



## Heritage Studies Patch Packet



**04-1141**

Girl Scouts of Central Maryland

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[www.gscm.org](http://www.gscm.org)

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## Heritage Studies

### Brownie

#### Discover

1. Girls develop a strong sense of self
  - Positively identify with their gender and cultural, linguistic, racial, and ethnic groups.
  - Have increased confidence in their abilities.
2. Girls seek challenges in the world
  - Are more open to learning or doing new and challenging things.
  - Recognize they can learn from mistakes.
3. Girls develop critical thinking
  - Are better able to recognize and examine stereotypes (based on gender, race, income, ability, ect.) that they encounter.

#### Connect

1. Girls develop healthy relationships
  - Are better able to show empathy toward others.
  - Begin to understand how their behavior contributes to maintain healthy relationships.
2. Girls advance diversity in a multicultural world
  - Begin to understand the meaning of diversity.
  - Strengthen their appreciation of differences in others.
3. Girls feel connected to their communities, locally and globally.
  - Recognize the importance of being part of a larger community.

#### Take Action

1. Girls are resourceful problem solvers
  - Are better able to develop a basic plan to reach a goal or a solution to a problem.
  - Are better able to create alternative solutions to problems.
2. Girls advocate for themselves and others, locally and globally
  - Gain a better understanding of their rights and those of others.
  - Learn and begin to apply basic advocacy skills.
3. Girls feel empowered to make a difference in the world
  - Exhibit increased determination to create changes for themselves and others.
  - Increasingly feel they have important roles and responsibilities in their groups and/or communities.

## Heritage Studies

### Junior

#### Discover

4. Girls develop a strong sense of self
  - Gain a clearer sense of individual identities in relation to, and apart from, outside influences.
  - Are better able to recognize how situations, attitudes, and behaviors of others affect their sense of self
5. Girls seek challenges in the world
  - Are better at exploring new skills and ideas.
6. Girls develop critical thinking
  - Show greater skill in gathering and evaluating information.
  - Are better able to consider multiple perspectives on issues.

#### Connect

4. Girls develop healthy relationships
  - Are more competent in addressing negative treatment by others.
  - Strengthen communication skills for maintaining healthy relationships.
5. Girls advance diversity in a multicultural world
  - Develop greater awareness of various forms of discrimination in the world.
  - Recognize the value of promoting diversity in the world.
6. Girls feel connected to their communities, locally and globally.
  - Begin to feel part of a larger community of girls/women.
  - Are better able to recognize the importance of knowing about, and actively participating in, community groups.

#### Take Action

4. Girls are resourceful problem solvers
  - Gain a greater ability to locate and use resources that will help accomplish their project goals.
5. Girls advocate for themselves and others, locally and globally
  - Strengthen their abilities to effectively speak out or act for themselves and others.
6. Girls feel empowered to make a difference in the world
  - Are more confident in the power to effect positive change.

#### Heritage Studies

##### Cadette

##### Discover

7. Girls develop a strong sense of self

- Are better able to negotiate the effects of sociocultural factors, gender issues, and stereotyping/bias on to their sense of self.
  - Show increase in self-efficacy.
8. Girls seek challenges in the world
    - Recognize the importance of challenging oneself for one's positive growth.
  9. Girls develop critical thinking
    - Are better able to examine issues and ideas from various perspectives.
    - Have increased understanding of positive and negative ways that media impact their own and others' lives.

#### Connect

7. Girls develop healthy relationships
  - Are able to use positive communication and relationship-building skills.
  - Have more positive, trusting relationships with others.
8. Girls advance diversity in a multicultural world
  - Learn strategies for promoting diversity and creating more inclusive environments.
  - Can examine the negative impact of stereotyping, prejudice, discrimination, and privilege on their lives and the lives of others.
9. Girls feel connected to their communities, locally and globally.
  - Strengthen existing relationships and seek to create new connections with others in their communities.

#### Take Action

7. Girls are resourceful problem solvers
  - Increasingly seek out community support and resources to achieve their goals.
  - Are able to create and implement detailed action plans for their projects.
8. Girls advocate for themselves and others, locally and globally
  - Recognize the importance of advocacy in accomplishing positive changes for themselves and others.
  - Gain greater ability to use specific advocacy skills to address issues of interest.
9. Girls feel empowered to make a difference in the world
  - Feel more valued by others for their ability to apply leadership skills toward positive change.

#### Heritage Studies Senior

#### Discover

10. Girls develop a strong sense of self

- Are better able to recognize and address personal and social barriers to reaching personal goals.
11. Girls seek challenges in the world
    - Show increased courage to challenge their own and others' beliefs and opinions.
    - Demonstrate increased enthusiasm for learning new skills and ideas and expanding existing ones.
  12. Girls develop critical thinking
    - Are better able to analyze their own and others' thinking processes
    - Are better able to apply critical thinking skills to challenge stereotypes and biases.

#### Connect

10. Girls develop healthy relationships
  - Are better able to recognize and address challenges to forming and maintaining healthy relationships with others.
11. Girls advance diversity in a multicultural world
  - Are engaged in promoting diversity and tolerance.
  - Are increasingly able to address challenges to promoting inclusive attitudes and diversity.
12. Girls feel connected to their communities, locally and globally.
  - Feel that their connections with diverse members of their communities are important resources for personal and leadership development.

#### Take Action

10. Girls are resourceful problem solvers
  - Are better able to effectively plan and carry out action projects with minimal adult guidance.
  - Are better able to assess their progress and adjust strategies as necessary.
11. Girls advocate for themselves and others, locally and globally
  - Use advocacy skills and knowledge to be more active on behalf of a cause, issue, or person, locally or globally.
  - Have a greater understanding of how the decisions and policies of various institutions have effects on their lives and the lives of others.
12. Girls feel empowered to make a difference in the world

- Are better able to address challenges to their feeling of empowerment

## Heritage Studies

### Ambassador

#### Discover

13. Girls develop a strong sense of self
  - Feel they are better equipped to pursue future/life goals.
  - Increase the sense of autonomy.
14. Girls seek challenges in the world
  - Have increased confidence to discuss and address challenging issues and contradictions in their lives and in their local and global communities.
15. Girls develop critical thinking
  - Are increasingly able to address local/global/societal barriers to women's leadership.

#### Connect

13. Girls develop healthy relationships
  - Are better able to protect their rights in relationships.
  - Strengthen strategies for maintaining healthy relationships.
14. Girls advance diversity in a multicultural world
  - Are actively engaged in promoting diversity and tolerance, locally and/or globally.
  - Are increasingly able to address various challenges to promoting inclusive attitudes and diversity, locally and/or globally.
15. Girls feel connected to their communities, locally and globally.
  - Have extensive feelings of connection with their local and global communities.

#### Take Action

13. Girls are resourceful problem solvers
  - Actively seek partnership to achieve greater community participation and impact for their Take Action Projects.
14. Girls advocate for themselves and others, locally and globally
  - Are better able to consider the community/global impact of their advocacy efforts.
  - Actively seek partnerships with other organizations that provide support and resources for their advocacy efforts.
15. Girls feel empowered to make a difference in the world
  - Feel capable of using their skills to better the functioning and governance of communities, locally or globally.

## **H**eritage Studies Introduction:

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*Multicultural activities have always played an important role in the Girl Scout/Girl Guide Movement. From its earliest days, Girl Scouts of the U.S.A. and Girl Scout councils have believed in and promoted the importance of helping girls learn, appreciate, and enjoy the richness of the multicultural world they live in. Today, as America's population becomes increasingly diverse, it is more important than ever that girls be exposed to a wide variety of activities that*

will increase their knowledge and understanding of the traditions, lifestyles, and heritages of the various racial, ethnic, religious, and socioeconomic groups in their communities.

*What is culture?* Culture is defined as a total way of life of a social group that has developed in a particular place over a period of time. All cultures have some form of family for nurturing the young, a language for communication purposes, an economic system for physical survival, and a religion. All cultures have standards for acceptable behavior, values, and beliefs that they consider desirable, worthy, and important.

*Children need exposure to the world around them.* They need knowledge about the history, traditions, beliefs, morals, and language of the various population groupings enriching American society today. Through such exposure, children will gain understanding and develop a sense of commitment to the importance of pluralism in their home communities and in the United States. They will come to see the advantages of a society in which different ethnic, racial, religious, and socioeconomic groups work together for the common good of all while independently participating in their own traditional culture.



## LEADER PREPARATION FOR HERITAGE STUDIES

*The leader is the key person in implementing a successful Heritage Study experience. Every leader has the responsibility of promoting activities where democratic attitudes can be developed. The leader's disposition and relationships with girls are the most important ingredients for encouraging those types of experiences. Leaders should:*

- ☞ Agree with the goals and objectives of the program.
- ☞ Have a strong personal commitment for the value of multicultural concepts in troop activities.
- ☞ Allow for and prepare for free discussion of questions and emotions that might arise in the course of a Heritage Study experience.

The names of resources provided in the packet are for your convenience but you do not need to limit yourself and your troop/group only to those included. Feel free to experiment with resources from your school and local libraries. Internet addresses change often, so feel free to supplement or replace any outdated items in the pages that follow. Also evaluate Internet sites critically. Sites affiliated with universities or public institutions such as museums generally contain reliable information. Be sure to visit the web sites before you allow the girls to go there.

### **OBJECTIVES FOR THE LEADER**→

1. Create a climate of acceptance and mutual respect that allows for free expression of ideas and feelings.
2. Support girls with experiences that will build positive attitudes toward themselves and others.
3. Create a learning environment that allows for the understanding and valuing of all cultural groups.
4. Provide a total program based on the dignity and worth of the individual.
5. Use procedures that are fair, just, and realistic in all group situations.
6. Use a multidimensional approach to programming. For example, provide contact with various ethnic groups, literature, direct study, audiovisual materials, art, drama, etc.
7. Demonstrate a commitment to multicultural awareness of individuals and groups.

### **OBJECTIVES FOR THE GIRLS**→

1. Respect self and every other human being as an individual of equal worth.
2. Evaluate the effects of personal behavior in terms of its impact on the rights of others.
3. Express ideas and opinions that are free from labels and stereotypes.
4. Became directly involved in an aspect of a Heritage Project.
5. Accept every person on the basis of individual worth, rather than race, religion, nationality, or socioeconomic status.
6. Accept the fact that individuals and groups have the right to differ from one another and that differences do not connote inferiority or superiority.
7. Develop sensitivity to the needs, emotions, and problems of all people.
8. Approach each new experience with an open mind.

# HOW TO EARN A HERITAGE STUDIES PATCH



Activities are listed for the following five heritages:



African American  
Asian American  
Hispanic American  
Judaic American  
Native American

There are seven activities for each heritage group:

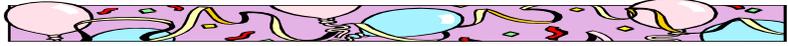
Holidays and Celebrations  
Food and Heritage  
Values and Traditions  
Play  
Arts and Crafts  
Great Men! Great Women!  
Charting Your Community

- ☞ Daisy Girl Scouts are to complete one activity per heritage group.
- ☞ Brownie Girl Scouts are to complete two activities per heritage group.
- ☞ Junior Girl Scouts are to complete three activities per heritage group.
- ☞ Cadette Girl Scouts are to complete four activities per heritage group.
- ☞ Senior and Ambassador Girl Scouts are to complete five activities per heritage group.

*Let the girls choose which heritage patch they would like to work on. You might even suggest that different girls working on different cultures at the same time. They could share what they have learned with the rest of the troop or group.*

When the required activities have been completed, patch segments may be ordered from Girl Scouts of Central Maryland Store, 4806 Seton Drive, Baltimore, MD 21215, 410-358-9711 or 800-492-2521, [www.gscm.org](http://www.gscm.org).

# HOLIDAYS AND CELEBRATIONS



*Every culture has certain annual celebrations that are special to it - two days that are commonly celebrated throughout the world are birthdays and New Year's Day.*

Learn about the holidays that are celebrated by the culture that you have chosen, including birthdays and New Year's Day, and then plan a Girl Scout's Own with those holidays in its theme.



## Resources:

### **African American -**

*Kwanzaa: A Guide to Celebrating the Holiday*, (Aladdin Paperbacks an imprint of Simon & Schuster), 1996, Delores Johnson (Girl Scouts of Central MD volunteer Resource Center).

Kwanzaa – <http://www.officialkwanzaawebsite.org/>

*Celebrations of African Heritage*, by Warren J. Halliburton, Copyright 1992, Call Number J394.2H

### **Asian American -**

Chinese New Year –  
[http://www.educ.uvic.ca/faculty/mroth/438/CHINA/chinese\\_new\\_year.html](http://www.educ.uvic.ca/faculty/mroth/438/CHINA/chinese_new_year.html)

Asian Public Holidays – <http://www.lib.washington.edu/subject/History/tm/asian.html>

*Celebrate! In Southeast Asia*, by Joe F. Viesti, Lothrop, Lee & Shepard Books, Copyright 1996, Call Number J394.2V

*Celebrate! In South Asia*, by Joe F. Viesti, Lothrop, Lee & Shepard Books, Copyright 1996, Call Number J394.2V

## **Hispanic American –**

Cinco de Mayo – <http://www.mexonline.com/cinco.htm>

The Day of the Dead – <http://www.azcentral.com/ent/dead/>

Las Posadas: A Hispanic Christmas Celebration, by Diane Hoyt-Goldsmith, Copyright 1999, Call Number J394.268H

## **Judaic American -**

The Kids Catalog of Jewish Holidays, by David A. Adler, The Jewish Publication Society, Copyright 1996, Call Number J296.43K

The Family Treasury of Jewish Holidays, by Malka Drucker, Little, Brown and Company, Copyright 1994, Call Number J296.4D

Celebrating Passover, Diane Hoyt-Goldsmith, Holiday House, Copyright 2000, Call Number J296.437H

The Jewish Holidays – [http://bnaibrith.org/jewish\\_holiday\\_calendar.cfm](http://bnaibrith.org/jewish_holiday_calendar.cfm)

Understanding Jewish Holidays and Customs: Historical and Contemporary, by Sol Scharfstein, KTAV Publishing House, Inc., Copyright 1999, Call Number J296.4S

## **Native American -**

Navajo Ceremonials – <http://www.hanksville.org/voyage/navajo/ceremonials.php3>

Against the Wind: American Indian Running Traditions – [http://www.peabody.harvard.edu/mcnh\\_running/default.html](http://www.peabody.harvard.edu/mcnh_running/default.html)

The Sacred Paths: Spells, Prayers, & Power Songs of the American Indians, by John Bierhorst, Morrow, Copyright 1984, Call Number J897S

## **General -**

Happy Birthday, Everywhere!, by Arlene Erlbach, Copyright 1997, The Millbrook Press, Call Number J394.2

Holidays and Celebrations from Around the World – <http://www.topics-mag.com/internatl/center.htm>

Multicultural Holidays – <http://familyculture.com>

Multicultural Calendar – <http://www.kidlink.org/KIDPROJ/MCC>

Festivals Together: A Guide to Multi-Cultural Celebration, by Sue Fitzjohn, Minda Weston, and Judy Large, Copyright 1993, Call Number J349.2F

A Celebration of Customs and Rituals of the World, by Robert Ingpen and Phillip Wilkinson, Copyright 1994, Call Number J394.2I

Festivals Together: A Guide to Multicultural Celebration, Sue Fitzjohn, Minda Weston, and Judy Large, Copyright 1993, Hawthorn Press, Call Number J394.2F.





## FOOD AND HERITAGE



*All people share with one another the need for food; however, what is considered edible can vary from culture to culture. What one culture may consider a delicacy, another may consider unsuitable for human consumption.*

Create and serve a meal or refreshments using foods and recipes from the culture you have chosen.



### Resources:

#### **African American -**

Kwanzaa Karamu: Cooking and Crafts for a Kwanzaa Feast, by April A Brady, Copyright 1995, Call Number J394.26B

African Recipes – [http://www.phillipmartin.info/liberia/text\\_recipes\\_intro.htm](http://www.phillipmartin.info/liberia/text_recipes_intro.htm)

African Food and Drink, by Martin Gibrill, Bookwright Press, Copyright 1989, Call Number J641.596G

#### **Asian American -**

<http://www.recipesource.com/ethnic/asia/> This site includes links for recipes from many different regions.

Food in Japan, by Jiro Takeshita, Copyright 1989, Call Number J641.5952T

Food in Korea, by Nancy Loewen, Copyright 1991, Call Number J641.595L

#### **Hispanic American -**

Spanish Recipes – <http://recipes.alastra.com/spanish/>

Spanish Foods and Recipes – <http://www.lingolex.com/spanishfood/index.htm>

Food of Latin America – <http://lanic.utexas.edu/la/region/food> This site has recipes organized by country.

Cooking the South American Way, by Helga Parnell, Lerner Publications Co., Copyright 1991, Call Number J641.59P Includes recipes from South America and Latin America.

Mexico, by Linda Illsley, Raintree Sleck-Vaughn, Copyright 1999, Call Number J641.59721

### **Judaic American -**

Jewish Holiday Cookbook, by Susan Gold Purdy. Franklin Watts, Copyright 1979, Call Number J641.597 (Note: While this book is quite old, it is an excellent reference.)

Beni's Family Cookbook for the Jewish Holidays, by Jane Breskin Zalben, Henry Holt, Copyright 1996, Call Number J641.5Z

Traditional Chanukah Recipes – <http://www.rainmall.com/hanukkah/hrecipes.htm>

Recipes – <http://www.koshercooking.com/recipes/index.html>

### **Native American –**

A Native American Feast, by Lucille Recht Penner, Copyright 1994, Call Number J641.59297P

Native American Recipes – <http://www.cookingpost.com/recipe.cfm>

### **General –**

Vegetarian Cooking Around the World, Lerner Publications Company, Copyright 1992, Call Number J641.5636

Passport on a Plate, by Diane Simore Vezza, Copyright 1997, Call Number J641.59V

Holidays of the World Cookbook for Students, by Lois Sinaiko Webb, Copyright 1995, Call Number J641.568W

The International Cookie Jar Cookbook, by Anita Borghese, Copyright 1975, Call Number J641.8B

Festivals Together: A Guide to Multicultural Celebration, Sue Fitzjohn, Minda Weston, and Judy Large, Copyright 1993, Hawthorn Press.



# VALUES AND TRADITIONS: FOLKTALES AND FOLKLORE



*Folktales are part of a culture's method of passing along its own traditions, values, and codes of behavior to younger generations and to people new to the group. Although these stories (yarns) may be written, often they are transmitted orally and in as many variations as there are storytellers. Folktales can be found in all cultures.*

Explore the tradition of the culture you have chosen by reading at least two folktales or put on a play relating to the culture you have chosen. Note: Few books are included under specific cultures. The books under the general heading include folk tales or plays from many cultures including the five that are part of this packet. Most of the better books of folk tales do not contain tales from a single culture.



## Resources:

### **African American -**

African Tales - <http://www.wildlifeafrica.co.za/africatales.html>

African American Folk Tales - <http://www.toptags.com/aama/tales/tales.htm>

### **Asian American -**

Central Asian Tales - <http://www.darsie.net/talesofwonder/centasia.html>

### **Hispanic American -**

Magic Tales of Mexico - <http://www.g-world.org/magictales> This site includes multiple tales side-by-side in English and Spanish. After each story, there is a section of notes that help the reader to compare the tale to others.

### **Judaic American -**

Tales for the Seventh Day: A Collection of Sabbath Stories, by Nina Jaffe, Scholastic Press, Copyright 2000, Call Number J296.41J

Sound the Shofar: A Story for ROSH HASHANAH and YOM KIPPUR, by Leslie Kimmelman, HarperCollins Publishers, Copyright 1998, Call Number J296.43K

Jewish Folklore in Israel– <http://www.folklore.org.il/>

### **Native American -**

Native American Myth and Folklore - <http://www.earthbow.com/native/frames.htm>

### **General –**

Multicultural Folk Tales for The Felt Board And Readers' Theater, by Judy Sierra, Copyright 1996, ORYX Press, Call Number J027.62515

Wisdom Tales from Around The World, by Heather Forest, Copyright 1996, August House Publishers, Inc., Call Number J398.2F

Wonder Tales from Around The World, by Heather Forest, Copyright 1996, August House Publishers, Inc., Call Number J398.2F

Multicultural Plays for Children, Volume I, Grades K – 3, by Pamela Gerke, Copyright 1996, A Smith and Kraus Book, Call Number J821.54G

Multicultural Plays for Children, Volume II, Grades 4 – 6, by Pamela Gerke, Copyright 1996, A Smith and Kraus Book, Call Number J821.54G

Festivals Together: A Guide to Multicultural Celebration, Sue Fitzjohn, Minda Weston, and Judy Large, Copyright 1993, Hawthorn Press, Call Number J394.2F.





*Play touches all aspects of life. Throughout history it has been a universal element in all cultures. Through play, children learn healthy competition, fair play, and cooperation. Play helps children explore adult roles, acquire skills, and develop physically, emotionally, and socially.*

Learn and participate in several games from the culture you have chosen. Discuss the importance of games, what you have learned, and what you liked or disliked about each game. Who would play this game in its culture of origin? When? What cultural values does the game embody (if any)? How would you find this out?



Resources:

**African American -**

Mancala - <http://imagiware.com/mancala/>

**Asian American -**

Indonesian Children's Games - <http://www.expats.or.id/info/games.html>

Hanetuki - [http://www.gameskidsplay.net/games/ball\\_games/hanetuki.htm](http://www.gameskidsplay.net/games/ball_games/hanetuki.htm)

Language and Song Activities -  
[http://www.askasia.org/adult\\_free\\_zone/afz\\_frame.htm](http://www.askasia.org/adult_free_zone/afz_frame.htm)

Japan, by Phillip Brooks, Children's Press, Copyright 1995, Call Number J796.0952B

**Hispanic American -**

El Día de los Niños -  
<http://www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html>

Diez Deditos = Ten Little Fingers: & Other Play Rhymes and Action Songs from Latin America, by Jose Luis Orozco, Dutton Children's Books, Copyright 1997

### **Judaic American -**

The Kids Catalog of Jewish Holidays, by David A. Adler, The Jewish Publication Society, Copyright 1996, Call Number J296.43K

The Family Treasury of Jewish Holidays, by Malka Drucker, Little, Brown and Company, Copyright 1994, Call Number J296.4D

### **Native American -**

American Indian Games and Crafts, by Charles L. Blood, Watts, Copyright 1981, Call Number J745.5B

Games of the Plains Cree - <http://collections.ic.gc.ca/games/>

### **General -**

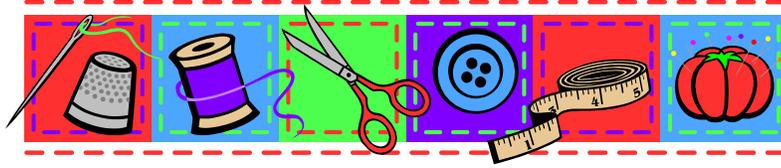
Sidewalk Games Around the World, by Arlene Erlbach, Copyright 1997, The Millbrook Press

Hands Around the World: 365 Creative Ways to Build Cultural Awareness and Global Respect, Susan Milord, Williamson Publishing, Call Number J306M

Multicultural Games -  
<http://www.germantownacademy.org/Academics/MS/6th/MCGAMES/Directory.htm>



## ARTS AND CRAFTS



*People everywhere express themselves through art. In all societies, one can find a reflection of a culture's history, traditions, and values in its dance, theater, visual arts, and music.*

Learn and perform a dance and at least two songs from your chosen culture; or make a craft object; or put on a play relating to the culture.



### Resources:

#### **African American –**

<http://familycrafts.about.com/parenting/familycrafts/cs/kwanzaacrafts/index.htm>  
This site has many Kwanzaa craft ideas.

Ancient Africa – <http://members.aol.com/Tward64340/Africa.htm> This site has instructions for masks, shields and “Kente” placemats. It includes links to pictures of the items.

#### **Asian American -**

Language and Song Activities –  
[http://www.askasia.org/adult\\_free\\_zone/afz\\_frame.htm](http://www.askasia.org/adult_free_zone/afz_frame.htm)

<http://familycrafts.about.com/parenting/familycrafts/cs/origami/index.htm>  
This website teaches how to make many different pieces of origami.

Origami Sculptures, by John Montroll, Copyright 1990, Call Number J736.98M

#### **Hispanic American -**

<http://familycrafts.about.com/parenting/familycrafts/cs/hispaniclatin/index.htm> This website has many different Hispanic and Latin America craft ideas. Many of them use recycled materials or materials with relatively low cost.

Traditional Crafts from Mexico and Central America, by Florence Temko, Lerner Publications, Copyright 1996, Call Number J745.5T

### **Judaic American -**

The Jewish Holiday Craft Book, by Kathy Ross (Katharine Reynolds), The Millbrook Press, Copyright 1997, Call Number J745.5941R

Judaic Crafts – <http://www.judaicrafts.com/>

### **Native American -**

Dream Catcher - [http://www.rivernen.ca/build\\_dc.htm](http://www.rivernen.ca/build_dc.htm)

This site includes instructions to make (and the legend behind) dream catchers.

<http://familycrafts.about.com/parenting/familycrafts/cs/nativeamerican/index.htm>

This site has many different craft ideas; many use recycled materials or relatively low cost materials.

Native Crafts, by Maxine Trottier, Copyright 2000, Call Number J745.5T

### **General –**

International Paper Dolls: [http://ca.geocities.com/nunavut\\_guide/doll\\_patterns.htm](http://ca.geocities.com/nunavut_guide/doll_patterns.htm)  
<http://www.funfelt.com/international.html>

The Kids' Multicultural Art Book, by Alexandra M. Terzian, Copyright 1993, Call Number J745.09T

Festivals Together: A Guide to Multicultural Celebration, Sue Fitzjohn, Minda Weston, and Judy Large, Copyright 1993, Hawthorn Press, Call Number J394.2F.

We Are All Related: A Celebration of Our Cultural Heritage, George T. Cunningham Elementary School, Copyright 1996, Polster Book Publishers, Call Number J704W



## **GREAT MEN! GREAT WOMEN!**



## **GREAT HEROES AND HEROINES!**

*In every culture certain individuals distinguish themselves through great achievements. They are the inventors, the great artists, or the great leaders. Many people from different ethnic and cultural groups have contributed to the development of our country - its cities, towns, and communities. These contributions are in all areas of endeavor, such as science, art and literature, government, and human rights.*

Read about two great heroes/heroines from the culture you have chosen in one of the following fields: government, medicine, arts, sports, science, or other areas of your choice. You may choose someone from the list below or someone else. Try to choose someone who you do not already know a lot about. Note: Few book resources are included in this section for specific cultures. This is to allow you to choose books on heroes and heroines that interest you and not to limit you to a few people because of the great contributions by many people from all cultures. Share what you have learned with other members of your troop/group.



### Resources:

#### **African American -**

Notable Women -[http://womenshistory.about.com/library/bio/blbio\\_list\\_afram.htm](http://womenshistory.about.com/library/bio/blbio_list_afram.htm)

Famous Black Americans -

[http://www.victoriaspast.com/Famous\\_Black\\_Americans/FamousBlackAmericans.htm](http://www.victoriaspast.com/Famous_Black_Americans/FamousBlackAmericans.htm)

#### **Asian American -**

Famous Asian Americans, by Janet Morey, Cobblehill Books, Copyright 1992, Call Number J920.009M

Lives of Notable Asian Americans: Business, Politics, Science, Chelsea House, Copyright 1995, Call Number J920R

Notable Asian Pacific Americans - <http://www.infoplease.com/spot/asianambios.html>

Asian American Studies – <http://www.asian-nation.org/>

### **Hispanic American -**

Hispanic Americans in Congress, 1822 - 1995,  
<http://lcweb.loc.gov/rr/hispanic/congress/contents.html>

Notable Hispanic Americans – <http://www.infoplease.com/spot/hhmbioaz.html>

### **Judaic American –**

Famous Jews - <http://www.yahoodi.com/famous/start.html>

### **Native American -**

Native Americans in North Georgia - <http://ngeorgia.com/history/findex.html>

Native Americans – <http://falcon.jmu.edu/~ramseyil/native.htm>

### **General –**

The Peoples Multicultural Almanac: America from the 1400s to Present, Copyright 1994, The Peoples Publishing Group, Inc.

Great Lives: Human Culture, by David Weitzman, Charles Scribner's Sons, Copyright 1994, Call Number J301W



## CHARTING YOUR COMMUNITY



*Every community is made up of experts, individuals with skills, experience, and/or knowledge specific to their backgrounds. All major racial, ethnic, and religious groups are represented in the U.S. population. Girls and their families and volunteers from the community can act as sources of information on the multicultural experience. Many are "experts" willing to share their own multicultural understanding with Girl Scout troops. Before you invite any individual to speak, however, be sure to conduct a preliminary interview to determine their suitability and ability to articulate what makes her/his background interesting and particular.*



Invite someone local to talk to your troop about his/her heritage.

## GENERAL RESOURCES

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### **African American –**

Baltimore's Black American Museum 410.243.9600  
1769 Carswell Street  
Baltimore, MD 21218

Great Blacks In Wax Museum 410.563.3404  
1601 – 03 East North Avenue FAX 410.675.5040  
Baltimore, MD 21213  
<http://www.greatblacksinwax.org/>

Banneker-Douglass Museum Foundation, Inc.  
P.O. Box 871  
Annapolis, MD 21404  
<http://www.bdmfoundation.org/>

African Art Museum of Maryland 410.730.7106  
5430 Vantage Point Road (410)730.7105  
PO Box 1105  
Columbia, MD 21044  
<http://www.africanartmuseum.org/>

Eubie Blake National Jazz Center 410.225.3130  
847 North Howard Street  
Baltimore, MD 21202  
<http://www.eubieblake.org>

The Walters Art Museum 410.547.9000  
Charles and Centre Streets  
Baltimore, MD  
<http://www.thewalters.org/>

### **Asian American –**

LOTTE MART 410.750.9656  
8801 Baltimore National Pike  
Ellicott City, MD 21043  
This Asian business includes a grocery store, gift shop, clothing boutique, and electronics shop.

**Hispanic American -**

Maryland Hispanic Chamber of Commerce 240.686.0450  
P.O. Box 2392  
Germantown, MD 20875  
<http://www.mdhcc.net/>

Hispanic Resource Center 410.571.1660  
409 Center St.  
Annapolis, MD 21401

**Judaic American -**

American Jewish Committee 410-539-4777  
20 S. Charles Street  
Baltimore, MD 21201  
<http://www.ajc.org/WhoWeAre/Chapters.asp?did=158>

Associated Jewish Community Federation of Baltimore 410.234.0023  
101 W. Mount Royal Avenue  
Baltimore, MD 21201  
<http://www.associated.org/>

Baltimore Jewish Council 410-542-4850  
5750 Park Heights Avenue  
Baltimore, MD 21215  
  
<http://www.associated.org>

ETZ Chaim Center for Jewish Studies 410-764-1553  
3702 Fords Lane  
Baltimore, MD 21215  
<http://www.etzchaimusa.org/index.html>

American Guild of Judaic Art 410-902-0411  
15 Greenspring Valley Road  
Owings Mills, MD 21117  
<http://www.jewishart.org/>

Abes Jewish Book and Gift Store 301-942-2237  
11250 Georgia Avenue  
Wheaton, MD 20902

### **Native American -**

Baltimore American Indian Center 410-675-3535  
113 S. Broadway  
Baltimore, MD 21231  
<http://baic.org/>

Native American Resources 301-587-9000  
8609 2<sup>nd</sup> Avenue  
Silver Spring, MD 20910

Shamans Den Native American Gift Shop 410-579-2366  
7540 Washington Blvd.  
Elkridge, MD 21075

### **General -**

Teaching Tolerance - <http://www.splcenter.org/teachingtolerance/tt-index.html>  
This site offers multicultural educational materials at free and low cost.

Maryland Office for New Americans 410-767-7514  
Department of Human Resources  
311 W. Saratoga Street  
Baltimore, MD 21201-3521  
<http://www.dhr.sailorsite.net/mona/>  
Publishes a Directory of Maryland Ethnic Organizations and Resources, which is available upon request.

# Girl Scouts of Central Maryland

## Heritage Studies Report Form

Please complete and return to: Girl Scouts of Central Maryland, 4806 Seton Drive, Baltimore, MD 21215, **Attention: VRC**

Date: \_\_\_\_\_

Troop No. \_\_\_\_\_ Community # \_\_\_\_\_

**Groups:** Leader's/ Advisor's Name: \_\_\_\_\_ Telephone # \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_ Email Address: \_\_\_\_\_

**Individuals:** Name: \_\_\_\_\_ Telephone # \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_ Email Address: \_\_\_\_\_

Age level (check):  Brownies     Juniors     Cadettes     Seniors     Ambassador

Number of Girls Participating in this patch packet: \_\_\_\_\_

**Patches are available at the council store.  
Please contact store for prices and information: 410-358-9711**

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### ***We would like to hear from you!***

What did you like the most about this patch packet?

What did you like the least about this patch packet?

What would you change about this patch packet?

Do you have any comments/ suggestions?



# A Special Thanks

This Heritage Patch Packet was updated and revised by Carolyn Sponn, a Senior Girl Scout at Girl Scouts of Central Maryland. As a member of the Gifted and Talented Program at her school, she undertook this project as an opportunity to do independent research on a subject that serves a **“real purpose.”** Girl Scouts of Central Maryland thanks Carolyn for the contribution she made to the council and for giving other Girl Scouts an opportunity to learn about themselves and others.

