

Interdisciplinary Ideas

LANGUAGE ARTS

1. Change the story into a play. Assign parts of narrator, father, boy, Abiyoyo, and townspeople. Present your play to other classes.
2. Read the story *Brave Martha* by Margot Apple and list ways Martha confronts her fears. Write your own story about yourself or a friend confronting fears. Title your story "Brave_____."

ART

1. Create "monsters" out of bread dough. Bake and eat. (Keyword: Mini Bread Monsters)
2. Make pretend ukuleles with bottoms of shoeboxes or empty tissue boxes, rubber bands, and rulers. Place three or four large rubber bands around the box lengthwise. Make an inch slit at one end of the box and insert a ruler.
3. Make a sand art Heartwood paperweight.*

MUSIC

1. Listen to music of the South African group Ladysmith Black Mambazo (www.mambozo.com/disc.html)
2. Have a sing-along with Pete Seeger's CDs, tapes, or videos. (Keyword: Pete Seeger family songs) "Play" your pretend ukuleles. Ask another class to join in the fun.

*Visit www.heartwoodethics.org and choose Teaching Heartwood, Activities, Primary, for sand art and other activities.

Abiyoyo

Pete Seeger
1986
New York: Simon & Schuster

COURAGE

South Africa
Story/Song
Reading Time: 5 minutes

CONCEPTS

Courage
Valor
Pride

SUMMARY

Seeger created this universally appealing story/song from an old South African folktale about an ostracized magician and his noisy, ukulele-playing son. Father and son use courage, talent, and intelligence to defeat the giant, Abiyoyo, and save the villagers. Full-page, multi-ethnic illustrations by Michael Hays vividly portray the family of man.

OBJECTIVES

The student will be able to identify, define, and discuss courage, valor, and pride as they apply to the story. The student will explore strategies he or she can use to conquer fears, real or imaginary.

After the Story

Abiyoyo

DISCUSSION

1. The man and his son seem fearless. Do you think they might really be afraid? Explain. How do they show courage or valor? Why do you think they help the villagers after being sent away?
2. Look at the cover of the book. How can you tell the boy is proud of his father? Do you think the man is proud of himself? Explain. Think about what you are good at doing or actions you are proud of. Tell about them.
3. Abiyoyo is a monster in the story. Sometimes people call things they are afraid of "monsters." Who helps you fight your "monsters"? What do they do?
4. How do the man and his son use their talents to help people in their community feel safe? What can you do to help other students feel safe in your school?
5. Look at the illustrations of people from different places in the world. There are monsters that threaten the "family of man" too, such as diseases or wars. Brainstorm ways people show courage in fighting these "monsters."

ACTIVITIES

1. Locate South Africa on the world map. Use string to connect a town in South Africa to your city or town.
2. Together list "monsters" you or people you know want to tame, such as fear of the dark, being alone, or being frightened in a thunderstorm. With your teacher and/or school counselor, discuss and list ways to overcome fears.
3. In small groups, choose one or two of the "monsters" from your list in Activity 2. Draw a picture illustrating a strategy for coping with it, and present to the class. Compile in a booklet for everyone to share.

WRAP-UP

1. In *My Heartwood Journal* write about a time you or someone you know overcame fear and showed courage. Illustrate your journal entry.
2. Bring to class examples of children who showed courage. Post on a bulletin board titled "Courageous Kids." Add copies of your own courage stories from *My Heartwood Journal*.

EXTENSION

1. Complete Home Connection pages and take home to share with families.
2. Retell the story at home. Ask family members to talk about times they showed courage when they were afraid. With permission, share with the class.

VOCABULARY

ukelele
ostracized
possessions

staggered
valor