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Summer Course for Teachers

In collaboration with the Wisconsin Arts Board, the Department of Educational Foundations at UW – Whitewater is offering a summer workshop for practicing teachers: *Integrating Wisconsin Folk and Traditional Arts and Cultures Across the Curriculum.*

Participants will:

- explore cultural concepts that relate to Wisconsin
- learn new strategies for strengthening the home-school connection
- gather suggestions for working with culturally-diverse and immigrant students and their families
- develop projects that bring the community into the classroom
- create curriculum with ethnic and traditional artists
- learn documentation techniques
- visit Hmong and Mexican American communities
- go home with new ideas and energy for your classroom!

The course will take place over five days: July 6, 7, 10, 11, 12, 2000. It's offered for 3 credits, graduate or undergraduate. The instructors will be Dr. Margy McClain, Dept. of Educational Foundations at UWW, Anne Pryor of WAB, and Dr. Richard March of WAB.

To register, call 800-621-5376 and request the summer timetable which has admission/enrollment forms. CREF #1280, Section 3, Workshop 426-490/690. ❖

Mai Zong Vue will be your guide to Hmong-American culture in this summer's UW-W Dept of Ed Foundations & WAB workshop.

Photo by Bob Rashid.



Can you name...?

How in depth is your knowledge of traditions practiced in Wisconsin?

Be the first to email the correct answers to these five questions, and you'll win your choice of prizes: a *Deep Polka* CD or cassette; a copy of the book *Wisconsin Folklife*; or a Wisconsin Arts Board tote bag.

Send your answers, with your name, address, and prize choice to:
anne.pryor@arts.state.wi.us.

Good luck!

Can you name...

1. ...the Hmong musical instrument played for New Year, funerals and other ceremonies?
2. ...the three vegetables found in an Oneida Three Sisters garden?
3. ...the Norwegian costume worn by women?
4. ...the winter holy day on which Puerto Ricans walk from house to house singing?
5. ...a type of Irish dance that requires hard soled shoes? ❖

Celebration of Diversity

By Shelley Fairbairn, ESL middle school teacher, Urbandale, Iowa

How can students in your district experience and enjoy diversity? Urbandale Middle School (Urbandale, Iowa) staff and students learned how at their first-ever "Celebration of Diversity" on May 5, 1999. The collaboration between school and community members afforded students opportunities to learn more about a multiplicity of traditions and heritages through a rich variety of activities. Multicultural presentations highlighted such topics as personal refugee experiences, minority issues, ethnic cooking, martial arts demonstrations, international music, and even bellydancing! Students signed up in advance for sessions of interest. The day was truly a festival of enrichment for all involved!

One of the event organizers, Shelley Fairbairn, created the following outline for use by others who might wish to organize a similar event. She spearheaded the event in an effort to increase awareness and understanding of her English as a Second Language (ESL) students' cultures and experiences, and it grew to encompass a wide variety of subjects. While the "Celebration of Diversity" was a very involved effort, it was a unique and positive opportunity for students to increase their appreciation and knowledge of numerous topics related to diversity.

(Editor's note: some entries in the outline have been changed to give a Wisconsin focus.)

Organizing a Diversity Event

I. 6 months to 1 year before the event

- A. Survey building staff
 1. Interest
 2. Support

- B. Create a committee
 1. Teachers/staff
 2. Students
 3. Parents
- C. Talk to your building administrator and PTO/PTA about funding
 1. Presenter costs
 2. Reception for presenters
 3. Photocopies
 4. Postage for correspondence with presenters
 5. Remuneration for time investment of committee members
- D. Contact Anne Pryor
 1. Grants
 2. Ideas
- E. Determine the scope of the event
 1. Target group
 2. Learning objectives
 3. Length
 - a. entire event
 - b. individual presentations

II. 3 to 6 months before the event

- A. Create a contact letter
 1. Description of activities/presentations sought (hands-on)
 2. Target audience
 3. Learning objectives
 4. Telephone numbers/email addresses of school contacts
- B. Create an info page for use by committee members
 1. Name of presenter and presentation
 2. Session length
 3. Number of sessions
 4. Times of sessions
 5. Contact info (phone number, address, email)
 6. Special arrangements/equipment
 7. Contact notes/follow-up (include dates)
- C. Make contacts/confirm presenters
 1. Traditional artists listed in WAB's "Wisconsin Touring and Arts in Education Directory"

2. ESL students
3. Foreign language students (from inside and outside the district)
4. Foreign exchange students
5. Staff members
6. Community members
 - a. travelers
 - b. ethnic group spokespeople
 - c. attorneys (to address civil rights and other issues)
 - d. ethnic restaurateurs
 - e. folk artists/musicians
 - f. martial arts teachers
 - g. senior citizens
7. Community organizations
 - a. art centers
 - b. science centers
 - c. various religious centers (mosques, synagogues, temples, etc)
 - d. WI Office of Refugee Services, 608-266-8354
 - e. museums
8. University students/professors
 - a. foreign language
 - b. international students
9. Family members

III. 1 to 3 months before the event

- A. Organize/schedule presentations
 1. Where (think about how many students each room can hold)
 2. When
 3. How many times
 4. For whom (mixed grade levels?)
- B. Create sign-up sheets
 1. Divide number of students that can attend each session by number of teachers sending students
 2. Create sheets with that number of available slots for each session
 3. Include descriptive titles, time, and location of each session
- C. Find someone to compile information from sign-up

sheets

D Confirm presentations in writing

- 1. Date
- 2. Times
- 3. Directions to the school
- 4. Where to park
- 5. Map of school with location of presentation marked

E. Share needs for special classroom arrangements, extra chairs, special equipment with custodial and media staff

F. Organize team of greeters for that morning (to take presenters to their rooms)

G. Find someone to do PA announcements during the event

- 1. Beginning of each session (if different from regular bell times)
- 2. At the end of the event
- 3. Organize back-up presenters(s) (in case presenters cancel at the last minute)

H. Continually update school staff on activities of committee

IV. 3 weeks before the event

A. Meet with teaching staff to explain the event more clearly

- 1. Review learning objectives
- 2. Sign-up sheets
 - a. Remind teachers to have students write down what sessions they sign up for. Teachers keep these sheets and distribute them on the day of the event.
 - b. where and when they're due

3. Schedule changes for the day

4. What to do if a presenter doesn't come

- a. back-up presenter
- b. diversity crossword
- c. diversity word search
- d. free reading
- e. "Wisconsin Folks" video

5. Moderator responsibilities

- a. welcome/introduce presenter
- b. get water for presenter

6. Student expectations

- a. body language
- b. asking questions
- c. applause/thank you's
- d. pencil
- e. free reading book
- f. students must know where they're going! (maps?)

7. Hexagons

- a. kids decorate paper hexagons with diversity themes
- b. where and when they're due

B. Contact the media

- 1. TV
- 2. Newspapers

C. Organize reception

- 1. Food
- 2. Beverages
- 3. Paper products
- 4. Tablecloths
- 5. Decorations
- 6. Seating arrangements

D. Organize welcome table

- 1. Nametags
- 2. Extra nametags and pens
- 3. Sign-in sheet (if necessary)

E. Compile lists of who will attend each session (for taking attendance)

F. Committee members create banners advertising the event

V. One week before the event

A. Banners/hexagons go up (tape the hexagons together to make diversity mosaics around the school)

B. Prepare staff/student reflection sheets (to be completed the day of the event)

C. Make nametags

- 1. Presenters
- 2. Greeters
- 3. Committee members

D. Communicate special parking arrangements to staff (if they'll have to park in a different place than usual in order to make room for presenters to park)

VI. The day of the event

A. Set up reception area

- 1. Food
- 2. Beverages
- 3. Paper products

4. Tablecloths

5. Decorations

6. Seating arrangements

B. Set up welcome table

- 1. Nametags
- 2. Extra nametags and pens
- 3. Sign-in sheet (if necessary)

C. Greeters escort presenters to reception and to presentation locations

D. PA announcements

- 1. Beginning of each session (if different from regular bell times)
- 2. At the end of the event

VIII. After the event

A. Reflection sheets completed by students and staff

B. Thank you to staff

C. Debriefing meeting with committee members and administrators

- 1. Go over reflection sheets
- 2. Discuss positive outcomes/challenges
- 3. Start thinking about next year

D. Thank you letters to all presenters (including evaluation sheet and sign-up sheet for future events)

E. Thank you letters to all volunteers (greeters, list compilers, nametag makers, etc.)

F. Survey staff about interest to repeat the event in the future❖



Brooks Big John makes decoys like these to ice fish around Lac du Flambeau. He'll be part of a cultural arts exchange to Chiba, Japan. See story on p. 4. Photo by Bob Rashid

WI - Chiba Arts Exchange

Did you know that one of Wisconsin's five international sister states is Chiba, Japan? Chiba lies just east of Tokyo, on a peninsula that juts out into the Pacific Ocean. Many interesting exchanges take place each year between the peoples and governments of Wisconsin and Chiba, including visits of traditional artists from one state to the other.

In 1998, Wisconsin hosted about 60 traditional artists from Chiba as part of our state's sesquicentennial celebration. Included were a kite maker, dancers, shrine makers, origami artists, and a group of very popular Taiko drummers.



Taiko drummers from Chiba Prefecture, Japan performed in Madison in 1998.
Photo by Bob Rashia

This June, thirteen traditional artists from across Wisconsin will take part in the seventeenth annual Chiba People's Festival.

This year's participating artists are:

- ▲ J. Brooks Big John* of Lac du Flambeau, fish decoy carver
- ▲ Jose Chavez* of Franklin, Mexican painter and mask maker
- ▲ Jean Giese* of De Soto, rosemaler
- ▲ Joe Krevs of Milwaukee, accordionist
- ▲ Mara & Vera Mednis* of Warrens, Latvian weavers
- ▲ Kim Nishimoto* of Oneida, corn husk doll maker
- ▲ The Queens of Harmony* of Milwaukee, acapella gospel singers
- ▲ Ron Poast of Black Earth, Hardanger fiddle maker
- ▲ Pam Rucinski of Seymour, rosemaler

Those artists designated by * also do educational programs locally. They will be listed in the forthcoming "Wisconsin Folk Artists," WAB's on-line directory of ethnic and traditional artists. If you'd like information on any of these artists or art forms before the directory becomes available, please contact Anne Pryor.

For more information on Chiba, visit the Prefecture's website: <http://www.pref.chiba.jp/index-e.html>. To find out about the Wisconsin-Chiba Sister School Program, visit DPI's International Education information page: <http://www.dpi.state.wi.us/dpi/dlsis/cal/caltiecj.html>



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