

## PARENT/TEACHER GUIDE: EXTENSIONS FOR LEARNING

### INTRODUCTION

IBM brings you Crayola *Magic Wardrobe*, an interactive computer program focused on women in history, their daily lives, and their newsworthy experiences. As they unlock the wonders that await them in the various wardrobe drawers, children will be magically transported to 12 of the most exciting time periods from around the world--from Ancient Egypt to Imperial China; from Medieval France and Elizabethan England to our own American Colonial Era and Westward Expansion. They'll even explore eras close to the present, like life in the 1960s. The *Magic Wardrobe* truly is a time capsule for investigating what life was like long ago!

The following suggestions employ children's creative talents, including art projects and writing ideas, to promote an appreciation of history and the vast cultures from around the world. For each of these activities, we've suggested specific historical eras. Of course, though, these are just starting points! Encourage children to be creative and apply the ideas to additional historical eras.

Some of the activities work well with all historic eras, providing reinforcement of information gathered from the program, and extending the learning experience for children to not only put together what they have discovered, but to delve deeper into the eras as well. For example:

- \* You can print out the figures and clothing for each time period. Children can cut the items out, then play with as **paper dolls**, **puppets**, or **story figures**. The dolls can then be part of other activities found throughout this guide, such as fashion shows, puppet plays, or parts of dioramas.

- \* The historical periods in the *Magic Wardrobe* span an incredible era of time--from 1490 BCE to the 1960s, and 10 other eras in between. To help keep track of where each time period fits into this 3450-year span, your children can start a **time line**. Roll out a length of plain paper or the blank side of wrapping paper, as much as 6 feet (6 inches for each time period). Use books to hold down the curled edges or tape the paper to a wall. Mark off 12 6-inch sections, then label each in chronological order with the names and dates of each era. As they explore each time period, children can draw pictures to illustrate it or print out the figure and clothing from that era to glue to the time line.

- \* History, of course, happens all over the world. Children can investigate a **world map** to find out where each *Magic Wardrobe* friend is from. Using an almanac or encyclopedia, they can research the countries' flags, then re-create them on slips of paper. Tape the flags to toothpicks and mark the countries by taping the toothpicks to the map.

- \* What do children imagine it might be like to travel back in time? If they were to visit a particular time period, what would they need to bring with them so they would blend in and not stick out as a person from the future? For each time period, children can pack a suitcase for a **time-travel trip**. To make a time-travel suitcase, they can fold a sheet of

paper in half, then staple or tape the top and bottom together. Cut two suitcase handles from construction paper, and tape them to the open sides. The kids can fill their suitcase with items special to the period, including images they've printed and colored from the *Magic Wardrobe* and any other pieces of their own design or that would make their trips more comfortable.

\* If children from the different time periods could meet, what would they talk about? How would their lives compare? Kids can act out a **talk show discussion panel** with you, their friends, or classmates. To start them off, suggest they choose two to three time periods they find most interesting. With one child being the talk-show host, they can arrange chairs and a desk in a talk-show format. The children can then pretend to be from the different eras as they discuss what their lives are like and the host asks questions.

\* Many of the wardrobe eras include pets that people from that time period might have kept. Suggest that children start an **animal scrapbook** to learn more about them. First, they could staple several sheets of writing paper together, with a piece of construction paper on top, and illustrate a cover. Then, as they explore the wardrobe time-travel drawers, they can print out, color, cut out, and paste the various animals to separate pages of the scrapbook. If they'd like, they can annotate the pages with facts about the animals they've found in almanacs and encyclopedias.

**Now It's Your Turn!** Children have discovered what fashion and life was like over the past 3450 years. Now encourage them to create a new era for the *Magic Wardrobe*--for themselves! What would a new time-travel drawer from the present-day contain? What would they like to share with people in the future about their lives today? Suggest that children draw pictures of their own clothing and accessories, then store their cutouts in envelopes titled, "The *Magic Wardrobe*--My Life Today." Also encourage children to write diary entries about a day in their lives and news articles about women who are making history today.

As children explore the contents of the *Magic Wardrobe*, their eyes will open to different areas of life--from the theater to literature to women in politics. Encourage children to learn and investigate further what it was like to live long ago--and not so long ago--with the suggested activities in this guide.

## **EXPLORING THE *MAGIC WARDROBE*: ACTIVITIES TO ENHANCE, ENLIGHTEN, AND ENJOY**

**Make Your Own Designs** Playing with the period clothing in the *Magic Wardrobe* can inspire children to create designs of their own.

*Imperial China*--Children can design their own overrobes, using watercolors on coffee filters to bring out the flowy nature of these garments. Or, they can draw the designs with markers on coffee filters, then spray the drawing with a little water.

*American Southern Belle*--Children can create their own gowns for the ball. After printing out a design from *Magic Wardrobe* or drawing a new the design on paper, they can enhance it by gluing on bits of fabric, ribbon, lace, and other recyclable materials.

*Ghana, Africa*--Clothing in Ghana is very light weight to accommodate the hot African climate. Kids can trace their printouts of clothes from Ghana from *Magic Wardrobe* onto colored tissue paper to recreate the light-weight feel of these clothes.

**Create Clothing Accessories** Often it's the little things, like jewelry and hats, that jazz up outfits. Let children experiment making their own fashion accessories.

*Medieval France*--Azalais held her mantle closed with a decorative jeweled pin. Using Crayola Model Magic™ or other claylike products, kids can model their own pins, decorating them with glitter, beads, or star stickers. Attach a pin backing to the back with glue, then set aside to dry.

*Elizabethan England*--A sturdy paper plate makes the most wonderful hat! During the Elizabethan era, hats were very fancy--the more feathers and jewels the better! Children color the bottom of the plates with crayons, paints and markers. Then they can decorate the plates with bits of lace, ribbon, plastic feathers, beads, and other recyclable items they find around the home, gluing or taping them in place. They can complete the hat by stapling lengths of ribbon, one to each side. Take a picture of children wearing their new hats with the two ribbons tied in a bow beneath their chins.

*Pre-Revolutionary France*--Tall wigs with decorations were the rage in this era. What would children look like in one? Take an instant picture of each child, or find a photo that shows the child's face and hair clearly. Then the kids can take cotton balls and glue them around their heads in the photos to create the wigs. How would this fashion statement look today?

*India Under the British Raj*--Anklets are lots of fun to make. Kids can measure enough yarn or ribbon to fit around an ankle. Then they can add beads and little bells, or shape metallic decorations out of tin foil and fold them around the yarn or ribbon.

*Ghana, Africa*--Fathia has a beautiful vest of Kente cloth. Children can design their own vests with a Kente design. From a brown paper grocery bag, they cut out a vest shape, then turn the bag-vest inside out so the plain side shows. Then they can replicate a Kente design from *Magic Wardrobe* with crayons, paints and markers.

**Dress-up Time** What could be more fun than dressing up like someone from a different era? Encourage children and help them create particular styles. You might first talk about how they could duplicate particular styles. Then help them put the outfits together. With friends, invite children to act out the diary entries for those time periods. Here are some you might try.

*North American Navajo*--Children can take a thin cloth or paper and make a Navajo blanket. Using crayons, paints or markers, they can decorate the material with designs inspired by the blanket in *Magic Wardrobe*.

*American Hippies*--Do you or someone in your family still have clothing from the sixties? Rummage through the old things with children, so they can dress as they did during those decades.

**Clothing on Display** As children discover clothing from different historical time periods, and as they create clothing designs of their own, they'll probably want to save and display them. Here are several methods that could incorporate all the eras of the *Magic Wardrobe*.

*Open a Clothing Boutique*--Set aside a shelf for children to turn into a store, where they can display their fashion discoveries and ideas. How much would they charge for each article of clothing or accessory? Children can mark prices with self-stick notes or adhesive labels. Then they can play store with pretend signs, money, and so on, buying and selling the clothes in their shop.

*Set up a Museum Tour*--Using printouts from the *Magic Wardrobe*, as well as clothing crafts they've created, kids can make a clothing museum. They can display their objects in showcases made from shoe boxes covered with plastic wrap. Then they can write on index cards brief descriptions of the clothes, explaining perhaps how they were worn and why they exemplify the era. Every museum has posters--the children can make their own that advertise the exhibit. The kids should also give tours of their museum--maybe tape record a guided tour, directing visitors through each display.

*Put on a Fashion Show*--Another way to use printouts from the *Magic Wardrobe*, as well as clothing crafts they've created, is to put on a fashion show. The kids can color and cut out the clothes and dress their paper dolls. By taping craft sticks or pencils to the backs of the figures, children can move the paper dolls down a runway. They can play period music from *Magic Wardrobe*, or choose other music for the fashion show. They could even tape record a description to go along with each fashion model.

**Construct Dioramas** A diorama is a three-dimensional scene created inside a space, such as a shoe box or large cardboard box. Dioramas are wonderful ways to bring to life the exciting historical time periods in the *Magic Wardrobe*. Children can use them to display printouts of clothing, figures, and rooms of the *Magic Wardrobe*, as well as other items they create. Here are a few specific ideas.

*American Southern Belle*--What was the ballroom like for Chloe and Claudia's ball? Children can create the scene in a diorama. They can make all the girls at the ball from printouts of gowns and paper dolls, and then tape them to the walls or use craft sticks and Crayola Model Magic™ (or other claylike products) to put them in the box.

*North American Navajo*--A cylindrical oatmeal box makes a perfect Navaho hogan. Children can cut out a portion of one side so the cylinder lies on its side and you can see in, then decorate the inside as they imagine Ah-Zhi-Ne's hogan might look. They can also cut a hole from the top of the hogan to represent the smoke hole.

*Ghana, Africa*--An African market is an exciting place to visit! Following the description in Fathia's diary, children can re-create the market scene. Small cereal boxes or berry baskets could serve as individual tables or stalls. And they can mold foil and Crayola Model Magic™ (or other claylike products) to represent the different items for sale.

**Build It Up!** Constructing a building or vehicle from long ago is another creative endeavor. Here are a few specific ideas.

*Medieval France*--Who wouldn't like to live in a castle, as Castelloza does! Let children build their own castles, using assorted recycled household items. For example, they can join together shoe boxes, pasta boxes with "windows," and small cereal boxes with double "doors" to form the body of the castle. Cardboard tubes from paper towels topped with paper cups make excellent turrets. Craft sticks glued together could be a drawbridge, fence, or decoration for the top. Encourage children to be as creative as possible when constructing their castles. Afterward, let children place figures and clothing from the

*Magic Wardrobe* inside.

*American Westward Expansion*--A shoe box or oatmeal container makes a wonderful covered wagon. Children can cover it with brown construction paper, drawing in details to make it more wagon-like. Then they can glue on construction paper or cardboard wheels. Print out paper dolls from the *Magic Wardrobe*, along with clothing for this time period, to put in the wagon. As they push the wagon along, they can pretend they are pioneers traveling across the prairie: What would they talk about? What is the scenery like?

**Works of Art** Children can express themselves by creating works of art of depicting the scenes from the diary entries and news reports. Here are a few specific ideas.

*Imperial China*--Make a nighttime scene of Wei's first moon viewing. Using white art paper and white crayons, children can draw a nighttime scene that includes the moon and the stars. Then they dilute some black watercolor paint and brush the watercolor over the white-crayon drawing. The paint will adhere to the paper, but not the crayon, creating a mysterious nighttime illustration.

*Medieval France*--A tapestry is like a picture, but with one difference--it is sewn! Using colorful threads, the artist weaves a picture. Children can weave their own paper mats from a rectangle of construction paper that has slits from near the top of the paper to near the bottom of the paper (see rough sketch, below):



Then they cut long strips of construction paper and weave the strips in and out of the cut construction paper. The kids can then draw their scenes with crayons, markers, or paints on the woven mat. Plus they can write brief descriptions to accompany their mats, too.

**Posters and Reviews** Entertainments, such as live shows, music, and books were very important in many historical periods. Invite children to create a variety of posters and covers to illustrate these special events. For example:

*American Westward Expansion*--Annie Oakley and Buffalo Bill's Wild West Show thrilled audiences all over the West. On poster board, children can illustrate posters advertising Annie's amazing feats and Buffalo Bill's exciting entertainment extravaganza. The kids can also imagine what the show was like and write a review about it, or imagine they are Suzannah writing about the show in her diary.

*American Hippies*--Children can create either posters advertising a Joan Baez concert or record covers illustrating her music and songs. (If the kids have only seen CDs you may have to show them what a record looks like!) Again, kids can imagine they are writers for a music magazine and their current assignment is to review the Joan Baez concert in Washington. Have them tape their written reviews to their posters or CD covers.

**Postcards and Travel Brochures** When visiting another place, whether it a country or a period of time, it is always helpful to have some information about it. It's also fun to write postcards to friends back home. Invite children to create postcards or travel brochures for

different eras and settings.

*Elizabethan England*--When Cordelia visited her friend near London, perhaps she sent a postcard home to a family member. On the blank side of large index cards, children can draw pictures of England or scenes from Cordelia's visit. Or they can decorate the card with printouts of the room they visited, or a paper doll in an Elizabethan dress they designed. On the other side, they can write a few sentences describing the scenes they made.

*American Westward Expansion*--Traveling across the country was certainly an adventure! On the blank side of large index cards, encourage children to draw scenes from the prairie. Or they can decorate the card with printouts of the campsite, or a paper doll in a dress they designed. On the other side, invite them to write about something that happened there, as if Suzannah were writing to a friend.

*India Under the British Raj*--What is Sita's country like? Invite children to print out objects from the *Magic Wardrobe* as well as to research India in an encyclopedia. Then they can fold paper into thirds to resemble travel brochures. They can glue their pictures, write captions, and draw additional illustrations to complete their travel brochures about India.

*Ghana, Africa*--What should someone expect when traveling to Ghana? Invite children to print out objects from the *Magic Wardrobe* as well as to research Ghana in an encyclopedia. Kids can again fold sheets of paper into thirds to represent travel brochures. Then using printouts from the *Magic Wardrobe*, they can illustrate the brochures, writing captions to go with the cutouts.

**The Write Stuff** The art of writing has taken many different forms. The activities below encourage children to experiment with different methods of writing and recording history throughout time.

*Ancient Egypt*--Ancient Egyptians used a form of picture-writing called hieroglyphics. Children can imagine their own hieroglyphics and then print them. For instance, ask them to create a hieroglyphic of a cat--what would it look like? Once they've created some hieroglyphics, they can make prints of them. To start, they will need plastic-foam food trays, completely cleaned. Using a pencil, they can etch their hieroglyphics into the material. Then they can spread black paint over the tray and press paper to the wet paint. When they take the paper off, they will have prints of their hieroglyphics!

*Imperial China*--China has a very beautiful written language that uses characters to represent words or ideas. Some of these characters can look a bit like the object they represent--for instance, a character representing the word 'house' might look like a simplified house. Ask children to come up with their own ideas for characters--for instance, a character to represent the word 'flower' that looks like a flower. (Or they could find examples of real Chinese characters in an encyclopedia.) Children can then paint their own Chinese characters using black paints, thin brushes, and art paper.

**Be a Poet** Writing poetry is a wonderful way to express ourselves. Here are some themes to explore, following instances in the *Magic Wardrobe*.

*American Pilgrims*--Anne Bradstreet sailed to the New World when she was 18. As a child in England, she wrote poems. And she continued to do so in her new country. Her poems centered largely around love and family. Ask children to write poems with a

family theme. When they're happy with their poems, ask them to read the poems aloud, then to illustrate them, perhaps with actual photographs of their families.

*American Hippies*--Joan Baez sang beautiful folk songs. Ask children to listen to some folk songs then write a song themselves. If they feel comfortable, they could tape-record themselves singing it!

**Card Creations** Cards are a colorful way to express ourselves. We use cards for birthdays, to say thank you, for invitations, or just to say hello. And cards come in many varieties, such as pop-up cards, peek-a-hole cards, and accordion-fold cards. Invite children to create their own cards for different time periods. Also suggest that they use stationery they have designed from the program. Here are some ideas.

*Imperial China*--Encourage children to create a wedding invitation for Princess Wencheng. They can fold a sheet of paper in half, then illustrate it with printouts of Imperial China from the *Magic Wardrobe*. Children can paint Chinese characters on the card--either by finding examples of Chinese characters in an encyclopedia, or imagining their own Chinese characters. Finish by asking children to jot down a few formal words of invitation to the wedding.

*American Southern Belle*--Harriet Tubman was a woman who made a great difference in her world during the time of slavery. Ask children to name a woman who makes a difference today. Who are the women they know who are active in the community, for example, a teacher, a doctor, an entertainer, a writer, perhaps even a woman in politics with whom the children are familiar? Then ask the children to write the woman a thank-you card, thanking her for her contributions. They could accordion-fold a sheet of paper and on each panel illustrate a deed that person has done. Under each picture, have children write a short note of thanks for that specific achievement. If possible, the kids should mail the cards to the women who have made a difference--maybe the women will respond!

**Become a Letter Writer** Letter writing is a perfect way to share things we learn and experience with others. Encourage children to write letters to various people they've met through the *Magic Wardrobe*, or even letters to friends and grandparents, describing what they have learned exploring different time periods. They can print the letter out, or you can use the text extractor to send the text through E-mail (if you have an E-mail connection). Here are a few more specific examples.

*Imperial China*--Wei is very excited about her first moon viewing, and she wants to share it with her grandparents. Ask children to describe the moon in such a letter.

*Medieval France*--Have children pretend to be either Azalais or Castelloza, now living away from each other. Encourage them to exchange letters, describing their different lives.

*Pre-Revolutionary France*--Suggest to children that they are Jacqueline, excited about the recital. Encourage them to write letters to Jacqueline's grandparents to describe the experience and how they felt. Include a drawing with the letter, too. Or the children can write to family member about a recital or performance they have recently participated in or seen.

*American Southern Belle*--It is the day after the ball, and Chloe wants to share the evening with her grandparents or a friend. After drawing pictures of the night, children

can write letters expressing their experiences at the ball.

*North American Navajo*--Ah-Zhi-Ne had a funny experience with the sheep. Invite children to write letters from Ah-Zhi-Ne to a friend or family member about the experience. Or the children can write a letter to someone they know to tell about funny experiences they recently had.

*American Hippies*--What is a day on the commune like? Using examples from Sunshine's diary, as well as printouts from the *Magic Wardrobe*, encourage children to write letters with illustrations to friends or family members about the commune.

**Menu Makers** It goes without saying--food is important, no matter where or when you live. Invite children to come up with menus for different time periods. For example:

*American Pilgrims*--Prudence tells us she is learning how to make soup. What else might the Pilgrims have eaten? Children can write a menu of the different dishes, including vegetables and cornbread, using paper they have designed in *Magic Wardrobe*.

*American Hippies*--Invite children to plan a menu for Sunshine and the other members of the commune. Using stationery they have designed in *Magic Wardrobe*, they can list and illustrate the various dishes. They might also list a few ingredients, perhaps researching vegetarian lasagna and homemade yogurt in a cookbook.

**Put on a Show!** The diary entries and women in the news profiles included in the *Magic Wardrobe* provide terrific stories for children to act out in a myriad of ways. Again, the ideas below are only suggestions. Encourage children to put on shows in as many different ways as they like for any of the time periods.

*American Pilgrims*--Prudence's experience at the fire makes an interesting puppet play. Using the figure and clothing from the *Magic Wardrobe*, children can create a puppet by taping a craft stick to the back of the dressed figure. They can also print out a room and glue it to a cardboard box to serve as a stage. Cut a slit in the bottom of the box to slip the puppet through. Then read with children Prudence's diary entry as the Prudence puppet moves about the stage, acting out her daily routine.

*Pre-Revolutionary France*--Jacqueline was excited about her harpsichord recital. Invite children to put on a musical show, either solo or with friends. If anyone plays a musical instrument, wonderful. If not, they can choose music, either popular or traditional. They can invent dance routines, lip-sync the words, or mime playing the assorted instruments. Encourage them to perform their musical numbers for you.

**In the News** News profiles are exciting ways to learn about the world around us. The news reports in the *Magic Wardrobe* provide many opportunities for children to be reporters themselves.

*India under the British Raj*--Vijaya Pandit's fight for her country's freedom is big news. Invite children to record a television commentary about Vijaya's life. They can start by reading the news report from the *Magic Wardrobe* into a tape recorder. If you have a videotape recorder, they can even sit behind a desk and videotape themselves as if they are on television. Children replay the commentary for classmates, friends, or family members.

**Conduct an Interview** What better way to learn about people in a different era than to



interview them? Your children can not only conduct imaginary interviews, but they can interview those around them about life in the not-too-distant past.

*Ancient Egypt*--Invite children to pretend they live during the time of Nefertiti. How do they feel about the changes she has made? In what ways have their lives improved? The children can present their ideas by conducting interviews. Working in pairs, they can jot down questions and answers about life in Ancient Egypt. Then they can role-play being reporters and Egyptian citizens as they record their interviews on tape.

*Elizabethan England*--Although the first Queen Elizabeth of England lived and ruled 400 years ago, the second Queen Elizabeth of England still rules today! She became Queen in 1952, when she was in her twenties. What might it be like to be queen? Working in groups, children can hold press conferences with kings or queens. One child will be the king or queen and the others role-play reporters. After children write down questions and answers, they can act out their role-plays, with the reporters asking questions while the king or queen answers.

*India under the British Raj*--Vijaya Pandit was an important woman in the fight for India's independence. Many women in your community are important, too, for the big and small things they do. Encourage children to interview women in the community to find out how they contribute. Help children come up with suitable questions and to contact and set up a time for the interview. Invite children to tape-record their interviews to share with others.

*American Hippies*--The sixties are recent history. Children can interview a family member, teacher, or neighbor about the sixties. What were they doing during the sixties? Did they have a favorite outfit? A favorite food? What music did they listen to? Children can record the interview, then write an article about it.

**All in a Song** Music is also a special part of many time periods, often reflecting the culture and feel of the era. Invite children to explore various time periods through music. For example:

*Pre-Revolutionary France*--Jacqueline was learning how to play the harpsichord. Ask the children what instrument they want to learn to play. What type of music do they like? Play selections of various music styles, and as the music plays, encourage children to draw paintings that express how the music makes them feel.

*American Hippies*--Play some selections from Joan Baez, the controversial singer during the 1960s and 1970s. How does her music make them feel? Why do they enjoy or dislike it? Why was the music popular at that time? How does it compare to music today?

**Daily Diaries** Children have read excerpts from diaries from long ago, providing them with a feel for what life was like during each historical period. Encourage children to set up their own diaries to record their feelings and daily events, perhaps using writing pages they have designed in the letters section of *Magic Wardrobe*. Here are some other ideas for additional diary entries.

*Ancient Egypt*--Nefertiti had six daughters. What might it be like to have such a well-known parent? Children can write diary entries as if they were Nefertiti's daughter, describing their mother and life in Egypt. They can also illustrate the diary pages with clothing and accessories printed from the *Magic Wardrobe*.

*American Westward Expansion*--What was life like as Annie Oakley, traveling around

with Buffalo Bill? Children can write diary entries for one day on the road with the Wild West Show. Plus they can add an illustration depicting the show, too.

**Make a Difference!** Many of the women children meet while exploring the *Magic Wardrobe* made a difference in their world. Ask children how they might one day make a difference. What concerns do they have about things they see around them? Here are a few ways to express their thoughts.

*Elizabethan England*--Elizabeth I was Queen of England during the 1500s. She noticed many things wrong with her country, and she made a triumphant effort to make changes for the better. If children could be queen or king, what changes would they make?

Encourage them to present a speech, explaining their ideas. Let children dress up in regal robes with crowns they create, covering poster board, construction paper, or file folders with foil for a metallic look. Then sit back and listen to the queens' and kings' speeches.

*American Southern Belle*--Harriet Tubman was an amazing woman of courage and fortitude during slavery in the 1800s, helping other slaves on the underground railroad escape to freedom. With children, read newspaper or magazine articles about female politicians in your area who are making a difference in your community.

**Have a Party!** Invite children to celebrate the different time periods they explore by holding a party or festival in the traditional manner they read and learn about. For each time-period party, encourage children to print out clothing and other items that represent it for use as decorations. Also suggest that children create fun invitations and other decorations, such as centerpieces, place cards, and wall hangings, using the program. Children might enjoy holding parties for the following eras:

*Imperial China*--The full moon is an important symbol in China, for it marks the beginning of the new year. The lantern festival is a special party for the new full moon. Lanterns shaped like dragons, tigers, and, of course, moons are lit and hung from every house and tree. Children can create their own lanterns, cutting out a shape and taping it to string attached to a stick. Encourage them to have a mini-parade to show everyone their lanterns, then serve "moon" rice cakes as party treats. (Caution--do not light these paper lanterns--they are merely for decoration and atmosphere.)

*Medieval France*--Hold a wedding reception for Azalais's sister. Encourage some party participants to act as troubadours, others as acrobats; still others can duel with mock-swords of long cardboard tubes from wrapping paper covered with foil.

*Ghana, Africa*--Ghana gained its independence from European rule in 1957. It doesn't matter what time of year it is, hold your own independence party. Talk about ways that people in Ghana and the United States might celebrate their independence, then roll out the flags and streamers.

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Special thanks to Cheri Serman

## **SUGGESTIONS FOR FURTHER READING**

**Read Up on It!** If children want to learn more about the time periods they have explored

in *Magic Wardrobe*, invite them to explore the library to discover even more. Many works of historical fiction have been written about these compelling time periods. Here are a few to get children started. But by all means, don't be limited to these selections--this is just the tip of the iceberg!

"Africa (Cultural Atlas for Young People Series)" by Jocelyn Murray (Facts on File, 1990)--Ghana, Africa

"Ancient Egypt (Eyewitness Book)" by George Hart (Knopf, 1990)--Ancient Egypt

"The Ballad of Lucy Whipple" by Karen Cushman (Houghton Mifflin, 1996)--American Westward Expansion

"Becca's Story" by James D. Forman (Charles Scribner's Sons, 1992)--American Southern Belle

"Bed-Knob and Broomstick" by Mary Norton (Harcourt Brace, 1990)--Time Travel

"Beyond the Burning Time" by Kathryn Lasky (Blue Sky Press, Scholastic, 1994)--American Pilgrims

"Brother's of the Heart" by Joan Blos (Charles Scriber's Sons, 1985)--American Westward Expansion

"By the Highway" by Mary Stolz (Harper & Row, 1971)--American Hippies

"Caddie Woodlawn" by Carol Ryrie Brink (Aladdin, 1990)--American Westward Expansion

"The Cat in the Mirror" by Mary Stolz (Harper & Row, 1975)--Ancient Egypt

"Cathedral: The Story of Its Construction" and "Castle" by David Macauley (Houghton Mifflin, 1973 and 1977)--Medieval France

"Catherine, Called Birdy" by Karen Cushman (Clarion Books, 1994)--Medieval France

"The Children of Green Knowe" by Lucy Maria Boston (Harcourt Brace, 1989)--Time Travel

"A Connecticut Yankee in King Arthur's Court" by Mark Twain (Viking Press, 1990)--Time Travel

"Doll in the Garden" by Mary Downing Hahn (Camelot, 1996)--Time Travel

"Half Magic" by Edward Eager (Harcourt Brace, 1989)--Time Travel

"Hitty: Her First Hundred Years" by Rachel Field (Yearling Books, 1990)--Time Travel

"Kofi and His Magic" by Maya Angelou (Clarkson Potter, 1996)--Ghana, Africa

"The Last of the Really Great Whangdoodles" by Julie Edwards (Trophy Press, 1989)--Time Travel

"The Lion, the Witch and the Wardrobe", part of the "Chronicles of Narnia" series by C.S. Lewis (Harpercollins Juvenile Books, 1994)--Time Travel

"Little House on the Prairie" part of the "Little House" series by Laura Ingalls Wilder (HarperCollins, 1975)--American Westward Expansion

"Ma'II & Cousin Horned Toad" Shonto Begay Illustrator (Scholastic 1992)--North American Navajo

"The Midwife's Apprentice" by Karen Cushman (Clarion Books, 1995)--Medieval France

"Navajo Visions and Voices Across the Mesa" by Shonto Begay (Scholastic 1995)--North American Navajo

"Navajo Code Talkers" by Nathan Aaseng (Walker 1992)--North American Navajo

"A Proud Taste for Scarlet and Miniver" by E.L. Konigsburg (Atheneum, 1973)--Medieval France

"Puck of Pook's Hill" by Rudyard Kipling (Penguin USA, 1991)--Time Travel

"Pyramid" by David Macauley (Houghton Mifflin, 1982)--Ancient Egypt

"A Rainbow at Night: The World in Words and Pictures" by Bruce Hucko (Chronicle Books 1997)--North American Navajo

"Sarah, Plain and Tall" by Patricia MacLachlan (Harpercollins Juvenile Books, 1985)--American Westward Expansion

"Sing Down the Moon" by Scott O'Dell (Houghton Mifflin, 1970)--North American Navajo

"A String in the Harp" by Nancy Bond (McElderry, 1976)--Time Travel

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"The Time Garden" by Edward Eager (Harcourt Brace, 1990)--Time Travel

"Tituba of Salem Village" by Ann Petry (Thomas Y. Crowell, 1964)--American Pilgrims

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