

Teacher's Guide

Written by Beverly Eschberger & Geoff Habiger.

Book Summary:

In *The Elephants in the Land of Enchantment* the Elephant Family (Mr. & Mrs. Elephant, Harold and Penelope) get a letter from their friend Maria inviting them to visit Albuquerque. Maria is an artist and she wants the Elephant Family to come see her new art piece. The Elephant Family travels from London, England to Albuquerque, New Mexico. There, they visit Maria and her family. Maria's niece is turning 15 and is having a quinceañera party. Before the party Maria takes the Elephant Family to the Albuquerque International Balloon Fiesta and then to Old Town. After the party Maria takes the Elephant Family back to the Balloon Fiesta where she unveils her art piece to them.

Book Information:

Author: Beverly Eschberger; Illustrated by: Jim Gower
Categories: Children's, Travel, Albuquerque, Elephants
Reading Level: 2nd to 4th Grade (Ages 7 to 10 years)
ISBN: 978-1-932926-02-6; Format: Paperback; Pages: 96

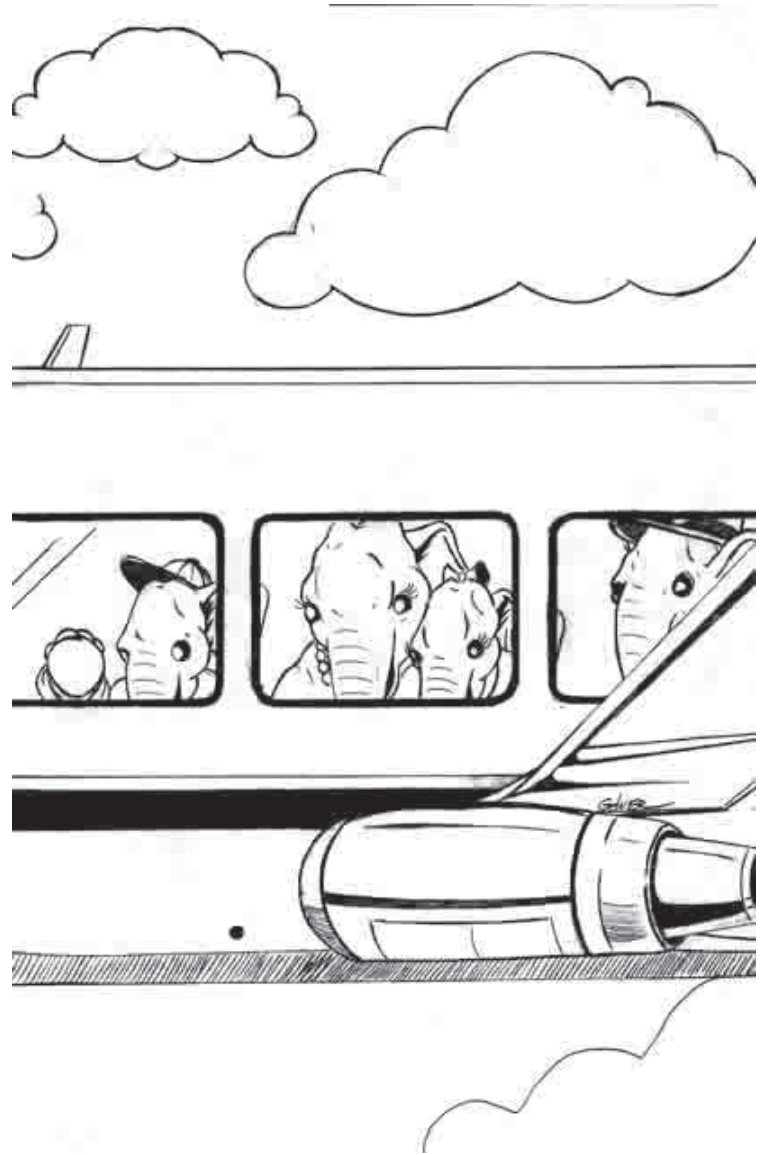
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Geography:

The Elephant Family Adventure series has the Elephant Family traveling to many different places around the world. The series is a wonderful way to introduce children to the subject of geography.

Suggested Teaching Topics:

1. The Elephant Family lives in London, England. Have the class locate London on a map or globe.
 - a. How far away is London from your school?
 - b. What places are there to see and visit in London?
 - c. Looking at where London is at on the globe, what kind of weather do you think they have? Is it similar to the weather in your city? Why or why not?
2. The Elephant Family travels to the United States to visit their friend Maria in Albuquerque, New Mexico.
 - a. Can you find Albuquerque on a map? Where is New Mexico located in relation to your own state? (Or, if you live in New Mexico, where is Albuquerque located in relation to your city?)
 - b. What other cities are in New Mexico? Which city is the state capital of New Mexico? Are there other important cities in New Mexico (whether because of their location, industry, or historical significance)?
 - c. What states border New Mexico? Do any foreign countries also border New Mexico?
3. The Elephant Family come from a fictional country in Africa called Elephas. This is a make believe country, but there are many other countries in Africa.
 - a. Can you find Africa on a globe?
 - b. Where is Africa in relation to your school?
 - c. What are some of the countries in Africa? Can you name them all?
 - d. What are some of the countries in Africa where elephants can be found?



Activity:

If you could make up your own country, what would you call it? What kind of people would live there and what would they do? What kind of animals would live there? What would the weather be like in your country? What sort of food would the people in your country eat?

Compare your make believe country with those of other students or groups in the class. Are the different countries the same or different?

Culture:

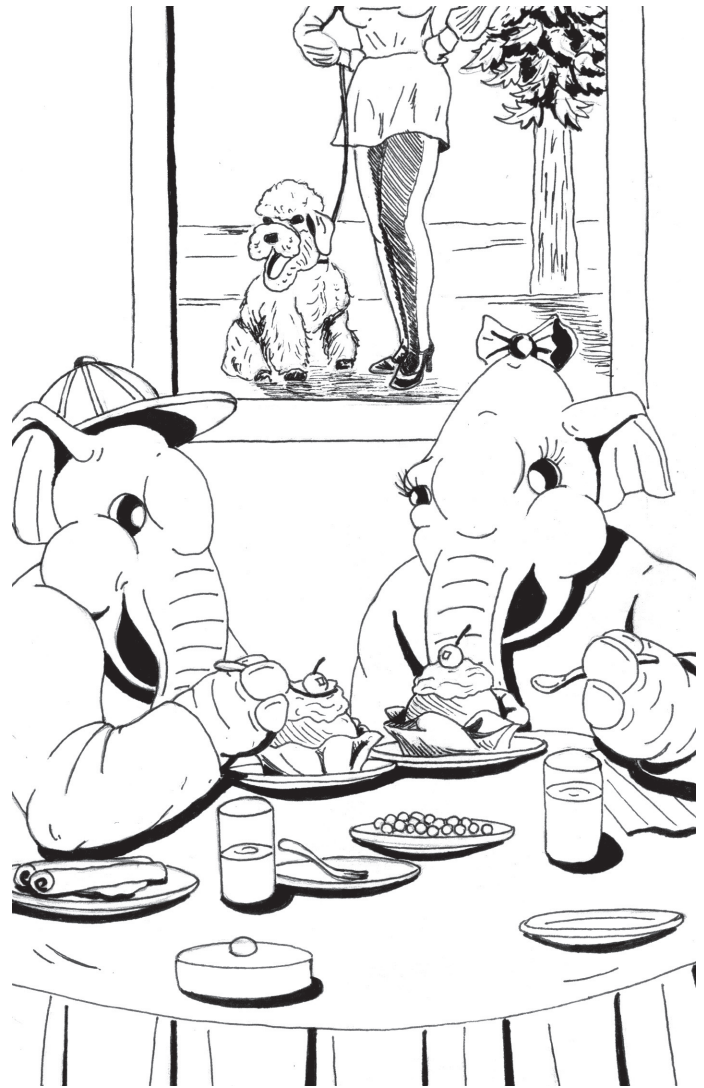
As the Elephant Family travels around the world they meet many different people and learn about their culture and customs. With the Elephant Family children are introduced to many new cultures.

Suggested Teaching Topics:

1. The Elephant Family attends a quinceañera while they are visiting Maria in Albuquerque. Can you think of any special birthday or coming-of-age celebrations in other cultures? How do you celebrate birthdays?
2. When the Elephant Family arrives in Albuquerque, all of Maria's family comes together for a big dinner and then play music afterwards. Does your family have any special family traditions?
3. Harold thinks that Native Americans are like the Indians of old Wild West movies.
 - a. Is this image about Native Americans really true?
 - b. How do Native Americans live today?

Activity:

Are there any Native American tribes that live near your school? Contact members of the tribe to see if they will come visit your class and talk about their people and culture.



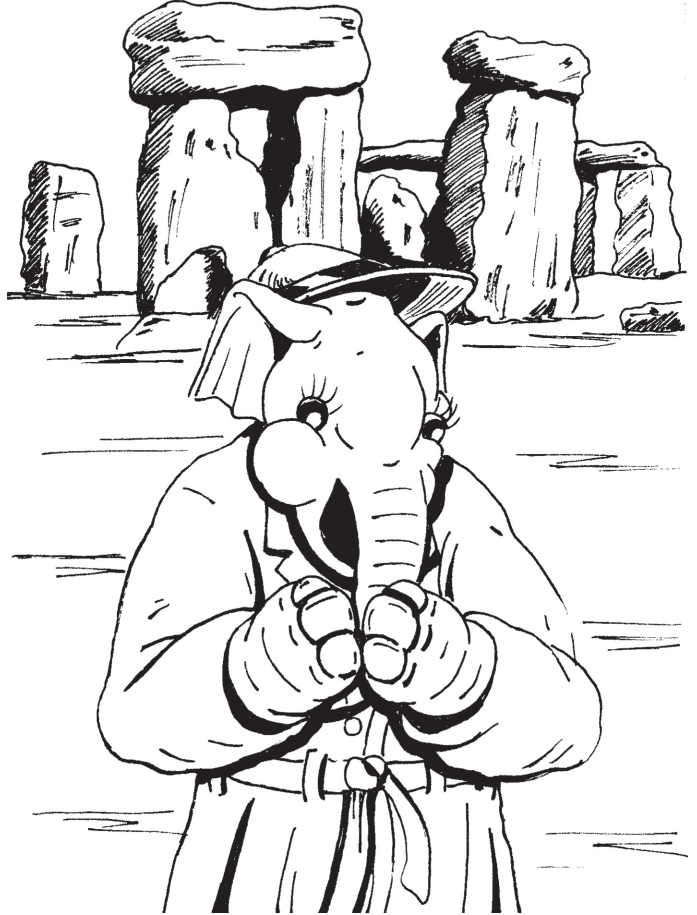
Or, hold a Heritage Day in class where students bring food, clothes, toys, or other objects that are unique to their own cultural heritage.

History:

When the Elephant Family travels they always learn about the history of the place they are visiting. Learning about the history of a place can tell you a lot about the people and how they live today.

Suggested Teaching Topics:

1. The Elephant Family visits Albuquerque, New Mexico. Albuquerque was founded in 1706 by the Spanish.
 - a. When was your city founded?
 - b. Who was your city founded by?
 - c. What has changed about your city from when it was first founded?
2. Harold wanted to meet Native Americans on his visit to Albuquerque. Native Americans lived in the Albuquerque area long before the arrival of the Spanish.
 - a. What tribes live in the New Mexico area?
 - b. How have things changed for the Native Americans since the arrival of the Spanish.
 - c. Are there any native people that lived in your city (or where your city is now located) before it was founded? What kinds of people were they?
3. What kinds of things help shape the history or your city or state?



Activity:

Chart the history of your city on a large piece of paper. Mark the years since the city was first founded and add in important dates and names of famous people from your city and when they lived.

Language:

The Elephant Family makes an attempt to learn different languages. Harold and Penelope are learning French in school, and Mrs. Elephant speaks a little bit of Spanish in the book.

Suggested Teaching Topics:

1. Maria and her family speak Spanish as well as English. Do you know any Spanish words?
2. Does your family speak a language other than English? What language is it?
3. Do you think it is important to learn other languages? Why or why not?

Activity:

Not everybody speaks more than one language. Sometimes it is hard for a person that speaks only one language to understand what is being said when they visit a different country. Signs written in more than one language can help people to understand and learn the different language.

Have the class divide into different groups and have each group pick a different language (Spanish, French, German are all good examples, but feel free to choose any language.) Once the groups have picked a language, have them translate words for different objects in the classroom from English into the new language. Have the students make signs to put on the objects with the name in English and the other language.

