

We're Rich

Activities:

- A. Research in 1,2,3!: In the song We're Rich, Red sings, "Add it together and what have you got? 123 we've got a whole lot!" Have class set up in groups. Each group chooses or draws a name from a list of countries to find out the following:
1. What Games do children play in that country? Is it a game that you know about and play? Or, is it a game that is similar to a game that you play? If it is a new game then find out how to play it and be prepared to teach the rest of the class.
 2. With all the new dance shows on TV, dancing has become popular on a new level. What traditional dance comes from the country that you are studying? Do you think that it would catch on here in the US? (Note: With this question students might be thinking about whether they would do this dance at a high school dance. Also encourage them to think about it becoming popular in other ways. For example: When Lord of the Dance started touring around the world Irish Dancing became popular once again and dance studios everywhere started offering Irish Dance Lessons at their studio. Ballroom Dance has become popular at a new level now that Dancing with the Stars is on National TV. There are folks that are not only interested in trying to learn the dance but there are folks that are also interested in watching the dance for entertainment).
 3. In the song, We're Rich, Red sings about adding gifts to what we find. Can you find a 3rd gift that comes from the country you are researching? Hint: Think about recipes, hobbies and crafts, art, monuments, clothing, medicine, language or styles of writing.
- B. 1,2,3! Go Green! Assign a continent or country to a group of students or continue from research in A. above. Have the students find out what environmental gift comes from that country or continent (ie rainforest, unique animal or insects, desert, icecaps, oceans, etc.). Find out what the country is doing to keep the environmental gift safe for generations to come. What threat, if any, is there with this environmental gift? What could you do to help?
- C. On the Professor Garfield site you see different types of sport balls used for different games. What would happen if you substituted a different ball for a game (ie use a football for a baseball game)? Try the game as a class. You might have to change some rules to make it work. Once you have worked out the kinks you might want to teach the rest of the school the "new" game. OR combine the rules and game pieces of 2 games to make up a new game.

- D. Red mentions Hopscotch, Chess, Parcheesi, Polo, Lacrosse, Bocce Ball, Double Dutch Jump Rope, Rugby. Split into groups and have each group pick one of these games and find out the origins and rules. Teach the game to the entire class and then set up tournaments (ok so you might not have horses on hand but you could use ‘hobble horses’....a horse on a stick).
- E. Research other games that come from other countries.
- F. There are things that we take for granted in our country that are, in fact, gifts from other cultures. Examples: Arabic numerals (Arabia), pasta (China), Chocolate (Mexico), etc. Research things that we have adopted as our culture that in reality have come from another culture. Make a list. Use a dictionary to try and find origins to words like pasta, etc.
- G. Invite dance studios to come in and share different types of dance to your class....ballroom, Irish Dance, Tap, etc.
- H. The students and Red Grammer do a great job “acting” and “dancing” to the song We’re Rich. Have the class choreograph its own version of We’re Rich. Share it with the school by either presenting it on stage or video tape and have it on the closed circuit TV in your school or district.
- I. Math and Dance: First have the students find out how dance and Math are related. **I was able to find lots of related research for this on the internet and saved them as favorites. With more time I could add lots of information for the teachers before proceeding. It would make for a much stronger lesson if I had the research done for the teachers.** Then have the students come with a dance movement for the song We’re Rich and be prepared to show how it is related to Math.
- J. Same as above but after researching how math and dance are related: place students in groups giving each group one of the dances that Red mentions in the song. Have them study the dance and show how the dance is related to Math.