# Nina Bonita: Culture and Beauty

Students learn about cultural views of beauty and mapmaking too!

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<tr>
<th>Author</th>
<th>Mimi Norton</th>
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<td>Grade Level</td>
<td>2-3</td>
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<td>Duration</td>
<td>1-2 class periods</td>
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## National Geography Standards

**ELEMENT ONE: THE WORLD IN SPATIAL TERMS**

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

## Arizona Social Studies Standard

**Grade 2**

**Strand 4 Geography**

**Concept 1 The World in Spatial Terms**

PO 3 Construct a map of a familiar place (e.g., school, home, neighborhood or fictional place) that includes a title, compass rose, symbols and key (legend).

PO 6 Locate physical and human features using maps, illustrations, images or globes:
   a. physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)
   b. human (i.e., Equator, Northern and Southern Hemispheres, North and South Poles, city, state, country).

**Grade 3**

**Strand 4 Geography**

**Concept 1 The World in Spatial Terms**

PO 3 Construct a map of a familiar place (e.g., school, home, neighborhood or fictional place) that includes a title, compass rose, symbols and legend.

**Concept 2 Places and Regions**

PO 1 Locate major physical and human features from content studied (e.g., Greece, Canada, Spain).

## Arizona Language Arts Standards

**READING STANDARD**

**Grade 2**

**Strand 1 Reading Process**

**Concept 6 Comprehension Strategies**

PO 4 Relate information and events in a reading selection to life experiences and life experiences to the text.

**Strand 2 Comprehending Literary Text**

**Concept 1 Elements of Literature**

PO 3 Sequence a series of events in a literary selection.

**Strand 3 Comprehending Informational Text**

**Concept 1 Expository Text**

PO 3 Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text.

**Grade 3**

**Strand 1 Reading Process**

**Concept 6 Comprehension Strategies**

PO 6 Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.

**Strand 2 Comprehending Literary Text**

**Concept 1 Elements of Literature**

PO 1 Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.

**Strand 3 Comprehending Informational Text**

**Concept 1 Expository Text**

PO 3 Sequence a series of events in a literary selection.

**WRITING STANDARD**

**Grade 2**

**Strand 1 Writing Process**

**Concept 1 Prewriting**

PO 1 Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer’s notebook, group discussion).

PO 2 Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.

**Concept 5 Publishing**

PO 1 Rewrite and illustrate selected pieces of writing for sharing with intended audience.

**Strand 2 Writing Components**

**Concept 1 Ideas and Content**

PO 1 Write stand-alone text that expresses a clear message.

**Concept 4 Word Choice**

PO 1 Select words that convey the intended meaning and create a picture in the reader’s mind.
Overview

The primary grades are a fertile environment for planting the seeds of acceptance and tolerance. Fostering curiosity and understanding about other cultures opens the door to questions and expressions of viewpoints which will promote respect for the diversity of cultures that comprise American classrooms today. Nina Bonita gives a natural opening to discussion of the beautiful shades on the color wheel in classrooms.

Purpose

This lesson promotes community in the classroom by relying strongly on students’ prior experiences and observations regarding prejudice and tolerance. Discussion of the book encourages communication on the important topic of acceptance of everyone regardless of differences, while addressing standards in geography, reading, and writing.

Materials

- Nina Bonita by Ana Maria Machado
- Chart paper
- World map
- Map of South America for each student
- Drawing paper
- Pencils
- Crayons or colored pencils

Objectives

The student will be able to:

- Identify Brazil on a map of South America.
- Construct a map of the settings in Nina Bonita.
- Recall and illustrate the beginning, middle, and end of the story of Nina Bonita.
- Write sentences explaining his or her illustrations of the beginning, middle, and end of Nina Bonita.
- Write a short summary of Nina Bonita.

Procedures

SESSION ONE

1. Introduce Nina Bonita - Discuss name of book, the author, and illustrator. Ask the following questions:
   - What do you think this book is going to be about?
   - What do you notice about the girl on the cover?
   - What country do you think the girl might be from since her name is Nina Bonita?

2. Explain that this book was originally written in the Portuguese language about a girl in Brazil.

3. Show students South America on the world map and point out Brazil.

4. Distribute copies of the map of South America. Ask children to color Brazil in red.

6. Discuss all of the locations where the story takes place. List them on chart.

7. Explain to students that they are going to draw a map identifying the places where the rabbit went in the story—a rabbit road map. With the students, list the various places where the rabbit went in the story (*the house next to Nina’s, the beach, Nina’s house, the town open-air market, back to Nina’s house, the street in town-like a town square, back to Nina’s house, and finally to the beach again*). Students should use symbols to represent places and include a key, as well as a map title. (Teacher may choose to have students include other map elements, such as a compass rose and grid.)

8. Distribute drawing paper and let children complete maps.

**SESSION TWO**

1. Reread *Nina Bonita*.

2. Begin a discussion with students about their experiences or observations of intolerance because of skin color.

3. Ask the following questions:
   Have you ever known anyone who didn’t like the color of his or her skin? (NO NAMES!)
   Have you ever known anyone who does like the color of his or her skin? Why do they like or dislike it?

   Have you ever seen anyone treated badly because of the color of his or her skin?
   Does Nina Bonita like the color of her skin? Why or why not?
   Does the rabbit like the color of his skin? Why or why not?
   Why does Nina make up reasons why she is black?
   Do you think the rabbit feels differently about skin color at the end of the book?
   Why do you think the author wrote this book?

4. Tell students that the school librarian is considering ordering *Nina Bonita* for the school library. She hasn’t read it and wants students to give her a brief summary before she orders it. Encourage students to use descriptive words and to make the beginning, middle, and end of the book very clear so that the librarian will order it. Have students refer to their maps to illustrate the beginning, middle, and end of the story.

5. Students must follow writing conventions and edit their sentences with peer or teacher.

**Assessment**

Student must demonstrate 80% accuracy on the following:

**Map Assessment—Geography Skills**

- Student maps include all the scenes involving the rabbit (*the house next to Nina’s, the beach, Nina’s house, the town open-air market, back to Nina’s house, the street in town-like a town square, back to Nina’s house, and finally to the beach again*). 8 points (one for each place)
- Student used appropriate symbols in the map. 3 points
- Student maps include a title and key. 2 points
- Student maps are neat and legible. 2 points

**Assessment of Summary—Reading and Writing Skills**

Student stories include beginning, middle, and end. (*Beginning* - tells about rabbit’s desire to be black. *Middle* - tells about ways that Nina says she became black or rabbit trying those methods. *End* - tells about rabbit marrying black rabbit and having family). 6 points

Students used the correct voice for communicating with librarians and used expressive language. 4 points

**Extensions**

Discuss the similarities and differences between Nina’s community and that of the students. Draw attention to houses, stores, landscape, musical instruments, types of gathering, clothing, etc. Make a Venn diagram using two hula-hoops taped to the chalkboard. Record student responses on sentence strips and place them in the hula-hoops.

List all of the similes in the story on chart paper. Students illustrate and label them. Ask children to choose three, e.g., eyes like olives, curly hair like unwoven threads of the night, skin like a panther in the rain, etc. Students can draw a picture of the simile and write, for instance, “Nina Bonita has eyes like black olives.”
Read *Verdi* by Janelle Cannon. (A story about a snake who tried many methods to attempt to stall the inevitable change of color of his own skin.) Have students compare and contrast *Verdi* to *Nina Bonita*.

**Sources**
