review this site for
age appropriateness.

http://www.balivision.com/dancer1/introductionbalinesemusic.htm
Excellent introductory overview of Balinese music. Discusses Gamelan
Music (orchestral music) or music played by the orchestra. Gamelan refers
to the instruments, which are a complete, inseparable set in Balinese music.
There are, however, many different kinds of gamelan. There are a variety of
links that are a wealth of Balinese information.

http://www.gsj.org/library/sw_index.cfm
This is an interactive media Web site. This has two sites, where students
may "play" the instruments of Balinese Gamelan. Sound is very good, and
the activity is fun. Also, check out the library at this site and its interactive
media....it is lots of fun!

http://www.balivision.com/bali/dances.htm
Balinese dances explained in easy to read articles with photographs.

Chinese Religions, Ancestor Worship:
http://sf.roc-taiwan.org
Chinese festivals and ancestors

http://www.heritageeast.com/dance/artsin2.htm
Some of the sub-topics you can click on here are: Dance Beijing; quotes;
artists; arts in education; performance programs, etc. Additionally, when you
check out the index, you will be able to click on two music sound samples.

http://artsedge.kennedy-center.org/nso/asian/activities/activities.html
This site is related to others in this resource guide, but at this site the
activities are broken down by China's culture and Japan's culture. These are
typically for the 2nd to 5th grade level student.

Song of the Dragon activity...celebrates the Chinese New Year. Ideas for
class activities and cultural connections are available on this site. After
looking at the dragon, click on the student showcase....there are wonderful
examples of "Haiku." Haiku can be adapted to older and younger students.

India - Culture, Music & Dance:
http://www.indiagov.org/culture/iccr/chap-1.htm
This site gives a brief overview description of India's land and people.

http://www.indiagov.org/culture/art/gal.htm
Thumbnail images that can be enlarged. Excellent, colorful examples of
Indian art. Could have students do thumbnail sketches, or use motifs from this Web site for designing Shadow Puppets, motifs for ceramics, 2D and 3D art.

http://www.indiagov.org/culture/music/music.htm
This site gives an overview description of Indian Music Tradition. There are several options that students/teacher can click on, including one that gives descriptions and pictures of Indian musical instruments.

http://www.indiagov.org/culture/dances/dnceform.htm
This site gives an overview description of Indian Dance Tradition. There are several examples one can visit: dance; Natraja; Classical Dances; and, Indian Dance Forms. This site gives an overview of the Indian philosophy of dance and names the nine rasas or emotions that all dance is based upon: hasya (happiness), krodha (anger), bhibasta (disgust), bhaya (fear), shoka (sorrow), viram (courage), karuna (compassion), abdhuta (wonder) and shanta (serenity).

http://dmoz.org/Arts/Performing_Arts/Dance/Classical_Indian/
This site is excellent for locating such topics as: Origins of Indian Dance; Directories; Famous Classical Dancers and Dance Academies; General Information; and includes eight subcategories with over 100 other sites for individual dance forms.

Japan- Shinto, Ancestor Worship:
http://www.konkokyo.or.jp/eng/dep/worship.html
Japanese ancestor altar (Reizen) depicted

This is a lengthy article about Bharatanatyam, the oldest of all classical dance forms in India. Very good overview of philosophy of the dance, and explanations of terms.

http://www.wsu.edu/~dee/KABUKI/SHAMISEN.HTM
This site has a great description of Kabuki Theater and it has a sound file for easy listening!

http://jin.jcic.or.jp/kidsweb/virtual/koto/koto.html
Click on Traditional Japanese Music for an overview of the history of the Koto and traditional Japanese music. There are also great descriptions of the instruments and how they are currently used today. There is a "virtual Koto" site that students will enjoy...it is used to develop their musical and motor skills.

http://www.j-music.com/aki/bamboo.html
The Shakuhachi (bamboo flute) is described and shown in photos at this site. There is a sample movie that can be downloaded.

http://www.shakuhachi.com/index-menu.html
This site is huge and has a lot of helpful possibilities. In addition to talking about the Shakuhachi, there are direct correlations made between it and the Native American Flute. Directions for making a flute are also on this site. This would be great for a middle school, or high school woodshop assignment.

http://dir.yahoo.com/Regional/Countries/Japan/Entertainment/Music/
Click on this Web site, then do a search for classical Japanese music for additional links, and then search for instruments....both are good resources for additional links and ideas. additional links, and then search for instruments....both are good resources for additional links and ideas.

Latino/Latina Resources:
http://www.culturalexplosion.com/menu.htm
Salsa cultural adventure....with other links.....

http://dir.yahoo.com/Entertainment/Music/Genres/Latin
Site for various links to various Latin music genres.
Music, Dance, Performance - General Information:
http://www.caramax.com/us/chambre.swf
Interactive music games, geared toward younger students...older students
would still have fun with these games. Click on the music box to match
sounds to sounds; click on boat, to match instruments to sounds; click on
other icons to play different games.

http://catalog.com/drummers/makedrums.html
This site has great ideas for making drum sets out of cardboard boxes, and a
cymbal out of a trash can lid...or whatever. Great site for directions on how
to make cheap, recycled materials musical instruments!

http://artsedge.kennedy-center.org/nso/asian/
The National Symphony Orchestra's virtual Tour of Asia. Use this Web site
to download a media player. Students can create an Asian scrapbook, follow
the Web site tour, and check out the Asian instruments. Good definitions
and descriptions for Japanese and Chinese instruments.

Search the performance archive and see and hear a video of past
performances. There is a search option to review by key artist, keyword,
month or genre. There is a free Real Media Player download, so that you
can view the performances.

http://kennedy-center.org/programs/specialprograms/
This site lists international programs of special interest, such as:
AmericArtes, a multi-year festival celebrating the arts and culture of Latin
America; African Odysseys, a cultural exploration of the arts and artists of
Africa and the African Diaspora; Spectrum of Asia, the artistic heritage and
rich cultural experiences of Korea. Don't miss this site!

http://kennedy-center.org/multimedia/
This site is an archive for multimedia subjects such as: The Samurai; the
NSO tour of Asia; Duke Ellington, Celebrating 100 years of the Man and His
Music; and Artsedge: linking the arts and education through technology.

http://www.lehigh.edu/zoellner/encyc/html
Great for student understanding of 21 instruments. Each instrument comes
with a sound bit, so students can hear what each instrument sounds like.

http://www.myanmars.net/arts/instruments.htm
An description of 5 types of Myanmar (Burmese) musical instruments.

http://www.balivision.com/dancer1/introductionbalinesemusic.htm
This site provides an introductory overview of Balinese music.

http://www.gsj.org/library/sw_index.cfm
This site provides an interactive library [requires shockwave; free software is
available to install at this site]. There are two interactive media applications
for Balinese music:
1. The Calung - play the 5 tones on this core melody instrument.
2. The Balinese Gamelan - hear instruments by clicking.

http://africanmusic.org/links/html
This site is called an African Music Encyclopedia. It has a huge, wonderful
variety of links and music news groups, including the World Music
Homepage.

This site is an introduction to the music and culture of West Africa. It
explores connection between African and American music. There are
excellent samples of music to listen to, and pictures and descriptions of the
three primary instruments: Balaphone, Kora, and Ngoni. Each instrument
has a recording of how it sounds.

Myanmar (formerly Burma):
http://www.myanmars.net/arts/index.htm
This site contains information about Myanmar (formerly known as Burma)
Fine Arts.

http://www.myanmars.net/arts/18arts.htm
For thousands of years noblemen from royal families in Myanmar were required to study and master 18 subjects, this site lists the subjects and contains other links.

http://myanmars.net/wonder
This site lists some of the wonders of the world found in Myanmar, i.e., the largest gilded building in the world; the largest ringing bell on earth; the longest reclining Buddha; and, the largest book on earth.

http://www.myanmars.net/arts/instruments.htm
This site lists the basic 5 types of traditional musical instruments of Myanmar. This is a good comparison site for musical instruments from other parts of the world.

http://www.myanmars.net/
This site is an informative resource site for culture and arts of Myanmar (formerly Burma).

http://www.seasite.niu.edu/Thai/thai_music/thai_classic
Site has two samples of Thai Classical Music! Description of the Thai music as expression. Click on introduction and follow the site map to the samples. Great way to introduce your students to Thai music without purchasing sample music. Click on “instruments” for instrument classification, and an interactive lesson and games.

http://www.seasite.niu.edu/Thai/Sikaeo/default.htm
This site has examples of Southern Thai Shadow Puppet Theatre and other links.

http://www.seasite.niu.edu/Welcome.htm
This site is an interactive learning resource for Southeast Asian languages, literatures, and cultures, including Indonesia/Thailand/Philippines (Tagalog); Vietnam/Myanmar(Burmese); and Lao.

Native Americans:
http://www.hudsonhudson.netfirms.com
This Web site contains Button Blanket Ceremonial Robes by Native American artist Clarissa. Historical information, along with images and links to other sites make this a great resource.

http://www.nativespiritproduction.com/dancing.htm
Hoop dancing, Native American dance, music, etc.

Perakanakans:
http://cyberfair.gsn.org/scgs/rooms/door/intro.htm
Singapore citizens of Chinese ancestry and ancestral worship.

Remembrances and Public Grief- Memorial:
http://www.flash.net/~leimer/spont2.html Spontaneous Memorials,
Violent Death and Community Healing from The Tombstone Traveller's Guide.

The Bryan-College Station Eagle-Bonfire Archives.

Puppetry:
http://www.geocities.com/Broadway/9924/bigpup.html
This site has information on Shadow Puppetry, including an example. This can be blown up and used as a sample for making a model.

http://dir.yahoo.com/Arts/Performing_Arts/Puppetry/Shadow_Theater/
This site has several listings for Shadow Theater, and related links.

http://www.myanmars.net/arts/puppets
This site has 28 puppets used in Myanmar performance art. Additional links to music, poetry and fine arts.
Recycling:
http://www.recycledtrashcompany.com
Have students look up Web sites for "recycled clothing", such as the above address, which features clothing and accessories made from recycled materials.

http://www.organiccottonandhemp.com
basic clothing from recycled cotton.

http://www.usedrubberusa.com
used rubber from tires, recycled to make wallets, bags, planners and briefcases.

Shrine, Spirit House:
www.Asainart.com
images of shrines and ancestor figures.

World Religions:
www.beliefnet.com
world religions explained.

ASSESSMENT:
1. Students will successfully research, read, adapt, and perform as assigned, their interpretations and understandings of Spirit Houses, Shrines and Altars material.
2. Students will demonstrate understanding of Spirit Houses, Shrines and Altars materials and meanings through Reading/ Language Arts; History and Social Sciences; Math; Sciences; and Visual and Performing Arts projects.
3. Students will discuss and explain their projects and relate them to content and images in the Spirit Houses, Shrines and Altars materials.

ANSWERS TO ASSIGNMENTS:
R/LA- Cause and Effect:

R/LA- Word Scramble:
1. deity  2. spirit  3. purify  4. altar  
5. ofrenda  6. shrine  7. reliquary  8. relic  
9. ritual  10. culture  11. ancestor  12. incense  
13. triptych  14. guardian  15. worship  16. collage

R/LA- Building Word Skills:
Thesaurus words:
ancient- old, antique, ageless, traditional
communicate- make known, hint, tell, reveal, publicize
folklore- legend, myth, mythology, tradition, tale
guardian- keeper, warden, watchdog
honor- respect, esteem, homage, reverence
incense- aroma, balm, scent, bouquet, perfume
miniature- tiny, small scale, minute, diminutive, itty-bitty
mythical- fictional, legendary, fabulous, imaginary, unreal, fanciful
offering- donation, charity, contribution
protect- secure, shield, save, shelter
relic- keepsake, token, momento, souvenir, remembrance
respect- esteem, revere, regard, venerate
ritual- ceremony, service, formality
summit- crown, roof, peak, apex, pinnacle, top
worship- adore, revere, venerate, idolize, love

Root Words:
vault         monument        tradition        nature        dynasty
deity         devotion         humor          represent        guard

History and Social Sciences- Comprehension/Thailand:
1. Erawan Shrine
2. Nine
4. flower garlands, betel leaves, bananas, chicken, rice, duck
5. to attract the spirit's attention
6. an offering is made
7. the budget and which spirit the person wishes to invite
8. south and west
9. incense holders, candlesticks, vases for flowers
10. Buddhism and Hinduism

Math Problems:
1. A. Mt Rainier at 2025 feet,
1. B. subtract 12385 from 14410.
2. A. 6474 visitors
2. B. 1079 average per year
3. A. $7.49
3. B. $2.51
4. A. yes
4. B. 2/3 yard
5. 432 total jasmine buds divided by 24 roses = 18

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