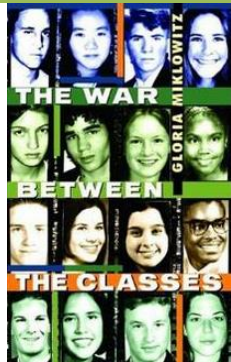
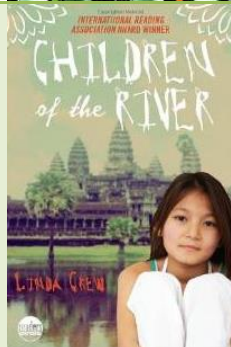


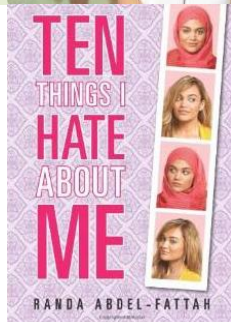
# Crossing Borders: Reading Project



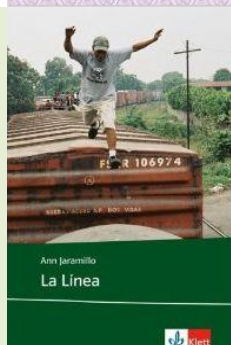
Somebody:  
Wants:  
Something:  
But:



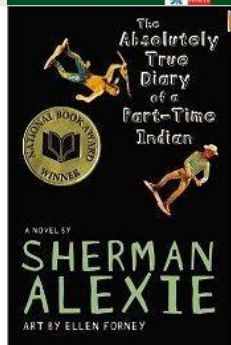
Somebody:  
Wants:  
Something:  
But:



Somebody:  
Wants:  
Something:  
But:



Somebody:  
Wants:  
Something:  
But:



Somebody:  
Wants:  
Something:  
But:



# Who am I?

## My cultural autobiography

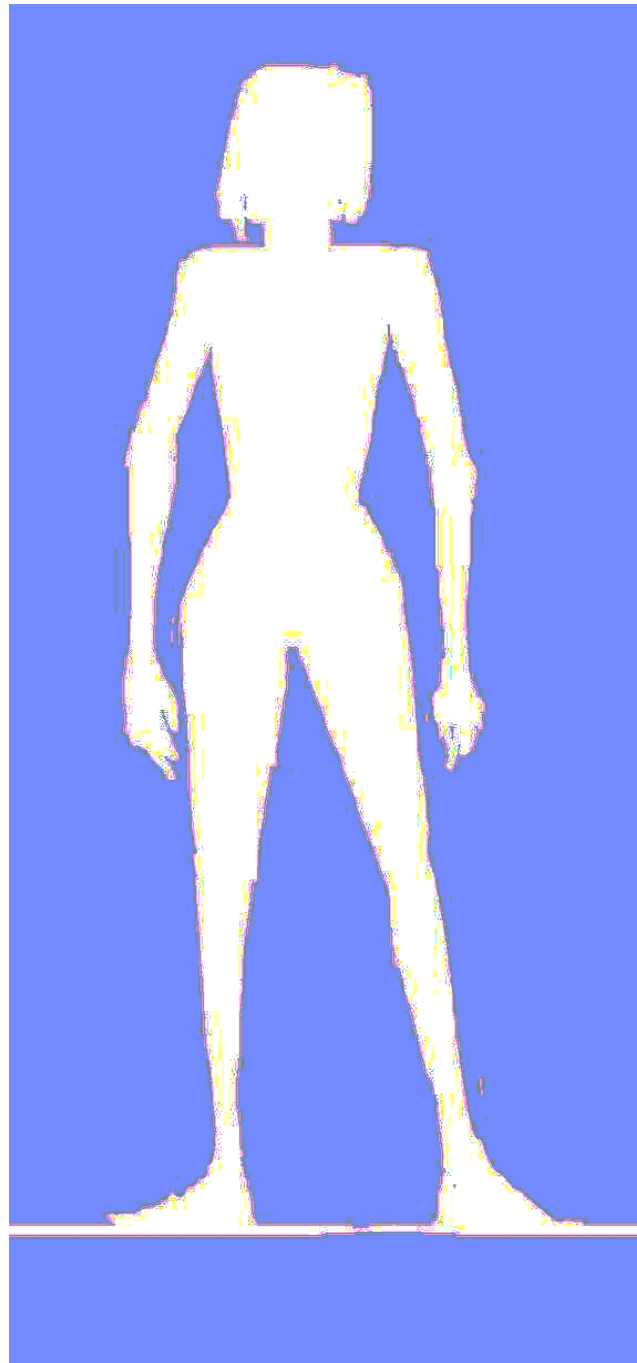
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**How would you define yourself?** Think about things that are especially important to you in how you think about yourself and how you like others to see you. Think of your family background, your country, community, language(s), groups you belong to, activities that are important to you. Start by putting a few keywords in the box below:

Then write about yourself.

# My Language-Self – My Cultural-Self

The languages that you speak are an important part of you and your cultural identity. What languages do you speak? How well and how often do you speak them? In what circumstances and situations do you speak them? Choose a color for each of your languages and decide where in your body they are located. Add more colors and symbols for other aspects of your cultural-self. Do you feel like a "SteirerIn"? A GIBS student? A Boy/Girl Scout?... Where in your body do you want to put these symbols and colors? Label your drawing and be prepared to discuss it in class.





# Intercultural Encounter

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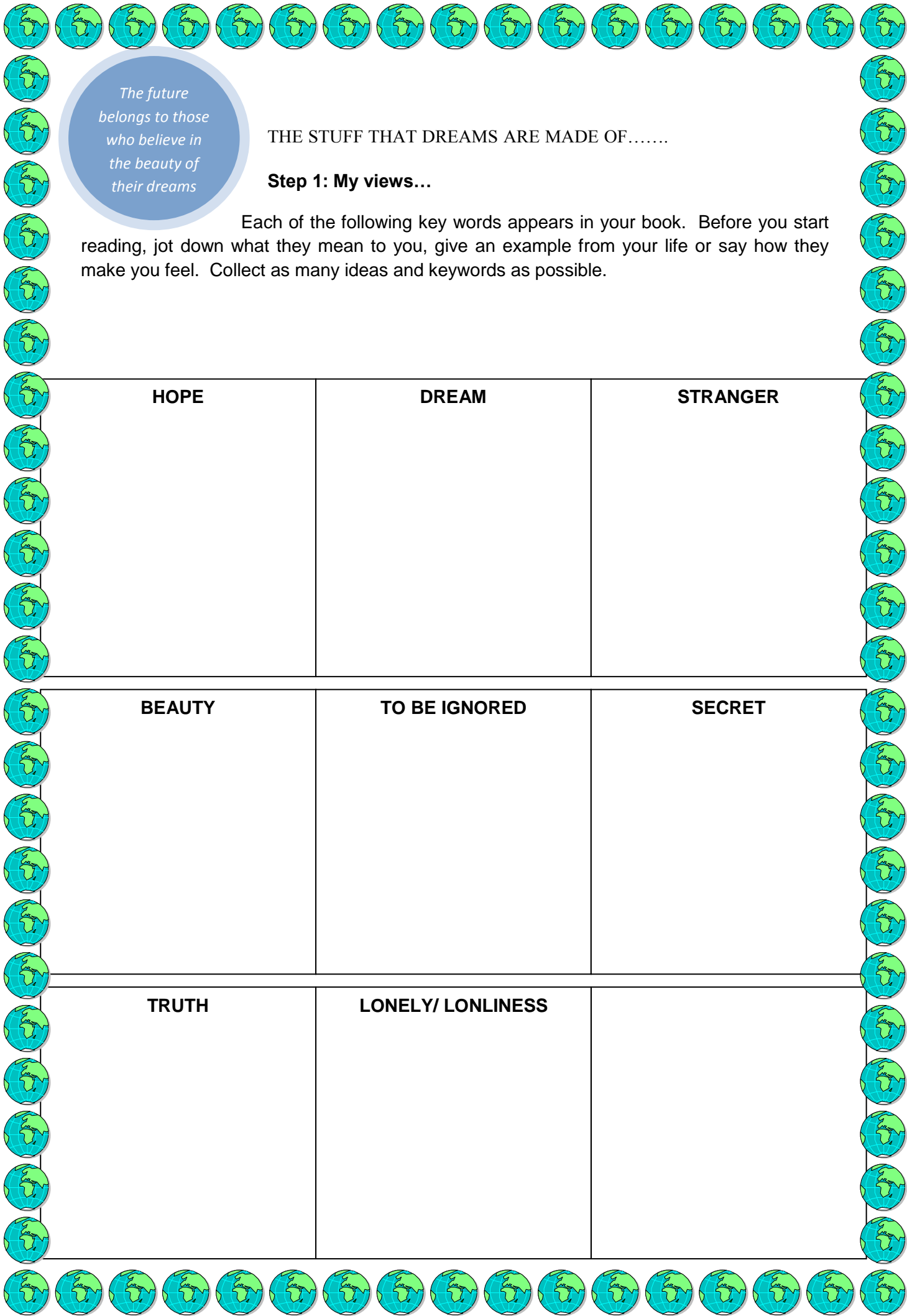
You have certainly met people from very different cultures and backgrounds. Think of a specific incident where you had such an intercultural encounter and describe it briefly. Tell us who/where/when... you met the person(s). What was your first impression? How did you feel about it? What did you find out later?

# Start reading your book...

The topic of our reading project is **CROSSING BORDERS**. In each of the books you will find characters who are **crossing borders**. Some of them have moved into a new country or culture, others have moved to a new school or neighborhood and find themselves in a different ethnic, social or religious group. We will explore how the characters deal with these difficult situations. Mark all the instances where the main character in your book crosses any "borders". Use the table below to record your findings.



<b>Type of border:</b> (country, reservation, new school, new culture, race, ethnic group,...)	<b>How is the character welcomed in the new environment?</b> Does he feel accepted/like an outsider/scared/curious/...	<b>Evidence in your book/ Page number</b>



*The future  
belongs to those  
who believe in  
the beauty of  
their dreams*

THE STUFF THAT DREAMS ARE MADE OF.....

**Step 1: My views...**

Each of the following key words appears in your book. Before you start reading, jot down what they mean to you, give an example from your life or say how they make you feel. Collect as many ideas and keywords as possible.

**HOPE**

**DREAM**

**STRANGER**

**BEAUTY**

**TO BE IGNORED**

**SECRET**

**TRUTH**

**LONELY/ LONLINESS**



**Step 2: My character's views...**

Then collect your character's views on these topics. Make a note of when the words come up in your book—again looking for examples and how the characters felt. Use key words and write down the page number where you found them.

Reality is wrong.  
Dreams are for real.  
Tupac Shakur

<b>HOPE</b>	<b>DREAM</b>	<b>STRANGER</b>
<b>BEAUTY</b>	<b>TO BE IGNORED</b>	<b>SECRET</b>
<b>TRUTH</b>	<b>LONELY/ LONLINESS</b>	



# What I know, think and have heard about...

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People from Bangladesh

People from Mexico

Native Americans

Americans

Canadians

Turkish people

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# Stereotype Detectives



Every culture creates stereotypes about other cultures. The books you have read contain many examples of both positive and negative stereotypes. Chart the stereotypes that you find throughout the book. Try to find both positive and negative ones for each topic. Don't forget to write down where you found the examples.

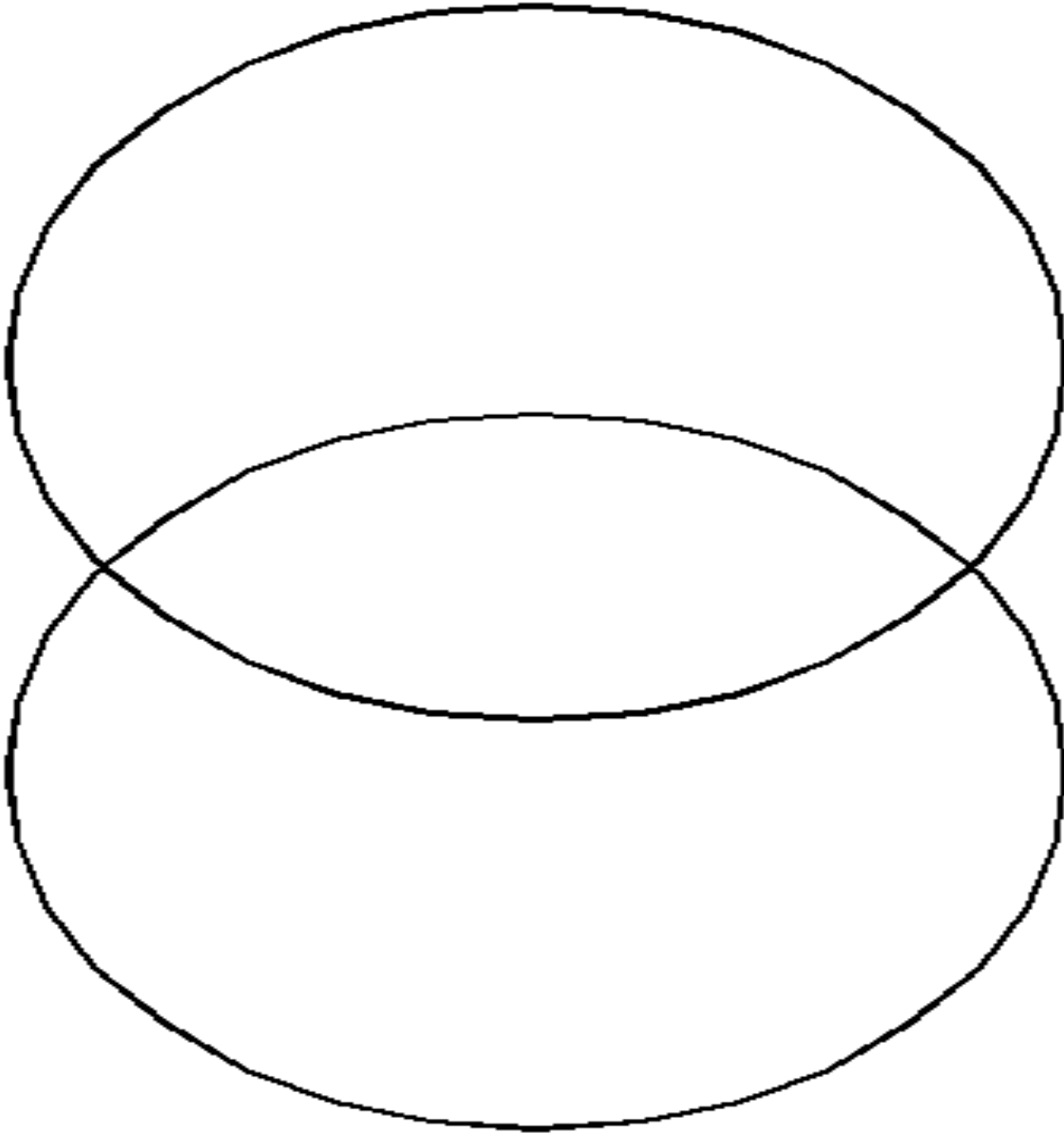
TOPIC	Chapter or page	Negative Stereotype	Positive Stereotype
<b>dwelling</b> (where and how they live)			
<b>language</b> (how do they communicate with others-both in their group and outside)			
<b>physical appearance</b> (generic look, clothes, exaggerated features, how they move, sit, stand...)			
<b>compared to other Americans, minority members in your book are...</b> (smarter, more athletic, lazy, etc.)			



# My culture – their culture

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In your book you see some characters living in a very different culture or place. What have you learned about their culture and how does it compare to your own life? Fill in the following Venn-diagram. In one circle you write important things about your own life, in the other circle you write important things about your character's life. Use the overlapping parts for the things you have in common.

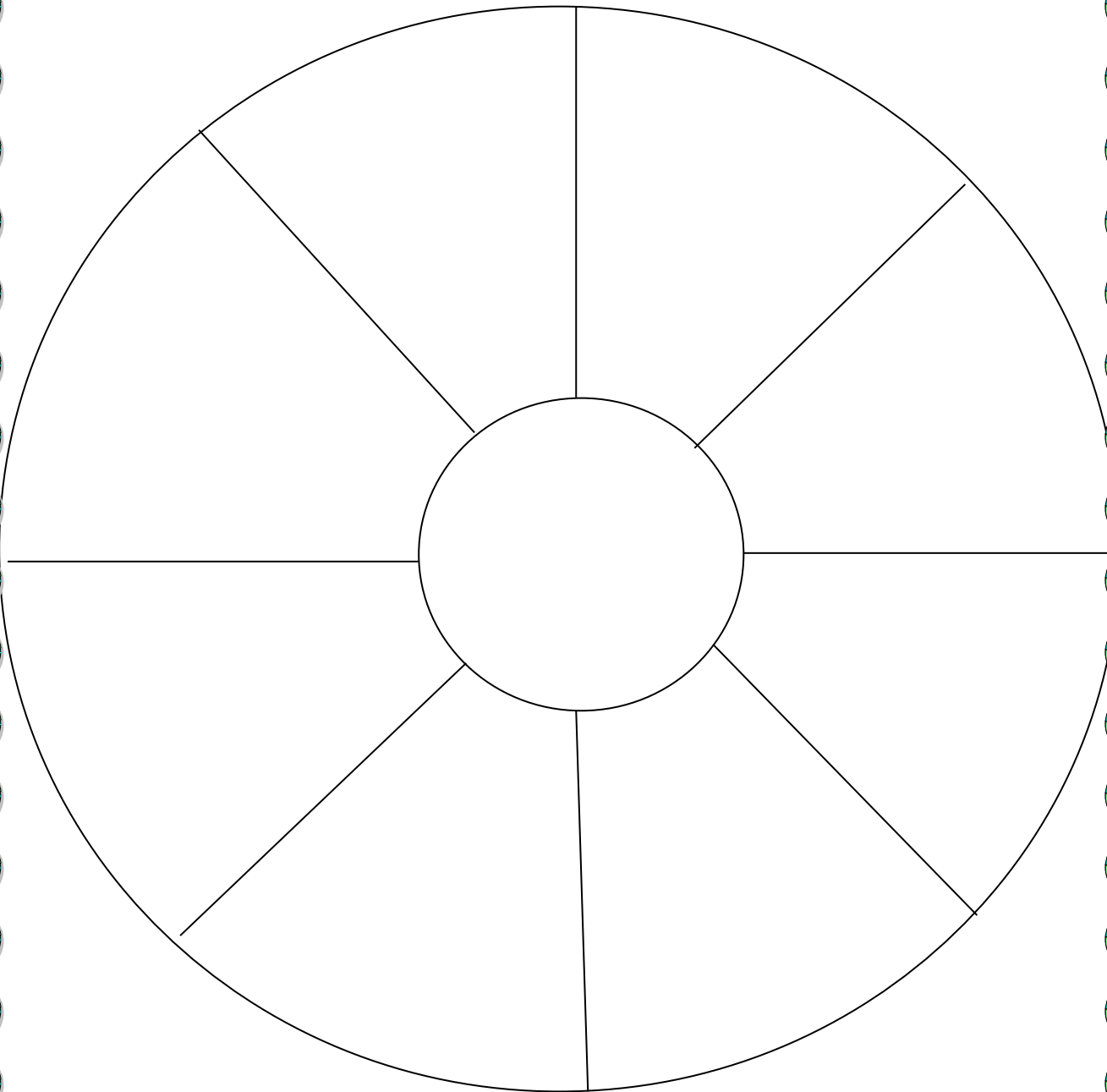




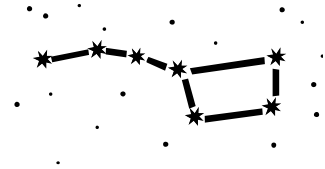
# Story Pie

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On an extra sheet make a list of 8 important events in your story. Then put them in the correct order and write them into the 8 pieces of the pie. Write the title of the story in the middle.



# Constellations



First make a list of all the characters that you can remember in your book.

Then choose a fitting button from your teacher's collection to represent each character. Discuss which of your characters get along well and are close to each other, and which of the characters are "on the other side". Find a fitting place for each of the characters on this sheet. Then draw their positions on the sheet and label your diagram.





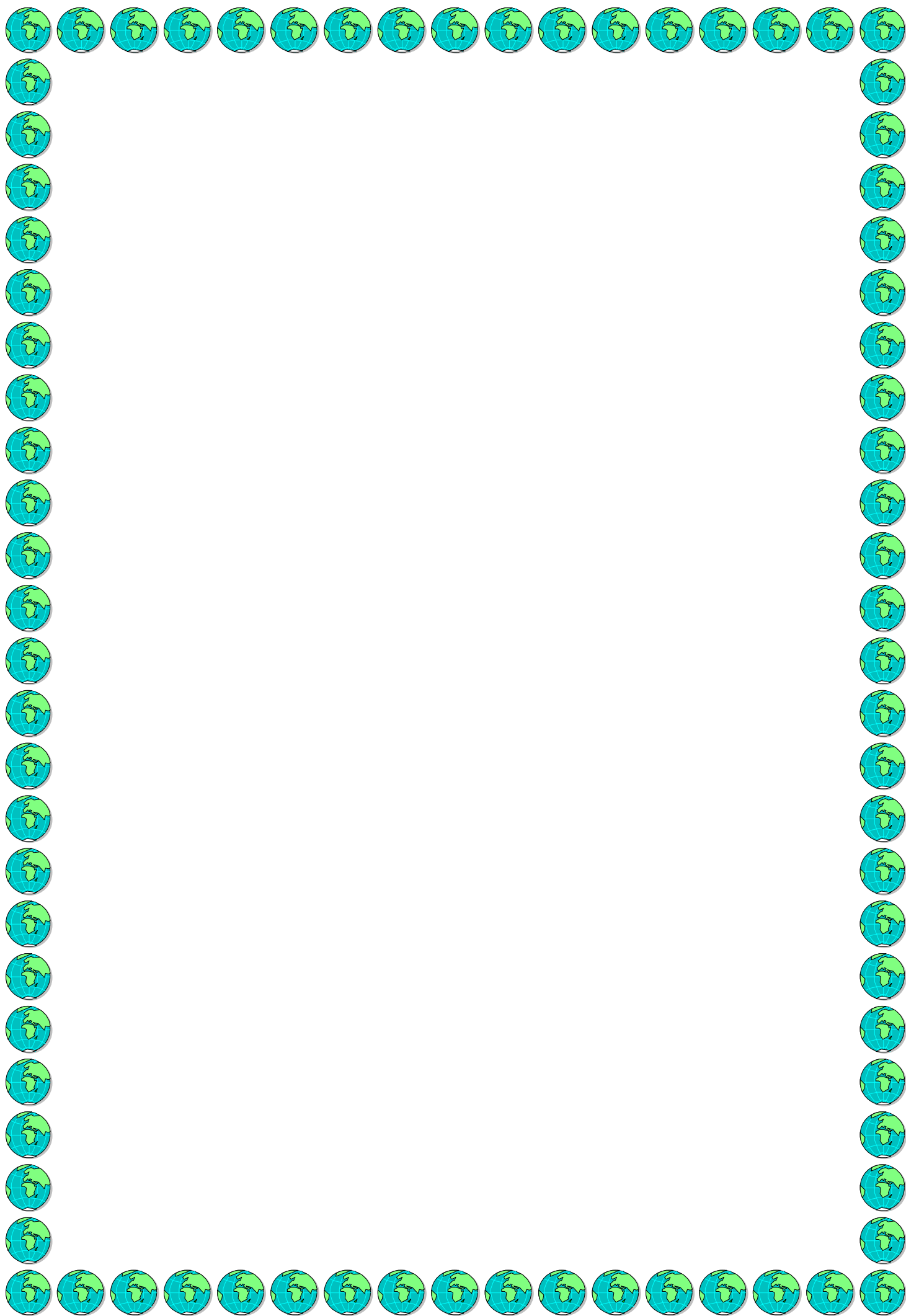
# Group Discussions

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Find the youngest member in your group. He/she will be the LANGUAGE POLICE for this activity. Make sure you use ENGLISH ONLY in your discussions.



Work with the little **discussion cards** provided by your teacher. Discuss each topic in detail. After each activity write a few sentences about your results on this page and the next.



# Presentations

Our presentations will take place on .....

You will be presenting your books in front of your class and a group of students from Graz University. These students will also give presentations on the same books. We will then have open discussions and get to know one another better.

For your presentations **plan** several interesting and creative activities.

**Each group should have the following parts:**

- Who is who? (posters, acting out, character bags...)
- What's the story? (plot on the line, plot mountain, storyboard, story pie...)
- Where does it play? (map, background information, pictures...)
- Novel Museum: see instructions on the right.
- Any other ideas are highly welcome.

# My Culture – Your Culture

On our presentation day we will also share different cultural experiences and customs with our guests. Work with a partner and decide on **one typical thing** you would like to present about your own or your partner's culture.

Ideas box:

- How you celebrate Christmas or New Year's Eve
- How you celebrate birthdays
- How you celebrate another big holiday
- Traditional clothes you wear at special occasions
- Traditional foods you prepare for special occasions
- Traditional decorations you make for special occasions or holidays
- Objects and symbols or lucky charms that are important in your culture

Bring your chosen item(s) to class on our presentation day. If you are planning to bring some food, make sure it is finger-food and pre-cut.



## Novel Museums

For the Novel Museum imagine that the characters in your book were REAL people. Our town wants to make their stories public and has, therefore, dedicated a whole room in the museum to these people and their stories. There they show real artefacts from your characters' lives. These objects are presented nicely in showcases and on tables around the room. Each of the objects has a label explaining the importance of the item, where it is from and what role it played.

In your museum display you might show some of the following things:

Maps, short newspaper articles about what happened to your characters, diary pages, letters, objects they used during their adventures, photos, clothes they were wearing, favorite items of your characters..... or any other things that play an important role.