
GRADE 2: HERITAGE AND IDENTITY: CHANGING FAMILY AND COMMUNITY TRADITIONS

ABSTRACT:

Teachers will use the picture books *I Lost My Tooth in Africa* by Penda Diakité and *Throw Your Tooth on the Roof* by Selby Beeler to explore the concept of a tradition and to find out more about the traditions followed when children lose their teeth. *I Lost My Tooth in Africa* tells the story of Amina who is visiting relatives in Mali and what happens to her when she loses a tooth there.

Sources:

Diakité, Penda. *I Lost My Tooth in Africa*. New York: Scholastic Press, 2006. Print. ISBN: 978-0439662260

Beeler, Selby B. *Throw Your Tooth on the Roof: Tooth Traditions From Around the World*. Boston: Houghton Mifflin Co., 1998. Print. ISBN: 978-0618152384

Language Literacy Focus: Reading and Oral Communication

SOCIAL STUDIES STRAND / RELEVANT GUIDING QUESTION(S):

What are some of the traditions in Canada's communities?

LEARNING GOALS

In Social Studies, Students will:

LG1 show how a certain tradition can be celebrated differently by different groups of people (**Significance**)

LG2 demonstrate how traditions and celebrations can change between different groups (**Cause and Consequence**)

LG3 identify the countries of a variety of traditions and locate them on a map or globe (**Interrelationships**)

LG4 gather information about different traditions (**Perspective**)

In Language, students will:

LG5 demonstrate an understanding of the information in a text read aloud by restating information

LG6 extend their understanding of a text read aloud by connecting the ideas in them to their own knowledge

LG7 gather information for writing

LG8 order main ideas and supporting details into a narrative



Prior Knowledge and Concepts

- Students should understand the concept of a tradition (a belief or way of doing things that is passed down in a community that has special meaning and links to the past)
- Students should have experience with T-charts, Venn diagrams and mapping

A. Instructional Strategies:

Shared Reading

1. Ask students “what is a tradition?” and “What makes something a tradition?” Check for their understanding.
2. Ask students what they do when they lose a tooth. Ask them what makes this a tradition. Ask students if they think everyone would have the same tradition as their family. Do they think people all over the world would have the same traditions as people living here? Introduce the book and tell students we will be learning about the traditions when children in Africa lose their teeth by reading and understanding the information in *I Lost My Tooth in Africa*.
3. Before you read the first page, look at the illustration of the map of the world opposite the first page. Ask students if they know what it is. Compare the map to a permanent one in the classroom, finding the students’ hometown as well as the locations in the book (Portland, Oregon, USA and Bamako, Mali). This is a good opportunity to review continent (Africa) vs. country (Mali).
4. Read aloud the book, stopping at points to ask questions relating to traditions, culture and practices in Mali (i.e. eating out of the same pot with the right hand; sleeping with a mosquito net; Grandma’s morning blessings; manioc – see glossary in book) and allowing students to share their thoughts. Record any questions that could serve as the basis of inquiry later.



B. Student Activities:

Shared Reading



1. As a whole class, in small groups, or individually, have students complete a T-chart, comparing aspects of the tooth tradition in Mali to traditions they have. This can also be done as a Venn diagram. As an extension, include the various cultural practices outlined in the text (i.e. eating with the right hand; eating from the same big bowl; playing tègèrè tillon). Have students analyze the similarities (why are teeth hidden under something?) and differences (why do they use a calabash in Mali and a pillow in Canada?) **(Gather and Organize; Interpret and Analyze)**

Mali

me

-
- tooth is placed under gourd
 - African tooth fairy comes
 - chickens replace tooth
 - Amina takes care of chickens

Assessment suggestions: Use the T-chart to assess the students' ability to understand how a certain tradition can be celebrated differently by people in Mali. **(LG1)** Based on the students' responses, assess their ability to extend their understanding by making relevant connections to their tooth traditions. **(LG6)**

2. Have students develop questions and then interview each other, their parents or members of the community about tooth traditions, writing down the information and then presenting it to the class (i.e. "This is Sangita. When she loses her tooth...") **(Gather and Organize; Communicate)**

Assessment suggestions: Use the students' written information to assess their ability to gather pertinent information about the topic. Provide descriptive feedback to encourage the student to extend the information while ensuring it is relevant. **(LG4)** Observe students' ability to organize the information into a coherent presentation. **(LG7)**

4. Get students to write their own story called **I Lost My Tooth in Canada**, told from the perspective of one of Amina's cousins from Mali. To differentiate, some students may require a story starter. (*Hi! My name is Amadou. I live in Mali. Today I am flying to visit my cousin in Canada. I have just discovered I have a wiggly tooth! Maybe I will lose my tooth in Canada!*) (**Interpret and Analyze; Evaluate and Draw Conclusions**)

Assessment suggestions: Conference with students to see if they have ordered the parts of their tooth tradition into their narrative. Provide descriptive feedback to guide students to use the narrative framework of *I Lost My Tooth in Africa*. (**LG8**) In informal discussions, ask students why their tooth tradition would be different from a Malian child. (**LG2**)

5. Read **Throw Your Tooth on the Roof**, gathering and organizing information about different traditions around the world using a Venn Diagram or T-Chart. (This can be done as a whole class activity or at a literacy centre if copies of the book are limited. If you have enough copies, it makes a great guided reading lesson which could focus on jot note organization.) (**Gather and Organize**)

Assessment suggestions: In informal discussions with students about their reading or in a graphic organizer, ask them to restate the information in the text. (**LG5**)

6. Plot the various traditions on the class map of the world to create an annotated tooth world map. Ask students if they notice any trends in the data that they see (i.e. many of the South American countries have a mouse or rat character; many southern African countries throw teeth on a roof and say a chant). This is an excellent opportunity to teach formulating questions – how can we ask good questions to get more information? For example, take each trend and make a research question – Why do many South American countries feature a mouse or rat? Students can speculate as to the answer (a tooth is the perfect size for a mouse). (**Formulate Questions; Interpret and Analyze; Evaluate and Draw Conclusions**)

Assessment suggestions: Observe students' ability to identify the countries in the book and to locate them on a map or globe. Observe students' ability to see trends. (**LG3**)

EXTENSIONS

Discuss other traditions the students may be familiar with (when people get married, when you celebrate a birthday) and have students research the various traditions in different community groups around a life event.

A note about assessment: The achievement chart on pages 32 and 33 of the Ontario Curriculum Social Studies document and the achievement chart on pages 20 and 21 of the Ontario Language curriculum will prove helpful when assessing the various components of these activities.

OVERALL EXPECTATIONS

Social Studies:

Application: A1
Inquiry: A2

Language:

Oral Communication: 1, 2
Reading: 1
Writing: 1
Media Literacy: 3

SPECIFIC EXPECTATIONS

Social Studies:

Application: A1.2, A1.3
Inquiry: A2.1, A2.2, A2.3, A2.4, A2.5,
A2.6
Understanding Context: A3.3, A3.4

Language:

Oral Communication 1.4, 1.6, 1.8
Reading 1.4, 1.6, 1.8
Writing 1.3, 1.5
Media Literacy 3.4

OTHER RESOURCES

eBook:

<http://childsworld.com/excerpts/5651/read>
<http://childsworld.com/excerpts/5651/read>

A higher reading level ebook detailing further tooth traditions from around the world.