A World of Fiction: Global Insights in Fictional Literature.

Expanding student knowledge of basic geographic concepts through fictional literature is the goal of this instructional guide. During a 2-week Global Studies Institute, held at Sturbridge, Massachusetts, teachers and librarians selected motivational books of contemporary and historical literature appropriate to middle school students and developed instructional activities to teach basic geographic concepts. The following criteria were used to select 10 books: (1) the geographic or historic elements; (2) the appeal of the characters to middle school students; and (3) the literary quality of the fictional work. In each book, physical and/or cultural geography was to be a key factor influencing the story. The activities are designed to teach five basic geographic concepts: (1) climate; (2) economic situations; (3) physical features and distances; (4) cultural patterns; and (5) historical backgrounds. Skill development activities emphasize map reading, reading, and writing skills. (SM)
A WORLD OF FICTION
GLOBAL INSIGHTS
IN
FICTIONAL LITERATURE

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
Karen E.
Thompson

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.

Points of view or opinions stated in this docu-
ment do not necessarily represent official
ERIC position or policy

BEST COPY AVAILABLE
A WORLD OF FICTION:

GLOBAL INSIGHTS

IN

FICTIONAL LITERATURE

This project was the outcome of a two-week Global Studies Institute, sponsored by the Danforth Foundation of St. Louis and held at Sturbridge, Massachusetts, in July 1986, at which a seventh grade geography teacher and a middle school librarian decided to combine their expertise to produce a series of model activities, based upon motivational fiction, to encourage the understanding of geographical concepts.

* * * * *

The materials were developed and produced through a mini-grant of the Massachusetts Global Studies Institute, funded by the Danforth Foundation of St. Louis.
BACKGROUND RATIONALE

There is a vast wealth of well-written children's literature that is set in areas of the world which are currently studied in middle school social studies classes. We are convinced that children can not only learn the basic concepts of social studies through their fictional reading, but that they will probably better retain such concepts when these are reinforced through fictional media of appeal to them. We also believe that children will reach a better understanding of the impact of geographical and historical factors when these factors impact upon specific characters about whom they are reading.

However, the project of selecting, reading and reviewing those books available, as well as developing meaningful evaluative activities for each one, is an impossible task for one teacher and one librarian working alone. If some examples of completed products were available, many teachers would find it convenient to use, adapt and expand these as supplementary materials for their classroom lessons in social studies.

* * * * *

The activities included in this booklet were developed by teachers and librarians using recognized titles of contemporary or historical fiction. Criteria included: (1) geographical or historical elements, (2) characters of appeal to middle school students, and (3) the literary quality of the fictional work. In each book, physical and/or cultural geography was to be a key factor influencing the story.

The activities have been designed to cover such basic concepts of geography as climate, economic situations, physical features and distances, cultural patterns and historical backgrounds. Students may be asked to locate specific geographical features, to define cultural terms and make cultural comparisons and contrasts, and to use context clues and reference sources to expand their understanding of each book's theme and plot.

While the major goal of this project is an expanded knowledge of basic social studies concepts, side benefits should include an improvement in students' reading and writing skills plus a better understanding of themselves and their world through comparisons with young people in other cultural settings.

It is hoped that teachers making use of this material may contribute a "user's fee in kind" by developing at least one similar activity and submitting it to the:
Massachusetts Global Studies Institute
Winchester Public Schools
154 Horn Pond Brook Road
Winchester, MA 01890
ACKNOWLEDGEMENTS

Planning and Supporting Organizations

Massachusetts Global Studies Institute
  Winchester Public Schools, Winchester, Massachusetts
  Paul Mulloy, Director
  Barbara Capron, Assistant Director

Danforth Foundation
  St. Louis, Missouri

Lexington Public Schools
  Lexington, Massachusetts

Shepherd Hill Regional School
  Dudley, Massachusetts

Project Development Coordinators

Audrey J. Friend, Librarian
  Jonas Clarke Middle School
  Lexington, Massachusetts

Karen Thompson, 7th Grade Geography Teacher
  Shepherd Hill Regional School
  Dudley, Massachusetts

Cover illustration by Bekki Hutton, 8th grade student,
  Jonas Clarke Middle School

Typists: Debra Langlois and Karen Perzanowski, senior
  students at Shepherd Hill Regional High School

First Printing by: The Rams' Horn Dudley, MA
The following books are included in the June 1987 publication of this project:

Aldridge, James -- THE MARVELOUS MONGOLIAN.
Little Brown, 1974.
(Europe, U.S.S.R., Mongolia)

Coerr, Eleanor -- SADAKO AND THE THOUSAND PAPER CRANES.
(Hiroshima, Japan)

Hamori, Laszlo -- DANGEROUS JOURNEY.
(Hungary and Austria)

Holm, Anne -- NORTH TO FREEDOM.
(Europe)

Knight, Eric -- LASSIE COME HOME.
(Northern England and Scotland)

McSwigan, Marie -- SNOW TREASURE.
(Norway)

Tung, S. T. -- ONE SMALL DOG.
(China)

Werstein, Irving -- THE LONG ESCAPE.
(Europe/Belgium)

Wuorio, Eva-Lis -- DETOUR TO DANGER.
(Europe/Spain)

Stephan, Hannah -- THE QUEST
Little Brown & Company, 1967

PLOT SUMMARY: In a series of letters, Baryut and Kitty follow traces of the little Mongolian horse Tachi, captured and sent to an endangered wildlife reserve in Wales, as he and his mate escape and journey across Europe and the Soviet Union in an attempt to return home.

1. In Chapter 1, Baryut tells Kitty that Tachi is a rare wild horse called Przevalski's horse. Look this term up in the encyclopedia and describe what Tachi looked like. Can you find a picture and compare him to our present day horses?

2. What role did horses play in the Mongolian way of life and economy? (See Chapter 1)

3. Wales is an area in small and heavily populated Great Britain. Why did the scientists select it as a location comparable to Tachi's Mongolian home? (Take notes for yourself as you read the descriptions of both places.)

4. Kitty and Baryut each live in a somewhat isolated area. How do they get to school? Is this what you would have expected when you pictured each country and its way of life?

5. What is a "collective?" (See Chapter 2)

6. What is a copse? a moor? Where might these be found?

7. Look up the following terms and "locate" them geographically:
   - Shetland pony
   - Skye terrier
   - Celtic
   - Magyar
8. Label the following places on the maps of Europe and Asia. Use a geographical dictionary to help you locate them if you have problems. For extra credit, fill in the alternate spellings where indicated by parentheses.

**ASIA:**
- Mongolia
- Ulan Bator
- Aral Sea
- Kuwait
- Persia
- Ukraine
- Sverdlosk
- Kharkov
- Olga River
- Kiev
- Russia

**EUROPE:**
- England
- Ireland
- Wales
- Scotland
- Isle of Man
- Newbury
- East Berkshire
- Norfolk
- Gloucestershire
- Dartmoor
- Rye
- Essex
- Portsmouth
- Exmoor
- Newport
- Turin
- Milan
- Venice
- Trieste
- Hamburg
- Lienz
- Vienna
- Le Havre
- Budapest
- Nimes
- Portsmouth
- Italy
- Belgium
- France
- Austria
- Hungary
- Stockholm
- Moscow
- Prague
- Danube River
- Carpathian Mts.
- Lyon
- Grasse
- Bordeaux
- Aix en Provence
- Aurignac
- Arles
- Alpes Maritimes
- Provence
- Verona
- Carinthia (province)
- Black Mts.

9. Use your two maps to trace Tachi’s return route. (a) Label the places where Tachi and Peep were seen and/or captured. (b) Measure approximate distance traveled by Tachi and Peep.
Before you read this book use an encyclopedia to learn something about the history of the dropping of the atomic bomb on Hiroshima. You will also wish to look up information on the disease Lukemia.

On what date does the story of Sadako begin? 

How do the sleeping arrangements in the Sasaki home differ from your home?

Why is August 6th celebrated in Hiroshima every year?

How do you feel about "celebrating" this day?

In Chapter 1 what did the Sasaki family eat for breakfast?

What food groups are included in this breakfast?

In Chapter 2 how does Sadako describe her memories of the atomic bombing of Hiroshima?

What was the "worst part" of the Peace Day for Sadako?

Describe in your own words the activities on the Ohta River which ended Peace Day.

In Chapter 3 how did Mr. Sasaki respond to Sadako's being selected for the relay team?

How might your parents respond to your receiving an honor at school?

How is New Year celebrated in Japan?
Which parts of the Japanese New Year are like our celebration in the USA?

In Chapter 5 a "good luck charm" is given to Sadako. Describe it and the legend behind it.

In Chapter 8 Sadako's mother brought her a gift of an expensive silk kimono and dressed her in it. Why do you think she did this?

Please summarize the Epilogue if Sadako's story.

Locate and label Hiroshima on the map of Japan.

Attached is a direction sheet for making an Origami (folded paper) crane. If you are successful in your folding, your finished products can be placed at Sadako's statue in the Peace Park in Hiroshima if you send them to the following address.

1000 Crane Club
c/o Hiroshima Peace Park
Hiroshima, JAPAN

Please read all of the questions on this study sheet before you begin to read the Dangerous Journey.

The following cities and towns are mentioned in the story. Briefly tell what happened at each location. Put the places on the attached map.

Budapest: ____________________________

Szolnok: ____________________________

Tapioszele: __________________________

Rakos: ______________________________

Gyor: ________________________________

Moson: ______________________________

Vienna: _____________________________

Put a star on your map where you believe Latsi crossed the border.

Make a list of the food Latsi and Pishta bought or had given to them during their journey. Compare these foods with what you might eat on a trip.

____________________________________

____________________________________

____________________________________

____________________________________

In Chapter 2 Latsi is counting haystacks. What does the presence of haystacks tell you about the Hungarian winter weather?

____________________________________

____________________________________

____________________________________

In Chapter 4 we learn that Latsi was in grade 3 in 1949. Calculate the approximate year of the story if he is 12 when it takes place.

____________________________________

Why do you think Pishta sang the Hungarian national anthem on the train?
In Chapter 13 Latsi needs to communicate with the people in Vienna, but he speaks no German. How would you handle yourself if you were in Latsi's place?

Think back over the entire story. What rights were denied Latsi and Pishta in Hungary which you enjoy in our democracy?
BOOK: North To Freedom, by Anne Fotheringham, Peace & World, 1972

PLOT SUMMARY: When twelve-year-old David escapes from the East European prison camp he has known all his life, he makes his way across Europe discovering the beauty of the outside world and learning that people can be trusted after all.

1. What did David use to orient himself geographically and to find his way as he traveled north?

2. What skills had he acquired in the internment camp that helped him to survive and to cope in the new and strange environment?

3. How did David learn about (a) his daily location and (b) the objects of "ordinary living?"

4. Many things which we take for granted were brand-new experiences for David. Make a list of these as you are reading the book.

5. In the list above, which are "universal experiences" across countries and continents? Mark your list with a "x". (Examples: books; how to smile; drinking milk)

6. If David had been traveling across Africa, how would his travel experiences have been made more difficult? (Look at maps of Europe and Africa and note physical features, population density, transportation systems, etc.)
7. Label the following places on the map of Europe.

<table>
<thead>
<tr>
<th>Country</th>
<th>Place</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greece</td>
<td>Salonika</td>
<td>Geno</td>
</tr>
<tr>
<td>Italy</td>
<td>Salerno</td>
<td>Lugano</td>
</tr>
<tr>
<td>Spain</td>
<td>Naples</td>
<td>St. Gottard Poles</td>
</tr>
<tr>
<td>Switzerland</td>
<td>Perugia</td>
<td>Sagle</td>
</tr>
<tr>
<td>Germany</td>
<td>Florence</td>
<td>Alsace</td>
</tr>
<tr>
<td>Austria</td>
<td>Rome</td>
<td>Frankfurt</td>
</tr>
<tr>
<td>Denmark</td>
<td>Bologna</td>
<td>Kolding</td>
</tr>
<tr>
<td>England</td>
<td>Milan</td>
<td>Copenhagen</td>
</tr>
</tbody>
</table>

8. Trace David's route and label it as to incidents that happened to him on his travels.
**ORIGAMI CRANE**

The crane is the most popular of all traditional origami figures. Follow the drawings step by step, folding as precisely as you can. Work with a large square, between 7" and 9".

**Materials:** Origami paper or other thin paper like flint paper or giftwrap.

1. Fold in half. 
![Image](image1.png)

2. Crease in half again. Unfold. 
![Image](image2.png)

3. Open 1 corner and bring the point down. Crease the paper. 
![Image](image3.png)

4. Turn the paper over and repeat step 3 on the other corner. 
![Image](image4.png)

5. Crease on 1 side as shown and unfold. Turn the paper over. 
![Image](image5.png)

6. Crease the top and unfold. Lift the point as shown and bring the sides in. Crease neatly. 
![Image](image6.png)

7. Turn the figure over and repeat step 6. 
![Image](image7.png)

8. Fold the sides in to the center. Turn the figure over and repeat. 
![Image](image8.png)

9. Crease each side as shown and unfold. Now refold both sides, inverting the folds between the front and back. 
![Image](image9.png)

10. Fold the head and wings down. 
![Image](image10.png)

11. Hold the crane by the wings with the underside toward you. Blow sharply into the small hole to puff out the crane's body. 
![Image](image11.png)
LASSIE COME HOME by Eric Knight, Curtis Publishing Co. 1933.

1. Summarize the climate of Yorkshire as it is described in Chapter 1.

2. What is Mr. Carraclough's occupation?

3. Why was Lassie sold?

4. After reading Chapter 6 please describe a moor.

5. In Chapter 7 Joe asks his father, "Is it very far to Scotland?" As the crow flies, how far is it from the Duke of Rudling's estate near Bettyhill on the north coast of Scotland to Greenall Bridge near Queensbury in Yorkshire? Use the National Geographic Atlas in the library to answer this question.

6. At the beginning of Chapter 8 this trip is described as it would be taken by train. How long would this train trip take?

7. In Chapter 12 Mr. McBane referred to a "ben". What does the Scottish word "ben" mean in English?

8. In Chapters 12 and 13 Lassie encounters Loch Ness. Use an Atlas to learn the name of the town at the southwest end of Loch Ness where Lassie swam the river.

9. In Chapter 15 Lassie is captured in "the great Scottish industrial city where ships are born". What city is the text describing?

10. Again, consult the Atlas. Lassie had to swim across a river from Scotland into England. What river did she swim in Chapter 17?
All of Lassie's troubles begin because she is sold out of the family she loves. The economic problems which forced Lassie's sale still exist in England. Write two well ordered paragraphs describing the problems currently faced in England and in your concluding paragraph draw comparisons with the conditions that existed in Yorkshire in the early 1900's when Lassie's story takes place.

On the attached map draw Lassie's route home. Please note on the map where she had her major encounters with people. Label clearly.

The true name and location of "Riswyk Fiord" are not revealed in the story. With the use of an Atlas choose a geographically suitable town and fiord where the story might have occurred. List three facts in the story that you used to choose this location.

PLACE: __________________________

1. __________________________
2. __________________________
3. __________________________

Label your chosen location on the attached map of Norway.

What was the occupation of Uncle Victor? __________________________

Why might his occupation have been beneficial to the economy of Norway even if this incident had never occurred?

__________________________

__________________________

__________________________

Using a current market value of $400 an ounce what is the value of the gold moved by the children in the story?

__________________________

Why don't the fiords in Norway freeze in winter?

__________________________

In the story Norway's coasts were being mined. How would this effect Norway economically? Consider that trade, fishing, and all water travel would be impossible.

__________________________

__________________________

__________________________

__________________________

Name several means of transportation used in the story. What means of transport were used by characters in the story which would not be used in your town?

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

Use a globe to measure the distance the gold traveled from your estimated location in Norway to its destination in Baltimore, Maryland in the USA.

PLOT SUMMARY: "When a campaign is initiated during the 50's to
annihilate all the dogs in China as a famine-fight-
ing measure, Sung tries to save his little dog Lucky
by finding a way to smuggle him into Hong Kong, and
undergoes many adventures in the attempt.

1. In Chapter 4, Sung describes his impression of Hong Kong. Was Sung accurate in that city's appeal to the Chinese
during that period? Why? Is this situation still true?

2. How did the Chinese in One Small Dog obtain their basic
foodstuffs? (List the ways as you read the book.) What
kind of labor was involved?

3. How were the pigs taken to market by Ching Chang (Chapter
6)? How would pigs be transported in the U.S.? Does the
"pig trek" remind you of anything in our American history?

4. Make a list of the ways of cooking pork that Sung described
in the "feast" scene on page 63. Check in a Chinese cook-
book (or on a Chinese restaurant menu) to see if these
match one another in any way. What do these recipes tell
you about life in China?

5. In Chapter 6, what various "treatments" does the author
describe for malaria? The Chinese government instituted
a scheme for providing medical services in the country-
side in the late 1950's and early 60's; can you research
the term used for this?
7. In Chapter 19, Sung mentions the Great Leap Forward during Mao's time. What was this? Can you compare it with Deng's current goals in China? (Try using the Reader's Guide for recent information about China, and an encyclopedia for the Great Leap Forward.)

8. What was a "people's commune?" How did Sung's mother feel about going into one? Why? Is this pattern of social and economic organization still being used in China?

9. Sung mentions a number of places in and near China. Locate them on the map.

* Canton
* Hong Kong
* Kwangtung Province
* Hankow
* Tibet
* Peking
* Inner Mongolia
* Wu-Han

10. Find the current names for these places start... (Use a geographical dictionary.)

11. Trace Sung's travels and label them on a map based on the story.
1. Use a geographical atlas to compare the map facing Page 11 to a map of Belgium. Why did the German armies use the routes they chose?

2. What was the Maginot Line? (See the Prologue.) Locate it on a map. Where was it based upon physical features, and where on political ones? Why did it fail to protect France from the Germans? (Give both geographical and technological reasons.)

3. On Page 19, the author states that Denmark's "tiny army could not stand up against the overwhelming forces" of Hitler. Using a physical map in the atlas, give another reason why Denmark was not able to defy the German army. Why could Norway oppose Germany for a somewhat longer period of time?

4. Look at a large map of the Netherlands (Holland). What method, unique to this country, could the Dutch plan to use to slow up the German invasion? Why didn't it work out for them in 1940?

5. Using Chapter 1, name some patterns of everyday life which resemble those in the U.S. and some which do not.
6. Use an atlas to compare the map on Page 27 with a map of Belgium. How far (in miles) did Marcel they send commute to his office in Brussels? "Chapter 1".

7. Copy and enlarge the map opposite Page 21. As you read the book, label your map with the various incidents which occur in the story.

8. Look up Dunkerque in the encyclopedia. What ports along the coast of England were probably used by the huge flotilla of small and large boats which rescued the British army from the Germans?

9. Look up the following words in the dictionary and define them:

<table>
<thead>
<tr>
<th>van</th>
<th>trek</th>
<th>flotilla</th>
</tr>
</thead>
<tbody>
<tr>
<td>exodus</td>
<td>cordon</td>
<td></td>
</tr>
</tbody>
</table>

10. The book mentions all the following places in relation to the beginning of World War II. Locate and label them on the map of Europe.

- Belgium
- France
- Holland
- Germany
- Austria
- Czechoslovakia
- Poland
- Luxembourg
- Denmark
- Norway
- Ruhr Valley
- Saar Basin
- Maginot Line
- Albert Canal
- Meuse River
- Ardennes Mountains
- Moselle River
- North Sea
- Rock of Holland
- Somme River
- Copenhagen
- London
- Oslo
- Calais
- Amsterdam
- Rotterdam
- Antwerp
- Brussels
- Aachen
- Paris
- Salvador
- Warsaw
- “Isupor
- Mayot
- Dover
- Ostend
In the Prologue, Nando complains that "foreigners always think that if you are going to Spain, every place is right on your way," and mentions Andalusia, Catalonia and Ibiza in the Balearic Islands. Use an atlas to locate these places. What are the distances involved between them?

2. At the beginning of Chapter 1, Nando praises Interrail and its services. Do we have a similar train service in the U.S.? What services does it offer?

When Nando first sees the "odd group of men (page 3), he makes inferences about them he calls "stereotypes." (a) Define this term. (b) By the end of the book, what has he found out about the nationalities of (1) The Lawyer (2) The Golden Boy (3) The Hustler (4) The Hippie? (Make notes as you read the book.)

In Chapter 1, Nando and the truck driver discuss the Basque troubles. Note that this book was written in 1981; use the Reader's Guide or a similar source to look up current information about the Basques and find out whether terrorism is still going on there today. (Extra credit: Use a-historical atlas and see if you can find out why the Basques may feel strongly about their independence.)

Why did the American boys want to visit San Fermin and Pamplona? (Chapter 2). Use an encyclopedia index to locate two reasons for their fame. (Clue: try the WORLD BOOK Index.)
6. On pages 24-25, the author discusses the Spanish Civil War. When did King Don Juan ascend to the Spanish throne? What reforms were undertaken by him? How does this relate to the plot of the book? (See: the "nest of Nazis" described in Chapter 10; also see pages 102-104.)

7. Using an historical atlas or an encyclopedia article on Spain, find the extent and dates of (a) the Roman occupation and (b) the Moorish occupation. What was Spain's situation during World War II?

8. What evidence is shown on pages 64 and 55 of a strong contemporary North African influence in Spain?

9. In Chapter 9, Nando, Angelito and Ana-Maria go to buy stamps. Where do they buy them? Do we have any similar stores in the U.S.? Where?

10. Use an encyclopedia to trace the origin and history of the swastika. What role does it play in modern European history? (See Chapter 10)

11. Write two paragraphs about the history of gypsies in Europe. Use an encyclopedia, the card catalog or the National Geographic Index as your sources. Why did the "neo-Nazi" group harass the gypsies so severely in the story?
12. Define the following. (Use a Spanish dictionary where necessary)

- tonto
- kiosk
- feria
- tasca
- paella
- tapas
- Mudéjar
- sangria
- fiesta
- caballero

- bodega
- loggia
- ayuntamiento
- romeria
- finca
- chico
- Guardia Civil
- flamenco
- Moors
- djellabah

13. Locate and label the following on the map of Europe. Trace Nando's route.

- Scotland
- England
- France
- Spain
  (Africa)
- Iberian Peninsula
- Greece
- Bay of Biscay
- Pyrenees
- Costa Brava
- Costa de Solo (del Sol)
- Ebro River
- Sierra Nevada
- The Meseta

- Loire Valley
- Basque area
- Paris
- Andalusia
- Balearic Islands
- Ibiza
- Heathrow Airport
- Dover
- Calais
- Bolbao
- Vitoria
- Hendaye
- Malaga
- San Sebastian

- Tarragona
- San Fermin/Pamplona
- Madrid
- Valencia
- Zaragoza
- Barcelona
- Meseta
- Teruel
- Granada
- Cordoba
- Guadalmadina
- Torremolinos
- Herrera
At the end of this set of questions is an outline which should be completed as you read. Before you begin the reading, note the categories into which you will be grouping information. Complete the chart as you read about Peter and his travels.

1. Consult an Atlas map of E. Germany and choose a small town which has a major RR leading to the U.S.S.R. and a river on its east side where you think Peter might have lived as a child.

2. What country did Peter travel through on his train trip from E. Germany to his new home in the U.S.S.R.?

3. What water body lies south of Crenburg?

4. To whom did Ibrahim pray each morning?

5. Describe some of the tasks performed by Fatima as a Kirghiz woman and mother.

6. What jobs did Peter and the Kirghiz boys perform for the family?

7. The Greeting and Blessing of the Kirghiz men was, "Are your arms well and are your legs well" or "May your arms and legs be well." Think about the role of men in the Kirghiz society. Why was that blessing a good one?

8. Write a blessing which would be appropriate for your friends in this school.

9. In Chapter 12 Peter felt "indignant" about Fu Isin's response to the plight of the poor people in the flood. Why was Peter indignant?

10. Why wouldn't Peter's Chinese brother Ling have had such a conversation with his grandfather?
12. Choose a city along the Yangtze River where you think the Li family might have lived. Justify the evidence for your selection.

13. Why do you think the Dalai Lama wanted to meet Peter?

14. In each country Peter wore the clothing of the people of that culture. Draw and color clothing on the enclosed paper doll so that he is wearing at least one item from each culture visited by Peter.

15. In his travels Peter encountered many different foods and eating methods. "Good manners" varied from place to place. When Peter reached home in Germany his taste in food and his table manners were probably a great mixture of all he had encountered. Write a paragraph telling what Peter might have liked to eat and describe how he might have eaten it.
<table>
<thead>
<tr>
<th>Country</th>
<th>Climate &amp; Land</th>
<th>Town</th>
<th>House &amp; Furnishings</th>
<th>Clothes</th>
<th>Food</th>
<th>Useful Sayings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kirghiz</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>China</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tibet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>India</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Egypt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29</td>
</tr>
</tbody>
</table>
Zap Peter's route: Develop a key which will show the method of transportation used on each leg of his journey.

Start: His actual village is never named in the book, but we learn that it is in E. Germany, that a large river flows a short distance to the East, and that it is on a major rail line with through track all the way to the U.S.S.R.

Go by rail to Orenburg, U.S.S.R.
Go by rail to a Kirghiz encampment on the steppes near a rail line with direct connections back to Orenburg. (Again, the exact location is not mentioned)
Go by camel caravan to a city on the middle region of the Yangtze River in China - Possibly Chungking (Chungquing)
Go by boat upstream on the Yangtze to its source
Go by horse south through Tibet to Lhasa
Go by yack south into Bengal (now Bangladesh)
Go by car to Benares (Varanasi) on the Ganges River
Go by train to Bombay
Go by boat across the Arabian Sea to Aden and through the Red Sea and Suez Canal to Alexandria Egypt.
Go up the Nile in a falucca to a hotel beside the Pyramids of Giza
Fly home to Germany