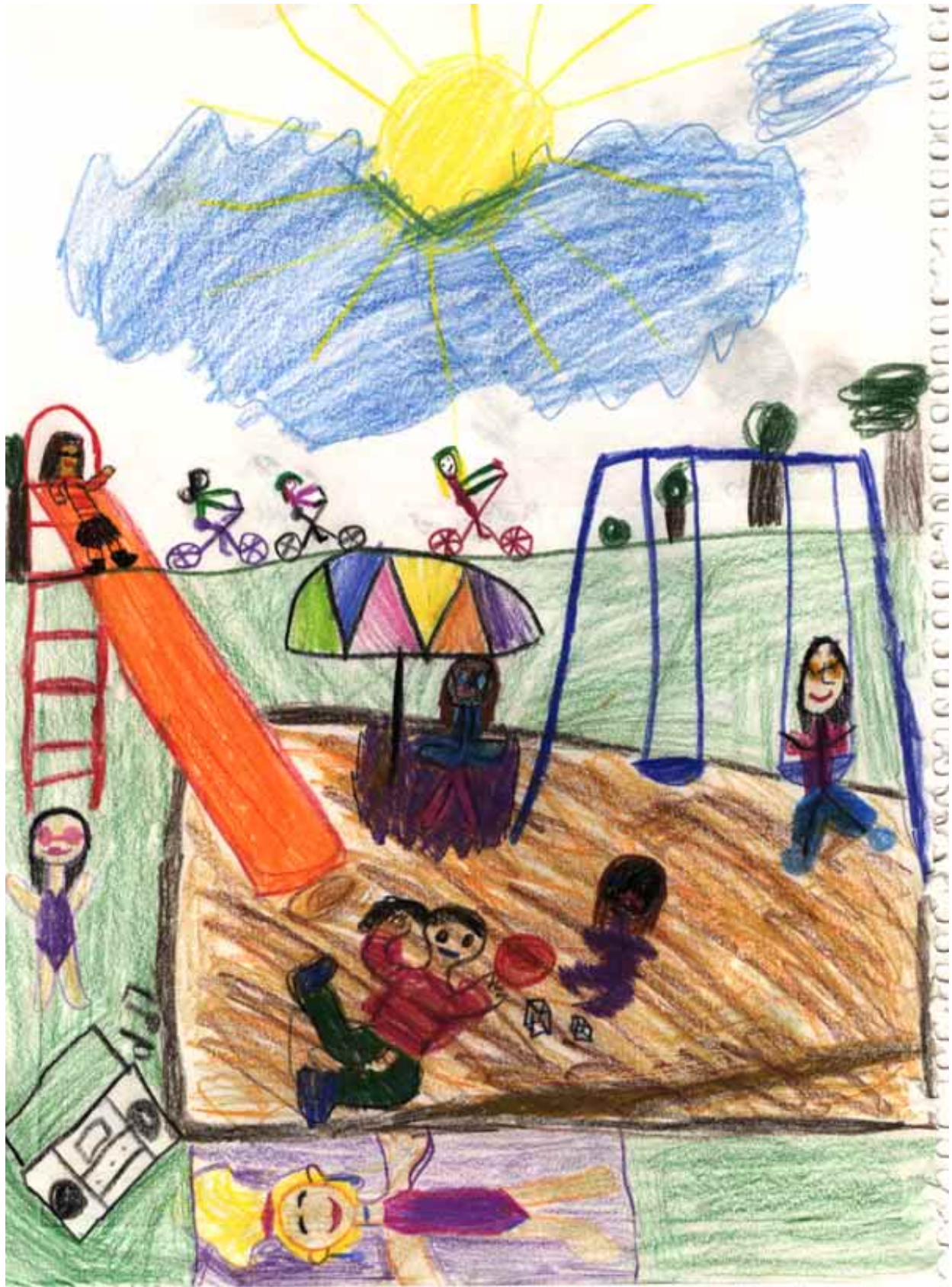


# Kid-to-Kid



# Kid-to-Kid

## Vinegar in Cider Heaven

by Colin Koffel, Randall School

as told by Pam Atkins

When I was probably 9 or 10 years old, my family lived in Maine. We lived in an old sea captain's house down on the Penobscot River. There were three houses right in a row, three old sea captain's houses.

We lived at the end of the row of old houses. Next to our house was Rose Bowden's house. She was an old lady who lived alone and moved soon after we moved in. Next to her house was the Dodge's house. It was a very big old house. The Dodges had a lot of kids; we all played together and we were pretty much a neighborhood gang.

One fall Mr. Dodge got a great big barrel of cider. He put it out in one of the far store rooms. You see, the old sea captains' houses had long passage ways that connected the house and the barn. Off the passage were doors that led to storage rooms. Now in the store room right before the barn, that is where Mr. Dodge put his barrel of cider. He put it on the floor, and told all of us kids, "Do NOT touch the cider."

Well of course, all of us kids said, "Oh no, Mr. Dodge, we wouldn't touch your cider, never, never, never!"



Then we immediately proceeded to figure out ways to get cider out of the barrel. We found an old rubber hose. Then we got the hose and went to the store room that the cider was in. We opened the cork on top of the big wooden

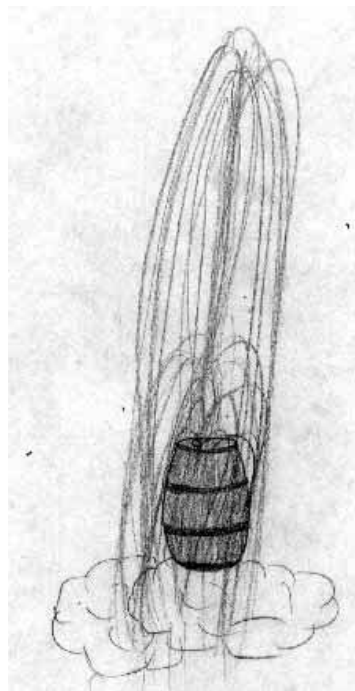
barrel of cider. It was a big barrel of cider which was probably about 3 to 4 feet tall.

We stuck the hose down the opening where the cork was and we all just took turns taking big, big, big slugs of cider. We would all say, "Um, that's good, oh I love it," etc.

We would come back every day and get more cider. We would tell each other, "Come on, let's get more cider."

Soon we found ways to make our cider raids more comfortable. We found a lot of burlap sacks. We spread them down on the floor of the store room that the cider was in so we could lay down and enjoy our raids.

Well we were pretty much in cider heaven. This went on for about 3 weeks.



Poor Mr. Dodge didn't know what was going on, or the fact that his cider was disappearing.

One day we went to get some cider, and I got to sip on the cider hose first. I was so happy! I sat down in the burlap sacks and I took a great big slurp and I said, "Blachhhhhhhhhhh," and I spit it out because it was horrible. It had turned to vinegar, and so what I took was a great big

slurp of vinegar instead of cider! It was dreadful, let me tell you.

That was the dreadful end to our many raids on the cider barrel!

# Kid-to-Kid

## Nepal

by Asmita Batajoo, Lincoln Elementary

I am Asmita. I lived in Nepal. I came to live in America in September 1996 but I miss Nepal. I am in 4th grade. I speak Nepali. I am nine years old. I like to play on the swings. I like to sleep and eat candy and ice cream. I went to school in Nepal until I was in third grade. In Nepal we have to bring our own lunch. We start school at 7:30 and we go home at 3:30. We ride the bus to go to school and come home.

I learned a lot in our school. In school we only have one uniform. We don't get to wear jeans or that kind of clothes. We have to wear our school dress. Everybody has to wear the same dress. Our dress color is gray and the shirt is white. My school was hard and I did lots of homework in our school in Nepal. I liked working on addition, subtraction, fractions, division, multiplication, and geometry. I can read English, Nepali, Gulmohar, and Active English. I like to do General Knowledge, Science, and Social Studies.

My family eats different foods at different times like rice, corn, apples, bananas, oranges, and pears. I like to eat rice, vegetables, chicken, dal, and chaumin. We eat green vegetables that come from our garden.

When we go camping we take these things with us: biscuits, cold drinks, snacks etc. In Nepal my house was an apartment too. The house was not so big and not so small. In America I live in an apartment. In America the house is bigger than in Nepal.

The animals are not different in America.

## How Many Mexican Dances Can We Learn?

by Ashley Ryan, Angela Carpino and Na Lee Xiong, Lincoln Elementary

### Introduction

Hello, our names are Angela Carpino, Ashley Ryan and Na Lee Xiong. We go to Lincoln Elementary School, and our teacher is Mr. Jenks. Ashley and Na Lee are 10 years old, and Angela is 9 years old. We are all in fourth grade. We are working on how many Mexican dances we can learn.

We got the question by first thinking about learning Italian dances. Then Ashley joined and she wanted to learn how to dance in a culture that none of us were because Angela is part Italian. So we changed it to how many Mexican dances can we learn.

We picked this question because we want to learn how to do Mexican dances and it sounded fun to do.

This question is meaningful because we didn't know how to do Mexican dances. We expected to learn 2 or more dances.

### Procedure

At first we asked Afi and Ms. Lucille to take us to the IMCC, but they didn't have enough car insurance. Then we asked Mr. Dave to take us and he said he could take us on Saturday, but Angela and Na Lee were too busy. We asked Mrs. Close but we couldn't get in touch with her. We finally asked Mr. Swamp and he said he would take us, but we had to wait until the IMCC called us and told us they had the tapes.

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The IMCC probably did call us back, but we wouldn't have known because that very next week we had spring break.

We didn't use anything for materials. We used a phone and phonebook for resources. We didn't set up any experiments, and we didn't need to make any observations.

So we didn't do any observing. But we collected a lot of data.

## **Results**

We didn't find anything because we couldn't find anybody to take us until March 20, 1997. Mr. Swamp said he would take us but he said we had to make sure that IMCC had the tapes. We planned to learn some dances and get some tapes, but we didn't get any tapes and we didn't learn anything. We couldn't find anybody until Great Blue was over and that was Mr. Swamp. But we still had two successes. We found where we could get the tapes and we found a ride.

## **Interpreting Results**

Our original hypothesis was wrong. We didn't even learn one dance. We tried to get some tapes at the IMCC, but we couldn't find anybody to take us. At first we were surprised because we couldn't find any tapes. Then we found some tapes, but we couldn't find anybody to take us. Our biggest surprise was that we didn't learn anything.

When we did our inquiry project, we didn't learn anything because we couldn't find any tapes, but when we did find some we couldn't find anybody to take us.

If we could start our whole project over we would call the IMCC first and then ask Mr. Swamp first to take us. If we could have done that, then we probably would have learned at least three or two dances.

## **New Directions**

Before Ashley joined we thought about Italian dances, but then Ashley joined, and then we thought about doing Hmong dances, but then Ashley wanted to do a culture that none of us were. So we picked Mexican dances, and we picked that one to stay with.

## **Acknowledgments**

We think these are the people who helped us: Mr. Dave, Ms. Lucille, Afi, Mr. Swamp, Mrs. Schultz, Mr. Getman, Nicky, and all the people we called on the telephone and at the IMCC. We really want to thank them for helping us, giving us information, and volunteering to help us. Thank you to those people.

## **What Madison Bagel Store is Most Popular?**

by Emma Laedlein, Lincoln Elementary

Hi. My name is Emma Laedlein. I did a Kid to Kid project and my question was: What Madison bagel store is most popular? My question came from last year's Great Blue where somebody else did this project. I thought it was a good idea so I decided to do it for my Kid to Kid project.

To answer my question I called up a bunch of bagel stores and asked them a few questions. The questions that I asked them were: 1. How many bagels do you make every day? 2. How many bagels do you sell every day? 3. What flavor bagel is most popular? 4. Do you think you are in a good location for a bagel store?

The first bagel store I called up was Brueggers Bagels on Mineral Pt. Rd. The answers I got were: question #1 was: about 1,300, #2 was: about 1,200, #3 was: Cinnamon Raisin, #4 was: yes. The next bagel store I called up was Brueggers Bagels on Schroeder Rd. The answers I got were: question #1 was: about

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1,000, #2 was: about 850, #3 was: Sundried Tomato, #4 was: yes.

The next bagel store I called up was Brueggers Bagels on Monroe St. The answers I got were: #1 was: about 1,000, #2 was: about 900, #3 was: Sundried Tomato, #4 was: yes.

The next bagel store I called up was Einstein Bros. Bagels on Fordem Ave. The answers I got were: #1 was: about 1,000, #2 was: about 1,000, #3 was: Cinnamon Sugar, Cinnamon Raisin, or Chocolate Chip, #4 was: yes.

The next bagel store I called up was Einstein Bros. Bagels on State St. The answers I got were: question #1 was: about 2,000, #2 was: about 2,000, #3 was: Plain, #4 was: yes.

The next bagel store I called up was Einstein bagels on Verona Ave. The answers I got were: question #1 was: about 2,000, #2 was: about 2,000, #3 was: Cinnamon Raisin, #4 was: yes.

The next bagel store I called up was Big Apple Bagels on Mccoy Rd. The answers I got were: #1 was: about 1,000, #2 was: about 1,000, #3 was: Cinnamon Raisin, #4 was: yes.

Well, the conclusion that I come to is that the most popular Madison Bagel store is probably Einstein Bros. Bagels because there are alot of Einstein Bros. Bagel stores and that the answer that I usually got from them to question #1 and #2 was that they made 2,000 a day and sold all that they had made, and that probably means that they are pretty popular.

The answer to question #3 was Cinnamon Raisin because most of the bagel stores gave that as their answer.

The answer to question #4 was obviously yes, but I am not sure if I believe that because I don't think that a business would admit that they were not in a good location because they might think that if people knew that they were in a bad place

that they would not buy their product.

The reason that I did not get information from Chesapeake Bagel Bakery and Bagels Forever and the other famous bagel stores is that their phone numbers had been discontinued.

If I was going to repeat my project I would not do anything differently. This project was fun, and I'd like to thank the school for letting me use their phones, and the bagel store employees for taking the time to answer the questions.

## **My Sports Survey**

by Brian Jordan, Lincoln Elementary

### **Introduction**

Hi. My name is Brian Jordan. I did a survey on favorite sports. My question was, "What is the most favorite sport in Lincoln school?" I have always been interested in sports and surveys. So I mixed them together and I got that question.

First I made the survey with the sports handball (HB), swimming (SW), soccer (SC), gymnastics (GN), basketball (BL), badminton (BM), racquetball (RB), track and field (TF), volleyball (VB), tennis (TN), baseball (BB), football (FB), a box for not having a favorite sport and a box for "other." Then I made a letter to the teachers that I was going to give the survey to. I attached the letter to the teachers onto my survey.

Then I went to the office and gave the surveys to a person working in the office and I told her to give it to all the teachers in the school. I didn't want to go into the classes and do my survey because I get nervous and embarrassed, so I just sent the surveys to the classrooms.

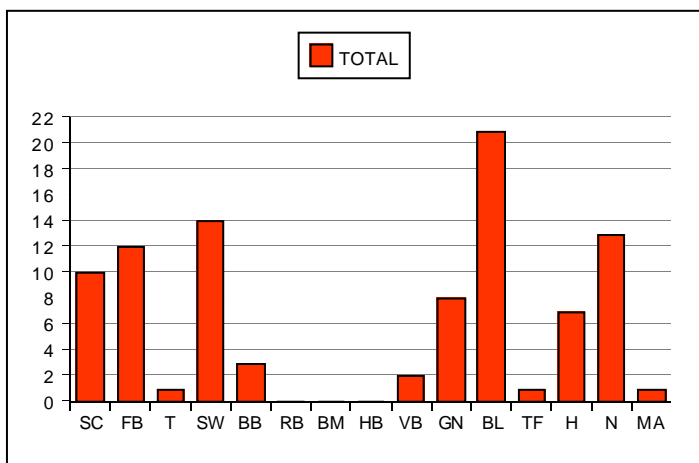
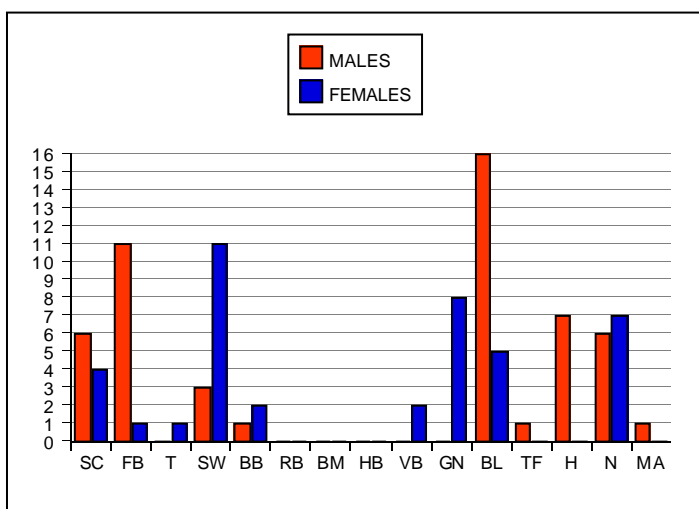
### **Procedure**

After I got the surveys I took a piece of paper and put all the categories on it. Then I took all the surveys and counted them. Every time I got a male I'd put an "M" on the category, the male

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checked off. Every time I got a female, I'd put a "F" on the category, the female checked off. Then I loaded the results onto the computer. I used a program called ClarisWorks. I went on a spreadsheet to transfer my data.

## Results



The problem I had was writing the article. Some of the successes I had were getting the surveys back from the classrooms and putting the results on the computer.

## Interpreting Results

My hypothesis was basketball would have the most votes. My hypothesis was right, basketball did have the most check-marks on it. I discovered that the box that said that students had no favorite sport only had 6 males and 7 females, that's 13 total. If I could do the same survey twice, I'd go into the classrooms to give my survey instead of mailing them because then I'd make sure that everyone would put their gender on the survey. I'd also make the gender part more clear and I'd check with other people to see if I got all the sports.

## Acknowledgments

I'd like to thank a person in my class named Meredith because she made me realize that I missed a whole bunch of popular sports. I'd also like to thank the people that did my survey, otherwise I wouldn't have my results.

## Survey of Kid's Attitudes About Lesbian/Gay People

by Sol Kelley-Jones, Lincoln Elementary

### Introduction

This inquiry project is important to me because it has to do with my family. Many people don't understand my family and have a lot of prejudice about us. You see, I have lesbian parents. That means I have two moms.

I came up with my question in the fall of 1996 when I went to see a movie called It's Elementary. The movie was about homophobia in elementary schools. Homophobia is a fear of gay and lesbian people and their families and a belief that gay and lesbian people are not equal to heterosexual people and should not have the same rights and protections under law. I was curious about kids' attitudes about gay and lesbian people at my school and about how safe my school

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really is for kids in gay and lesbian families or for kids that already know they are gay. I decided to do a survey about kids' opinions, what they know, and their attitudes about gay and lesbian people. I wanted the survey to include open-ended questions, true and false questions, and "yes" and "no" questions. I planned to give the survey to all the fourth and fifth grade classes at Lincoln. I then wanted to invite in a lesbian political leader that I respect, Representative Tammy Baldwin, to talk to the kids about gay and lesbian people who are famous. I wanted the kids to get to know a positive person who is gay and could be a role model.

## **Procedure**

To begin my project I needed to research questions for my survey. I figured out a list of resource people to help me. I chose: 1) my parents, because they do a lot of work on diversity issues; 2) Jack Siebert because he's gay, and a teacher at Lincoln and he's a resource on this issue for the school district; 3) Bonnie Augusta, because she teaches fifth graders at Lincoln and has been supportive of me as a kid in a gay and lesbian family; 4) Jeff Maas, my teacher at Lincoln because he could help me learn about different ideas for surveys; 5) Larry Wu, a sociology professor at the University of Wisconsin who works with surveys; 6) and last, but not least, John Quinlan, because he has computer skills with formatting things and gives good advice.

After I figured out my resource people, I began to talk to some of them about survey questions. I first talked to my parents about my ideas for questions and asked them if they had any suggestions. I started a list of possible questions which became my first draft. I then went to Bonnie Augusta and Jack Seibert and asked them their opinions on the questions. They gave me feedback on my questions and other questions to consider. I then went to Mr. Jeff for his

opinion and for help in categorizing my questions into knowledge and opinion questions. Then I began to work with all the questions on my own. I formed my second draft of the survey. I went back to my parents, Jack Seibert, and Mr. Jeff for feedback. I had scheduling problems with Bonnie Augusta so I was unable to get her feedback on this draft.

Some of the feedback was difficult because the resource people had different opinions of which were the best questions. One of the things I did though was to get rid of any question someone really didn't like. Now the hard part came of making choices from the 21 questions I had gathered. I also had to make sure the questions would all work together, weren't saying the same thing, and that there was some of each kind of question. That's when I used John's skills. He worked with me on formatting my questions into a survey. We came up with a draft that was still too long. I asked my parents for help in getting rid of some more of the questions. I still had questions as to whether they all worked together and were clear. Then I talked to Larry Wu. Larry Wu is an expert on demographics and surveys. His suggestions were to keep my yes/no and open-ended questions. He said that open-ended questions can tell you a lot. He suggested that I break down the questions about "what people do" when they hear homophobic remarks for each type of person (you, your friends, teachers, playground supervisors). He had some ethical concerns about giving surveys. He suggested that I explain in writing and orally that a kid can choose not to answer any particular question, or not to answer any of the questions. I decided to do both of these things. I put a statement at the top of my survey that said this and I also said it to the class when I gave the survey. Larry Wu also suggested that we ask what other kids do when they hear someone saying homophobic things because sometimes people answer more honestly when they aren't talking about themselves. They don't

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feel like they are put on the spot.

After getting this feedback I narrowed my survey down to eight questions. I asked Larry Wu for feedback about my final eight. He liked the questions and said he thought they were appropriate for kids my age. My Uncle John helped me to get the survey in format that looked good on the computer. After giving the survey and receiving additional feedback from a teacher and parent, I eliminated one more question. Here's a copy of my final survey:

## **Great Blue Survey**

This survey is part of my fourth grade class project. Your help with this survey would be very much appreciated. You may choose not to answer any particular question, or not to answer any of the questions. Thank You.

1A. I can tell whether someone is gay or lesbian by the way they act, look, talk, or dress. \_\_\_yes \_\_\_no

1B. If yes, what is there about a person that tells you that they are gay or lesbian?

2. Do you have anyone in your life that you know is gay or lesbian? \_\_\_yes \_\_\_no

3. Name a famous person who is gay or lesbian.

4. Would you still be friends with someone if you found out that their parents are gay or lesbian? \_\_\_yes \_\_\_no

5. True or False. In some places in the United States, people can be fired from their jobs because they are gay or lesbian. \_\_\_true \_\_\_false

6. What words do people use when they're trying to make fun of someone else by saying that they are gay?

7. Have you ever heard someone at Lincoln call

someone a name to make fun of them that means gay or lesbian? \_\_\_Yes \_\_\_No

The next step was to write a letter to the fourth and fifth grade teachers at Lincoln asking for permission to give my survey. I put the letter in the teacher's school mailbox. I kept a list of all the 4th and 5th grade teachers so I could mark them off when I heard from them. I made a protocol to use when I gave my survey in each class. I also chose a kid to go with me to each of the classes to record observations of kids' behaviors while I gave the survey.

## **Results**

Here are examples of the kinds of behaviors observed in two of the classes:

Class One: laughing, talking, snickering, glancing up at me, interrupting, laughing, talking, teasing, laughing, talking, "I call everybody a lesbian," laughing, talking, looking embarrassed, laughing, talking.

Class Two: laughing, giggling about questions, looking at each other, gasping, fighting and saying "Joe's not gay because he has a kid, talking, talking, laughing, looking at me snickering, laughing (more laughing), talking (sassy tones), laughing.

On the days I did surveys I waited until I got home from school to look at the results. I waited to do this at home so that no one would feel that I knew which survey was their's. I also wanted to be in a comfortable place to think about the information I was getting. I counted up the results on a clean copy of the survey that I called my tally sheet for each class. After completing each question I made a final count. If it was an opinion question, I copied down all of the opinions on my tally sheet. There were some kids who checked both "yes" and "no" and "true" and "false." When that happened I didn't count it either way. There were some kids who put an x in one and a check

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in another of the same question. I wasn't sure what they meant so I didn't count it either way. There were a couple kids who wrote in "maybe" when I asked for "yes" or "no" and I recorded that on my tally sheet. I think the results on some of the questions from my class are a lot different from the rest of the classes because a lot of the kids already knew about the survey and we had talked about some of the questions. Also, I am very open about my lesbian family and bring up lots of gay and lesbian civil rights issues in my class. There are also two other kids in my class who are open about being in gay families. So, it would have been hard for kids to be honest about some of their prejudices. Because of these reasons, I kept the survey results from my class separate.

There were some problems I didn't expect to encounter. Some parents weren't happy about their kids filling out my survey. One parent even wrote a letter and wanted to see the survey. I felt okay about his wanting to see the survey, but I didn't like it being given to him to be used outside of school. I have seen the way some adults make big things out of anything to do with gay families and I didn't want this to happen with my survey. That is one reason I made sure I collected all of the surveys each time I gave them. One problem I had was that I mixed up the time in which I was suppose to give the survey with a class. I went to a class that had agreed to do the survey only at the wrong time. There was a substitute teacher there. If the regular teacher had been there to explain things more, one of the parents who was unhappy about the survey might not have been as upset. But, I don't know for sure. There was a delay in doing other classes because the teachers needed to talk about the survey and what had happened.

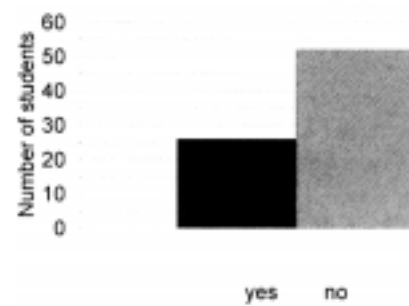
I think all this has to do with homophobia because none of the other kids had this kind of trouble in giving their survey. They didn't have parents who called and didn't want the subject of

their survey talked about in school. That's also why it's hard for kids in gay and lesbian families to feel their families are welcomed in schools because some people don't want us to talk about our gay parents and families in positive ways. They say it makes them feel uncomfortable.

Next are the results of the surveys for the four classes (not including my class) that took the survey. Each page is titled with the question number and all or part of the question.

## Question 1 A.

Can tell if someone is gay/lesbian



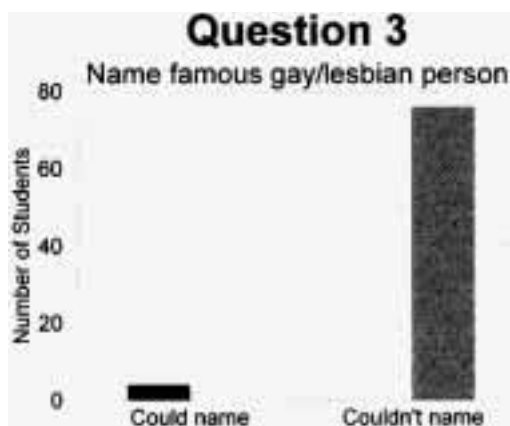
Question 1B: What is it about a person that tells you that they are gay or lesbian? The most common responses were: boy walks like girl, they walk and dress in a weird way, about how they act, because they look gay, they have an earring only in their left ear, they wear sweaters a lot, from looking at them I can tell someone is gay by how they look at another person's behind, how men and women act around men and women, the way they talk and sometimes the way they are, when a man is wearing a bra, the way they look.

## Question 2

Lesbian/gay person in your life



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Question 6: What words do people use when they're trying to make fun of someone else by saying that they are gay? The most common responses were: fag, gay boy, homo, queer, gay bird, you love another boy or girl, two pair of men, you are gay, oh you're gay, get away from me, you're nasty, you lesbian, gay girl, don't come near me, yuck, mean ones.



## Interpreting Results

One of the things that the survey proved is that it is a common thing to call kids names which make fun of gay and lesbian people. Kids do it all the time. I would guess that they think it is okay to do or it wouldn't go on all the time. Something that was surprising to me was to find out how many kids said they wouldn't be friends with someone if they found out her/his parents were gay or lesbian. I really felt sorry for one kid who marked that their parents were gay and hear they had all these kids in their class that said that they wouldn't play with someone if they lived in gay family. It helped me understand why a lot of parents are afraid to be a part of schools and why a lot of kids in gay and lesbian families have a hard time feeling accepted at schools. I was disappointed that a lot of teachers wouldn't let me do my survey in their class when I know they let kids do other surveys in their rooms. I was really surprised at how few kids could name anybody famous who was gay and lesbian. I know lots of famous people from all races who are gay and have done a lot to make the world better. I was also surprised by how close classes came out on the survey results. I surveyed five different classes, including my own. Altogether I got the opinions of 101 kids from four classes. I only included the results from 81 kids (not including my own class of 20 kids) in my final total for my graphs. I learned that there is a lot of homophobia at our

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school by kids and teachers. I learned that there are some supportive teachers at our school and some who are probably afraid to deal with gay and lesbian families. I feel sorry for the kids in those classes. From first to fourth grade I never had one story or picture shown in school that was of a gay or lesbian family unless I did it. I learned that there is less prejudice when kids learn about gay and lesbian families like in my class where I try to bring in articles about gay and lesbian civil rights and show the kids that our families are good. The survey results in my class were different from those in the other classes on things like playing with kids from gay and lesbian families and gay and lesbian civil rights. In other ways they were the same like the amount of homophobic name calling kids hear at school and not being able to name famous gay and lesbian people (only two kids could name someone). Because there are three children in gay and lesbian families in my class that are open, everyone in my class knew someone who is gay. That was a big difference.

## **New Directions**

If I were starting a project like this over again, I would start collecting my questions earlier. It took much longer to do that part of the project than I expected. It takes a lot of work to come up with “the best” questions for a final survey. It’s disappointing to me that the survey part of the project took so much time and that I didn’t get to do more work on stereotypes like having a gay role model come in. My biggest disappointment was not being able to have Representative Tammy Baldwin come in. I wanted to do more to help change homophobic prejudice. I hope to work more on that part of my inquiry next year. Another idea for an inquiry that is connected to mine is to do a survey on how many different types of families children can name. Another might be to do one on civil rights. Most kids learn about the Constitution, but they don’t understand that not all people have the rights talked about in

the Constitution. I was surprised to learn how many kids didn’t know about civil rights. I now want to do more to help change kids stereotypes and fears about gay and lesbian people and gay and lesbian families. I want to do more to help kids and teachers understand how much homophobic name calling there is at school and how it hurts people. We need to be able to talk about gay and lesbian people just like all other people in school to change the prejudice that creates name calling. I hope surveys like my mine help start this a little.

## **Acknowledgments**

To end there are a lot of people I want to thank. I especially appreciate the resource people who helped me, like my parents Sunshine Jones and Joann Kelley (who encouraged me to do my best all the way through), Mr. Jeff (with editing, feedback and standing behind me), Jack Siebert (a positive role model), Bonnie Augusta (always supportive), and Larry Wu and John Quinlan (encouragement). I couldn’t have given the surveys without the support of teachers like Mr. Jenks, Mr. Spitzer, Ms. Bechen, and Ms. Pressman. I really want to thank all the kids who took the survey and answered the questions truthfully. And last, my classmate Jamil who did a great job of recording observations.

## **Escaping the War**

by Billy Her, Randall School

Told by my Dad (Yeng )

*My Dad was born on the border of Laos and North Vietnam. The story he told me takes place in Laos in 1978, when my dad was 20 years old. First of all, the Communists killed the King of Laos and became the government of Laos. That’s why the government of Laos wanted to fight the Hmong. This is a story about how my Dad escaped from Laos and came to America.*

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At one time, in 1964-1973, there was very heavy fighting between the Hmong people and the Communists. However, when the United States decided to discontinue the war in Southeast Asia in 1973, the Communists took over Laos. We didn't surrender to them and the fighting continued. We didn't have any support from outside of Laos or any other country. They used a big and powerful army to fight against us. So we couldn't resist this kind of war.

So I decided to escape to Thailand. There were nine of us, all teenagers. We had decided to escape to Thailand, by walking south or west, in bare feet, for about eighteen days. We didn't have shoes to wear. Only one shirt and one pair of pants. We each carried a bag of rice. Only 22 kilograms of rice or about 48 and 1/2 lb. So I carried 22 kilograms of rice. We ate a little of the rice each day.

On the way to Thailand, the Communists were in our way, and they fought us, and we had to fight back at them. On the seventh day of walking, none of us had died, but we had killed one of the Communists. At the border of Thailand there was a very big river called the Mekong river. We had to swim across the river, at about seven o'clock at night, because there were too many soldiers that could have seen us.

When we got to Thailand, my friends and I had to stay in jail, because they didn't believe that we had escaped from Laos to Thailand. They thought we were some kind of people that were trouble makers, but we were really refugees. They put us in the jail for about one month. After that, they let us out. We lived in Thailand until 1980.

Then my brother, who came to America first, sponsored me, so I got to come over here to the United States in 1980. Living here is a very happy life for me.

## **Fire on the Roof**

by Nikki Weismer, Randall School

Told by Gary Weismer (my dad)

I'll tell you something I'm not particularly proud of. When I was 14, my friend Steve and I used to go to a swim club together. We met a life guard there named Dallas, kind of an unusual name, especially in Philadelphia. Dallas was kind of a cool guy. We used to hang around with him. One day Dallas said, "I can teach you how to make gunpowder."

Now we thought that was kind of cool. He told us what to buy and we got it somehow. One of the ingredients was salt peter, which is a kind of white powdery compound. Then we also got some charcoal, I think. Anyway, he told us how to mix up all the stuff. He said, "If you mix all that stuff up and you pack it in a toilet paper roll, then stuff it on either end, put a fuse in it and light it, it would be like a big firecracker."

So we went ahead and made the gun powder. We took it over to our grade school. At that time the grade school had a building on it called an annex. It was like a temporary building made out of aluminum. You could climb up on it real easily that's the point of the story. We went up on the roof to test our gun powder. It didn't work. It didn't blow up like Dallas said it would. But we lit it on fire. It started a fire on the roof. These kids were in the school yard and they saw us up there and started to yell at us. My friend Steve and I knew that we were in trouble.

We jumped down off of the roof and ran away from them, hiding our faces. They were yelling after us, "What are you doing? You're setting a fire up there!"

We ran away saying, "No! No! No!" We ran a mile in the opposite direction of our house. Then we walked back because we were afraid the police would be after us. When I got home I went

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upstairs and quickly changed my shoes. Now you want to know why?

Because my shoes had melted tar all over them and they were evidence against me. I changed into a different pair of sneakers and thought, "Oh that's it." I was happy.

I was sitting downstairs, my mom was making dinner. There was a knock at the door, I opened it and there was a policeman standing there. I thought, "Uh-oh, my goose is cooked now."

He said, "Would you get your mom?"

I said, "OK." I was shaking like a goose. So I went and got my mom.

He said, "Ma'am, we're sorry to disturb you but we had a report of two boys who set a fire on top of the roof at the school yard. One of the boys who saw the two boys who did it said your son was one of them."

At that point she lied for me. She didn't know for sure if I had done it, but she said to the policeman, "Oh, he's been here the whole time."

I guess the policeman didn't believe her because he said, "Can I see your shoes?" I showed him my shoes and he said, "Do you have another pair of sneaks?"

And I said, "No, I don't really have another pair of sneaks."

"Would you go upstairs and check?"

So I did and I took those shoes with all the tar on them and hid them. I came downstairs and said, "No, those are the only pair of shoes I have."

Well, then he went into this whole story about how you have to be careful with fire, which is true. Then he said, "You know, it's dangerous to set fire and people who do can get into a lot of trouble. And I just wanted to warn you that this isn't the kind of thing you want to do."

My mom said, "He was here the whole time."

So after the policeman left, my mom didn't say anything to me. My dad had come in just about the same time the policeman left. He said, "If I ever find out you did that, I'm really gonna tan your hide." Now I was really scared.

After my Dad left, I went upstairs and took those shoes, and hid them even better after that, because I was afraid he would find them.

## **Egg Rolls**

by Shameka Fladger and Ayshia Green, Lincoln Elementary

### **Introduction**

Our names are Shameka & Ayshia. We are in room 74 at Abraham Lincoln Elementary School. Our teachers names are Ms. G and Mr. Wirth. Ms. G. is our student teacher and Mr. Wirth is our real teacher. We hope you enjoy our egg roll report.

### **Procedure**

Ayshia and Shameka are doing a project with egg rolls. Our project started out to be which egg roll is most popular in rooms 74, 22 and room 16. Mr. Wirth, Shameka, and Ayshia agreed not to make it a survey project. Instead we decided to make it a report. We got the idea from Jonathan Joeson. Jonathan is a guy who works at a clothing store and who also helped us to make lumpia (a Philipino egg roll). Then we started thinking this could be a good Kid to Kid project. You wouldn't want to just share this with yourself.

Mr. Wirth wanted us to try it with the class. We wanted to too. We planned out which classes we wanted to cook for. They were Mr. Pete's, Ms. Bechen's and Mr. Wirth's, but we decided not to do Ms. Bechen's class because we could not find a time that would match our schedule. Our plan was we had to get the ingredients and cook. We

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decided to make Hmong egg rolls. We got the idea from a Hmong book that we found in our school library.

## **What Happened**

So, Ms. G., our student teacher, took us to the Asian food store on Park St. When we were there we got egg roll skins, sweet and sour sauce and bean threads. Then we walked back to school. When we got back to school we took the things we bought into the commons and gave the food to the lunch lady, Roberta, who locked the things in a cupboard until Friday.

Then on Friday we got some dishes from Roberta and Ms. Melton who is a 4/5 teacher in Room 2. Ms. Melton also gave us a pan to cook in. Ms. Seguin, our REACH teacher, gave us cooking oil. Then on Friday we went down and got the egg roll supplies. After recess Ms. G. told us that we should start to cook because it was going to take awhile. Before we started to cook we mixed ground pork, egg and onion. It was nasty because the egg was slimy. When we started to cook a lot of people who came by said "Mmmmmmm, that smells good," and, "What are you making?" Then Ms. G. said "Egg rolls." Then Shameka and Ayshia said, "No don't tell them!" Then they asked if they could have some and Ms. G said yes. We ate about 5 of them and gave some to: Ms. Young (the family liaison), Ms. Seguin (our science teacher), Ms. Bechen (a fourth grade teacher), Regina (a lunch room helper), and the class. Here's the recipe....

## **Hmong Egg Roll Ingredients**

- 1 pound of ground pork or other ground meat
- 2 cups of soaked & cut-up bean threads
- 1-2 cups finely chopped onion
- 1 egg
- 1 teaspoon salt

1/4 teaspoon pepper

1 egg white in a bowl (egg roll glue)

1 package of egg roll skins

3-4 cups of frying oil for frying

These things are found in the supermarket or Asia grocery stores.

## **Directions:**

1. Soak bean threads in warm water for about 15 to 20 min., or soak until soft for about 15 minutes.
2. Drain & cut into small sections using a knife or scissors.
3. Finely chop onion.
4. Mix meat, onion, bean thread, salt, pepper, and egg in a bowl.
5. Roll 2 tablespoons of meat mixture up into each egg roll skin.

## **Ideas for future research**

You can do different egg rolls like Hmong and Philipino. You could make foods from different cultures because it's fun and because it tastes good.

## **Special thanks to...**

Lolita Green (Ayshia's mom), Vicky Fladger (Shameka's mom), Ms. G., Mr. Wirth, Ms. Seguin, Ms. Melton, Roberta

## **History of Popcorn**

by Steve Smith, Lincoln Elementary

### **History**

Eight thousand years ago cave men found out that if they put an ear of corn near fire, it would pop. In 1492-Indians greeted Columbus with pop corn that they ate and also strung as necklaces.

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In 1600's-The Massachusetts Indians brought popcorn to the first Thanksgiving.

Before Jolly Time, if you wanted to eat popcorn, you would have to buy it from a farmer where it was sold in 150 pound bags or shelled corn or you could reach into a wooden barrel for ears. In 1914, along came Cloid Smith (my Great Great Grandfather) and his son Howard (my Great Grandfather) who decided to take home grown corn, guarantee its quality, and package it to sell in stores. They named their product Jolly Time.

## **My Project**

I decided to do this project in October 1996. I thought it might be fun to know where the most popcorn is sold. I also found out the different jobs in the popcorn business. They are: farmers grow the corn and pick it, truckers deliver the corn, the workers put the corn in the cribs to dry, the cleaners who clean the corn, the bagger who put the corn in packages, the boxer who boxes the packages, the sales men who sell the boxes, and the advertiser who advertises Jolly Time.

I asked my Grandfather where popcorn was sold the most in different states. He gave me a graph which showed all of the different amounts sold in each city in the United States. The graph was for 1988. Here is what I found out:

### Top Cities for Popcorn      pounds

Portland/Concord	188
Grand Rapids, Mich.	182
St. Paul, Mn.	146
Indianapolis, In	143

### Average Cities for Sales

Denver, Co.	109
Birmingham, Al.	109
New Orleans,	108

Detroit	107
San Antonio	106
San Francisco	105
<u>Low Sales Cities</u>	
LA & San Diego	87
Cleveland	86
Syracuse	83
Miami	64

## **How Do My Inhalers Help Me?**

by Emma Mckeith, Lincoln Elementary

### **Introduction**

The reason I asked this question is because I have asthma and I want to learn more about it.

The reason it is meaningful to me is that if I know how they work I can learn how to use them more effectively. One other thing I should say is that there are different kinds of asthma. I have two different kinds. They are called Chronic Asthma and Exercise-Induced asthma.

### **Procedure**

The materials and resources I used were information from my doctors and information from an encyclopedia. I didn't do any experiments or observation. All I really needed to do was research.

### **Results**

Here is what I found out by doing research. I found that different inhalers help in different ways. I take three inhalers. I am going to talk about all 3 inhalers I use.

The first inhaler I use is called Ventolin.

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Common uses: This sort of medicine is usually used to treat and prevent the symptoms of asthma, emphysema and other breathing conditions. It is also used for symptoms of exercise induced asthma.

It helps open bronchial tubes by relaxing the smooth muscle around them. It is also important to be used first.

The second is called Aerobid.

Common uses: This sort of inhaler is used to prevent asthma attacks. But it will NOT stop an asthma attack after it has started. It can also be used to treat other conditions determined by your doctor. It helps people with asthma to breath better by stopping the swelling around the bronchial tubes that makes them contract. This inhaler needs to be used for a few weeks before it really starts to help.

The last one is called Intal.

It is very much like Aerobid because it helps prevent swelling around the bronchial tubes. It is especially used for exercise but it helps soon after it is used.

## **Interpreting Results**

Medicine from the inhaler is sprayed into the aerochamber and I inhale it from the aerochamber into my lungs. One inhaler relaxes the muscle around the Bronchial Tubes so they open up to help me breath more easily. The others keep the tissues around the tubes from becoming swollen so they don't close up.

It is important for me to use them in the correct order so they will help me the most.

## **New Directions**

I could experiment by exercising before and after I use my inhalers to see which is more comfortable.

## **Acknowledgements**

I would like to thank Brent Kooistra, Allergist, and Mike Flint, Pharmacist, for giving me a lot of information and I also would like to thank my mom for helping me.

## **Grandma in Japan**

by Josh Bergst, Randall School

When my grandma was three years old, she lived in Japan. Her house was right by the sea. Her grandmother lived on a hill nearby. One stormy day her grandmother came down to make sure they were all okay because the waves were getting big and it might be getting dangerous.

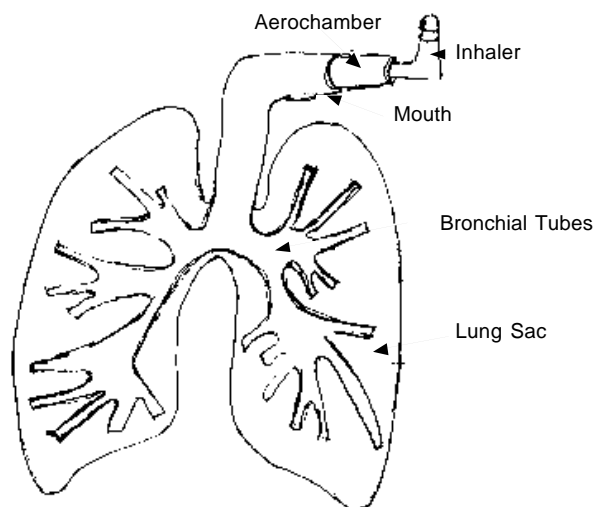
When she had to go home my grandma went up to her and said, "May I please go with you?"

Her grandmother said, "No, you can't, because I know you'll get tired and I'll have to carry you, but I can't because I'm too old!"

So my grandma said, "But I'll walk the whole way and you won't have to carry me."

So her grandmother finally agreed. When they got there, her grandmother kept looking out the

## **Interpreting Results**



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door that faced the sea. A lot of rain was getting in. She poked a hole in the rice paper blind so she could see out. My grandma didn't understand why she had done that. Then her grandmother told her to go into the closet and stand on the shelf. She didn't know why. Sometimes when she was bad she had to go into the closet, but she hadn't done anything wrong.

Meanwhile, down by the sea, everybody was also looking out the door. Suddenly, water started pouring in. Her mother and father, two sisters and baby brother all got onto the high shelf in the closet, but the water level was quickly rising. Her father punched through the ceiling and the tile roof until there was a hole for them to get out onto the roof. They all got onto one corner of the roof.

When they got down, after the water had gone, all that was left was the corner they had been standing on and a cooking pot on a sitting cushion.

## **Hmong New Year-1996**

by Ntau Yang, Lincoln Elementary

We celebrated Hmong New Year on December 7. It's an all day and all night celebration. This is how my family participated.

My mother woke up at 3 o'clock in the morning and she began to cook. She cooked egg rolls, rice, Hmong noodles and she made dessert. The dessert was made with coconut milk and sugar. It is heated. Then it is poured into a bowl and put in the freezer. It is like yogurt and it is delicious!

The rest of the family woke up at 7 o'clock. My sisters wore Hmong dresses and the boys were in Hmong clothes. My dad wore Hmong clothes too. He is the leader of the clan and is very important because he was chosen by all the Hmong people to be the President of the Hmong. He had decided that December 7 was a good time to celebrate the Hmong New Year.

We drove to the Dane County Forum. Hundreds of Hmong people were there. We took out the food and set it on tables. We ate at 1 o'clock and the kids played and the adults talked. Then the adults watched a program on the stage. It was about the future and our culture. There were songs and dancing. I did not dance. Only the teenage girls danced. Later we bought tickets for the night program.

At 6 o'clock, people took a break and went home. We changed clothes and then went back to the Forum at 7 o'clock. Then we ate more food. My favorite food was everything! All the food was eaten.

The night program was one Hmong man and then one Hmong woman singing on stage. They were dressed in American clothes. Musical instruments were played. While they were singing, other Hmong people were dancing on the floor. The kids were playing around and chasing each other.

Then Hmong gang people came in wearing big baggy pants and Fila shoes and hats and shirts. They were Break Dancing. It was good. My dad didn't say anything but I know that he was a little bit mad and a little bit happy.

At 12 midnight, we went home and slept. It was a good day and good night.

## **Alaska**

by Jessica Murphy, John Muir School

### **Introduction**

My name is Jessica Murphy. I am 9 years old. My school is John Muir. I am going to Alaska in August to visit my aunt, uncle and cousins. My project helped me learn about Alaska before I visit there.

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## **Alaska**

Alaska joined the United States on January 3, 1959, as the 49th state. Alaska is the largest state in the United States. Alaska is twice the size of Texas but has fewer people than any other state. It is northwest from the state of Washington. The population is 400,000. Alaska's largest city is Anchorage which has a population of 50,000. It's second largest city is Fairbanks which has a population of 18,000. Alaska's major river is the Yukon River. It is one of the longest rivers in North America. It flows across the whole state and empties into the Bering Sea. Mount McKinley, which is in Alaska, is the highest peak in the United States. Alaskan farmers raise cattle and grow carrots, potatoes, and other crops during the summer. Also during summer, the sun shines about 20 hours a day.

## **Animals**

Alaska has a variety of wild animals. The most popular is the bear. There are three different types of bears: polar bear, brown bear and black bear. The polar bear is the only marine bear. It is the longest bear and has a body that is very good for swimming. Brown bears and polar bears are the largest bears. Brown bears hibernate for up to seven months in dens or caves. They can eat up to 90 pounds of food per day. The smallest of the Alaskan bears is the black bear. Most black bears are black but some are different colors such as reddish brown, blonde and even pure white. Bald eagles also live in Alaska. Bald eagles like to feed on the ocean fish.

## **Mountains**

Alaska has many different mountain ranges. Alaska's largest mountain is called Mount McKinley. It rises 20,320 feet. Mount McKinley was named after President McKinley in 1896. Southeastern Alaska is home to a large glacier called Muir Glacier. It was named after John Muir. Muir Glacier is in Glacier National Park.

## **Acknowledgements**

I would like to thank my Dad, my Mom and my Aunt Shannon for helping me and giving me ideas.

## **Sign Language In Different Cultures**

by Jonah Hacker, Lapham School

### **Introduction**

I had a friend in my old neighborhood who was deaf. I learned some signing from him, but then he moved away. When he came back I had forgotten most of my signs, so I took a course in Pidgin Sign Language. Then I became interested in other sign language from other cultures. I wondered if there was a universal sign language. I also had these questions that I wondered about: How did sign language get started? How is it the same with American Sign Language? Does everyone that is deaf use sign language? In China and Japan does the signing look similar to their character pictures? Does every culture use signing? Which culture uses signing the most? I didn't know what to expect from these questions.

### **Procedures**

First I looked for books. I found one. Then I went on the Internet with my mom. First we couldn't get on. Then we had problems finding the part where they had sign language. Then it just shut down on us.

Then I phoned a person named Cathy Witty. My student teacher, Kim Dacas, had Cathy as a teacher at the University. I got to talk to her and told her about what I was doing. Cathy sent me all my research stuff. She sent me a packet about American Sign Language. I worked on that for a long time. Then I called her again and asked for universal sign language and other cultures' sign language info to work with. I called her twice from school - at work and at home - and

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she wasn't there. I left a message at both places. She called me back and asked for my address. She sent me the sign alphabets from thirteen different languages.

## Results

I found out that there was no universal sign language. An article I read by Martin Sternberg told about "Esperanto," a language that was a mix of many languages. They tried to spread it around the world to make it easier for everyone to communicate. They tried to make it a sign language for deaf people also. It didn't catch on. Maybe it didn't because people didn't want to change their own language.

A problem for me was getting things on the Internet. The very good thing was that I found Cathy Witty at the University of Wisconsin, who gave me lots and lots and lots of information.

I wondered if Chinese and Japanese signing looked similar to their characters (pictograms). I found out that they did not look anything like them.

I haven't found out yet if every culture uses sign language.

I also wanted to find out how to sign four words in six languages. The words are food, drink, shelter and sleep. The languages are German, English, Russian, Thai, Irish and Chinese. I still want to do this.

## New Directions

If I had to do this again, I wouldn't ask the same questions. I still want to keep working on this project and take more signing lessons.

## Acknowledgments

Cathy Witty, Ken Swift, Natalie Kowalczyk, Virginia Woods and my mom, Carla Hacker, helped me along the way. Thank you very much for helping me.

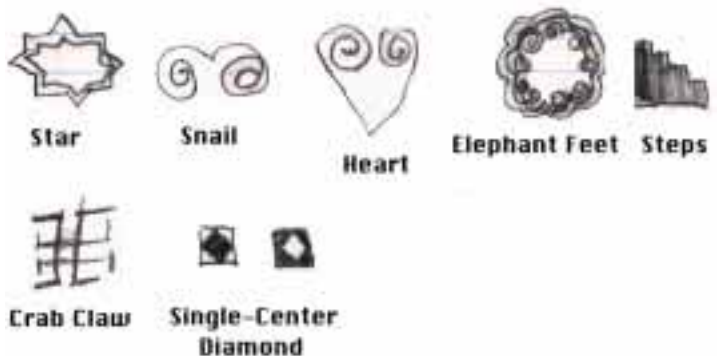
## Hmong Culture

by Keng Her and Yileng Vang, Lincoln Elementary

### Introduction

Hi! Our names are Keng Her and Yileng Vang. We are doing a project called Hmong Culture. Our question came from Keng. We did this project because we want to learn about our culture. The thing that made our project meaningful is that we don't know about our culture that much. We both expect to know everything about our culture.

### Design Motifs



### Procedure

We read books about Hmong culture, and then we wrote facts down in our Great Blue notebooks. We also went on the Internet and got pictures of what the Hmong people were like. We used computers, books, and pictures. We interviewed Keng's uncle "Mr. Her." He talked about his life as a kid. The experiment was making a house that the Hmong people lived in. We went to the LMC to collect data.

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## Results

We found a couple of things about our research. We planned to know everything, but we didn't plan anything that we don't want to know. The problem was that we couldn't have enough time to get to know everything. The things that we learned were how many

kinds of Hmong people there are. There is the White Hmong, Black Hmong, Mixed Hmong, Green Hmong. That's all we learned on how many Hmongs there are.

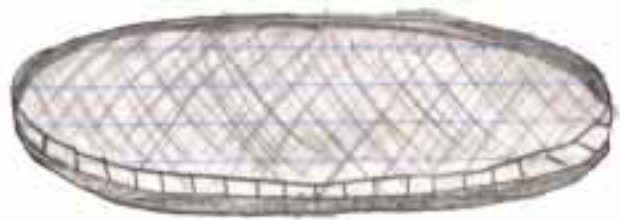


The Hmong Wood Carrier

## Interpreting Results

Our original hypothesis was wrong. We think that we would be able to finish our "Great Blue" project. The thing that surprised us was that the Hmong people used a lot of tools. Some of the tools are; the rice carrier, the rice plant cutter, the meat knife, the water carrier, the cake maker, the bow and arrow. We learned what clothing the

Hmong people wore, and what they used for tools, and what they used for carrying stuff. We have some drawings of some of this stuff. If we had to do this project over we would change some of the details. Some of the details that we would change are how we wrote the details down.



The Rice Threshing Basket

## New directions

If you were doing this project we would like you to find out what the Hmong kids played with.



The Wood Stove

## Acknowledgments

The people that helped us were Keng's uncle. He works at Lincoln School. Our teacher Mr. Jenks also helped us. We would also like to thank Ms. Schultz, Ms. Sainsbury and Mr. Crawford.

## Presidents

by Sinead McHugh and Na-Rae Yang, John Muir School

### Introduction

I'm trying to compare three different presidents. I got my idea from E-mailing Bill Clinton. Then I thought I could compare two other presidents with Bill Clinton. I'm going to compare Abraham Lincoln and George Washington because those are the presidents most people talk about. I wanted to draw portraits of each president I researched. I also wanted to write down what I learned, so I thought of making a poster. Please check The Gallery for the portraits. Here are my questions and results.

### Results

1. Name?
2. Born?
3. How long was he president?
4. Children?
5. Married?
6. Died?
7. How does he try to help the environment?
8. Which president was he?

1. George Washington
2. February 22, 1732
3. 1789-1797
4. 0
5. Martha Dandridge Custis
6. December 14, 1799
7. George Washington's father owned a farm. When George was about 14, he surveyed his father's farm just for fun. Surveyors measure a piece of land. When George got older people didn't think about saving the environment. They thought the land's resources would never run out.
8. 1st

1. Abraham Lincoln
2. February 12, 1809
3. 1861-1865
4. 4
5. Mary Todd
6. April 15, 1865
7. Abraham Lincoln was born on a farm in Kentucky. He was a surveyor just like George Washington. Not very many people thought about the environment in the Civil War, because they were thinking about "how to win" and "how to stop the Civil war".
8. 16th

1. Bill Clinton
2. August 19, 1946
3. 1993-?
4. 1
5. Hillary Rodham Clinton
6. ?
7. Bill Clinton is trying to help everybody, by telling us to use the environment but don't use too much to destroy it.
8. 42nd

## Cut, Kate!

by Susie Schneider, John Muir School

### Introduction

My idea came from two girls named Leah and Becky from Mrs. Bostrom's class. They came to my class one day asking for two kids to talk on video tape about a favorite book for their Great Blue project. I got picked and two boys also did. That is when I got an idea to make a video tape about culture because I like it a lot. I interviewed sixteen kids, eight girls and eight boys and four teachers.

My goal was to see the many cultures at Muir. I also wanted to find out the ways the kids were the same and how they were different.

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## **Procedure**

I used a video camera and Kate and Cord to help video tape the interviews. I asked for one boy and one girl from each 3rd, 4th, and 5th grade classes to help in my project. I also interviewed four teachers. I made up a schedule to organize the days and times to do their interviews. I picked a spot to video tape. While Kate or Cord video taped I asked the kids three out of eighteen questions. My questions came from a CD ROM called Material World, a couple came from my friends. The most came from me. I picked three of the most interesting answers from each interview to videotape.

## **Results**

It was a bit silly and some kids were nervous. I said, "Cut!" way too many times and I forgot the questions too many times. Some kids have too soft voices and I couldn't hear. I talked too fast. A couple times Kate cut us off too soon. But I thought it was great.

## **Interpretation**

I'll tell you the questions and the different answers. The first was what is your religion? I got 11 different answers. How many people are in your family? I got six different answers. What transportation do you use? I got six different ways. I think I met my goal because if you look at the different answers I got, it shows lots of different cultures. If you would like to see my video, please contact Bob Wiesner at John Muir School. E-mail at [rwiesner@madison.k12.wi.us](mailto:rwiesner@madison.k12.wi.us).

## **Acknowledgements**

Big thanks to Kate and Cord for helping video tape. I also want to thank Miss Beck for materials and Mrs. McHugh for helping write my article. Thanks to the kids I interviewed.

## **Inquiry Into Cooking**

by Lazaro Medina, Lincoln Elementary

### **Introduction**

My question first started when I realized that my aunt does most of the cooking in my household. So then I wondered if any other people or households are handled that way. My question is titled and is about, "Inquiry Into Cooking: Who cooks most in your household?"

I expected to discover and find that many other people had their siblings, grandparents, uncles and/or aunts cook for their household and family.

### **Procedure**

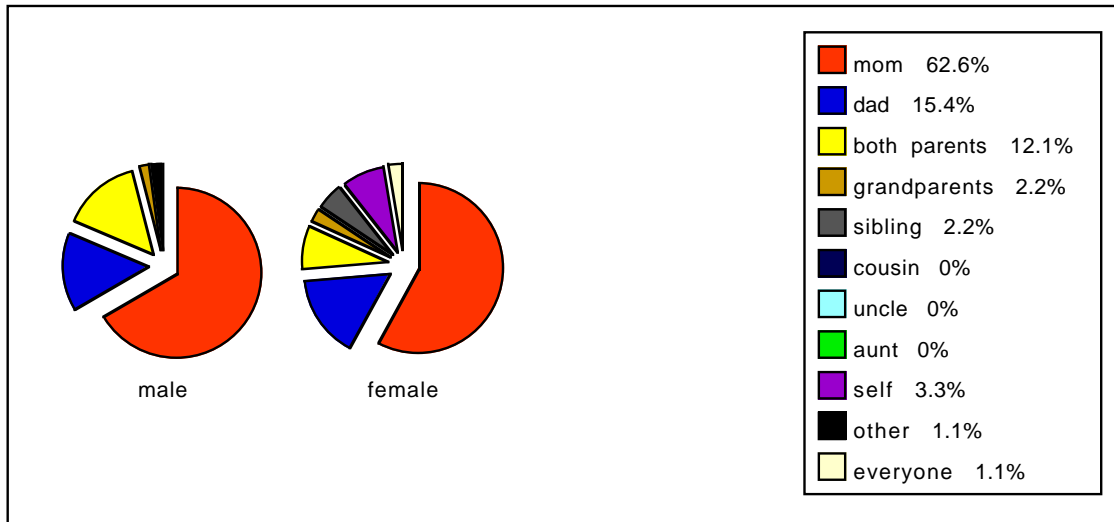
To answer my inquiry question I made a survey asking who cooked the most in their family or household. After making the survey, I typed a letter to 6 fourth and fifth grade classes telling teachers about and asking if my survey could be presented in their class. Only two teachers responded and one teacher just gave me a stack of filled out surveys. This was not what I wanted. I wanted to explain the survey to the class in order to make it easier for the students to fill out. I think that if my protocol had worked out and people had done it the way I had said, that the survey answers would probably be a lot different than the survey answers I had received and also the answers would be easier to understand.

The first teacher who responded scheduled for a day that I became sick. The second teacher who responded scheduled for a day I could come. That one I easily went to and explained. Then another unlabeled stack of filled out surveys came.

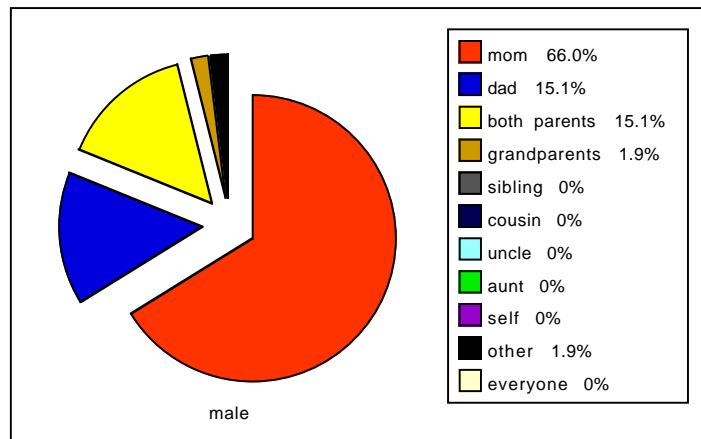
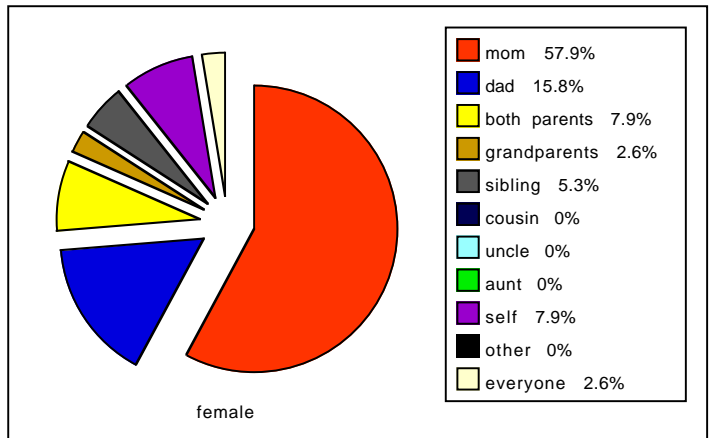
### **Results**

The total number of surveys received was 88.

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The total number of males who took the survey was 52. The total number of females who took the survey was 35. Of the males who took the survey, 35 of them checked “mom,” 8 checked “dad,” 8 checked “both parents,” 1 checked “grandparents,” 1 checked “other,” and none of them checked: “sibling,” “aunt,” “uncle,” “cousin,” “self” or “everyone”.



Of the females who took the survey, 22 of them checked “mom,” 6 checked “dad,” 3 checked “self,” 3 checked “both parents,” 2 checked “sibling,” 1 checked “grandparents,” 1 checked “everyone,” and none checked “aunt,” “everone,” “uncle” or “cousin”.

To more directly answer my question, I entered my data (some pieces of data were not all answered, therefore I was forced to to discard those unhelpful pieces of data) onto a computer spreadsheet. Also included in the survey to specify my answer was: ethnic heritage, age and amount of people living in household. I soon decided that there was too many data categories, so I excluded age and ethnic heritage and made another area for amount of people living in household. To get the spreadsheet/chart easier to interpret I enhanced it with a computer to make a bar graph. The bar graph was hard to read and understand so I changed it to a much simpler pie graph.

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## Interpreting Results

My original hypothesis was wrong. Most other kids did not have their aunts, uncles and siblings cook for them. Instead they mostly had their parents do the cooking, and out of that their mom(s) did most of the cooking. I was very surprised by this, that kids did not have their more distant relatives do the cooking, although I was not as surprised that mother(s) cooked more than other closely related relatives such as brother/sister and mother/father.

If I were to do the project over again I would change the way I wrote the spreadsheet, and I would (even more) slim the data categories and put in new ones. I would also follow through on my original protocol.

## New Directions

New projects off of this one could be: “Do you know how to cook? If so, when did you learn? Who taught you?” or “What do you enjoy cooking, and/or making and/or eating?”

## Acknowledgements

I'd first like to thank Mr. Jeff Maas for conferencing with me about the article and project, linking me to the 4 and 5 grade teachers in this school. I'd next like to thank the teachers who had their class fill out the actual survey and give them to me. I thank especially the teachers who had me go in and explain the survey to their class.

## What are Kids' Favorite Holidays?

by Margaret Fraser, Lincoln Elementary

### Introduction

My question is, “What is your favorite holiday?” I got this question from when the holidays were coming up and I wanted to see what different holidays kids liked. I decided to do a survey

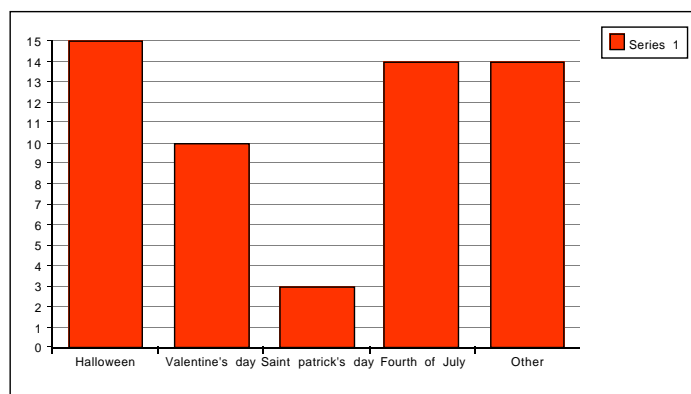
because I saw other kids doing surveys and I wanted to do one too.

### Procedure

To answer my question I did a survey of all the kids in the open classroom. I asked kids of the ages 5, 6, 7, 8, 9, 10, and 11. I asked them what their age was, what their name was, what gender they were and what was their favorite holiday out of Halloween, Valentine's Day, Saint Patrick's Day, Fourth of July and “other,” which most people put their birthday. Some people put Easter which I did not like because it is a religious holiday. I thought nobody would choose a religious holiday because I told the teacher to say to their class that they should not put down religious holidays.

### Results

I found that 15 people liked Halloween, 10 people liked Valentine's Day, 3 people liked Saint Patrick's day, 14 people liked Fourth of July and 14 people chose “other”.



I also graphed down what boys liked, what girls liked, and the ages. I found out that most of the first and second grade boys liked Halloween and most of the fourth grade girls liked Valentine's Day.

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## **Interpreting Results**

This project helped me learn that different people like different stuff. I thought having the kids chose Easter for “other” was odd because I told all the teachers that I did not want religious holidays. If I did this project again I would put birthday as one of the choices and not have an “other”. I would also give the survey myself instead of having the teacher give the survey.

## **Acknowledgment**

I would like to thank my teacher for helping me with my article and my project. I would also like to thank my dad for helping me think of this project.

## **Favorite Swimming Strokes**

by Marianne MacGuidwin, John Muir School

### **Introduction**

Hi, my name is Marianne MacGuidwin and I go to John Muir School. My question is: What are kids favorite swimming strokes? I wanted to see if the older kids like the harder strokes. I got my idea because I swim in the summer. I was going to take my survey at a swim meet but I couldn't, so I decided to take the survey at school. I surveyed kids from first/second grade rooms, third grade rooms, third/fourth grade rooms and fourth grade rooms.

### **Procedure**

In my survey, I listed four strokes: the breaststroke, the backstroke, the freestyle and the butterfly. I also asked the kids their ages as I surveyed them. The kids were 6, 7, 8, 9 and 10 years old. I made appointments with the teachers and went to the classrooms to take my survey. I surveyed only kids who knew how to swim.

### **Swimming Strokes**

In the breaststroke your head is in and out of the

water while your arms are making a circle in the water. You use the breaststroke kick. The backstroke is the one and only stroke on your back. You move your arms in a circular motion only backwards and do the flutter kick. The freestyle is the fastest and best known stroke. You move your arms in a steady circular motion while doing the flutter kick. The butterfly is probably the hardest stroke to learn. You move your arms in a circular motion in and out of the water while doing the dolphin kick.

## **Results**

Among six year old kids, the results were: breaststroke 0, backstroke 4, freestyle 4 and butterfly 0. Among seven year old kids, the results were: breaststroke 1, backstroke 3, freestyle 3 and butterfly 2. Among eight year old kids, the results were: breaststroke 4, backstroke 4, freestyle 5 and butterfly 2. Among nine year old kids, the results were: breaststroke 8, backstroke 5, freestyle 10 and butterfly 2. Among ten year old kids, the results were: breaststroke 12, backstroke 13, freestyle 5 and butterfly 9.

## **Conclusion**

It looked like the harder the stroke, the more the older kids liked it. I think that is because the older kids are stronger. The sample size was lower among the younger kids because not as many of them know how to swim and know the different strokes.

## **What is Your Favorite Radio Station?**

by Melinda Opelt, Lincoln Elementary

### **Introduction**

My question came from my interests. I listen to the radio a lot so I wanted to know what other kids like. Well, I also did this because I love to do surveys. I did a survey last year and I decided to

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do one this year.

I expected to see that most people like Z104.1 or 92.1 the best, because I listen to those and they are played on our bus.

I thought I would observe that people would listen very good when I gave directions.

## **Procedure**

Now I will tell you how I did it. To answer my question I did a survey. I went to each room and asked the teachers what might be a good time to come in, then I came back at the time planned and gave my survey to the class. Each kid got a paper that had name, room number, age, gender, and favorite radio station.

I had them fill out name and room number, then age and gender, then their favorite radio station. I would have them hold up the paper and then I came around and collected them. I used for materials: computer, paper, pencil, ink, copying machine, and the students. My resources were myself, Mr. Jeff, and Mr. Crawford (the lab teacher).

The observations I set up were going to the classrooms and doing the survey.

For collecting data, after I got all the data, I sorted the stations and made a chart on paper. I put stations in colors.

## **Results**

210 kids took my survey. First I'll do percentages, then the number of people. Here are the results of my survey:

15% of the people don't listen to the radio

1% like 88.7

3% like 92.1

2% like Magic 98.1

2% like WORT

3% like 94.9 WOLX

71% like Z104.1

3% like other radio stations

Now in numbers:

31 don't listen to the radio

2 like 88.7

6 like 92.1

5 like Magic 98.1

4 like WORT

6 like 94.9 WOLX

150 like Z104.1

6 like other radio stations.

I did one thing I hadn't planned. It was I didn't have enough time to do all the classes.

My inquiry was very successful in that I got a lot of data and because people listened to my directions more than last year.

Some problems were things like school assemblies that overlapped my time and I kept on forgetting to give surveys.

## **Interpreting Results**

My hypothesis that kids would listen better was kind of right. Most classes were great, but some were too hard to handle. One surprise was that lots of people don't listen to the radio. Another was that not many people like 92.1. I learned some important lessons like it's important to have a back up plan and have lots of patience with kids.

Some different things I might do would be have people take notes for me and not lose my data.

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## New Directions

If I did this project next year I would call in the radio stations and have them do a survey on air, then have them tell me the results.

## Acknowledgments

I would like to thank Mr.Crawford, Mr.Jeff, Meredith, Malini, Kate, Katrina, Ron, Jan, Norman, Airline, and Mary Ann.

## What is the Most Popular First Letter of Lincoln Kids' First Names?

by Meredith Bourne, Lincoln Elementary

### Introduction

My question came from somebody's inquiry project last year that they were going to do, but then decided not to. The reason why I picked that question for my project was that I thought it sounded good and I was very interested in the subject. Some of the things that I hoped to discover by doing my inquiry project were, to find out what the most popular letter of kids' first names was. I would also break down the data into gender and ethnic heritage and find out some popular names from different ethnic heritages.

### Procedure

To answer my question, I made a survey on the computer. I then passed out one survey to each teacher in the school, along with a memo asking them to make copies of the survey and give it to their class. The survey asked for the student's name, room number, teacher, gender, and the first letter of their first name. I got nine classroom surveys back, including my room. That gave me data from 170 kids. While I was getting surveys back, I made a graph of everyone's first letter of their name. I colored in one space on the graph

paper for each A, B, C, and so on all the way to Z. When I got more data, I added that to the graph. I also made a graph of males and females, and each person's ethnic heritage.

### Results

These are the results of my survey when I broke it down into gender:



These are the results of my survey when I broke it down into ethnic heritage:

	White	Asian	Hispanic	Afro. American	Amer. Indian
A	10	1	4	6	1
B	2	1	2	2	1
C	3	2	1	5	1
D	2	1	0	4	0
E	6	1	0	1	0
F	1	0	0	0	0
G	4	0	0	2	0
H	1	0	0	0	1
I	0	0	1	0	0
J	11	1	1	4	0
K	2	2	0	2	0
L	4	0	1	1	0
M	12	4	3	1	0
N	0	2	2	1	0
O	1	0	0	0	0
P	1	1	0	0	1
Q	1	0	0	0	0
R	3	0	0	5	0
S	10	5	0	3	1
T	2	0	0	3	0
U	0	0	0	1	0
V	0	0	0	1	0

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I had some problems with teachers not following the directions exactly, but most of the teachers and students did follow the directions.

## Interpreting Results

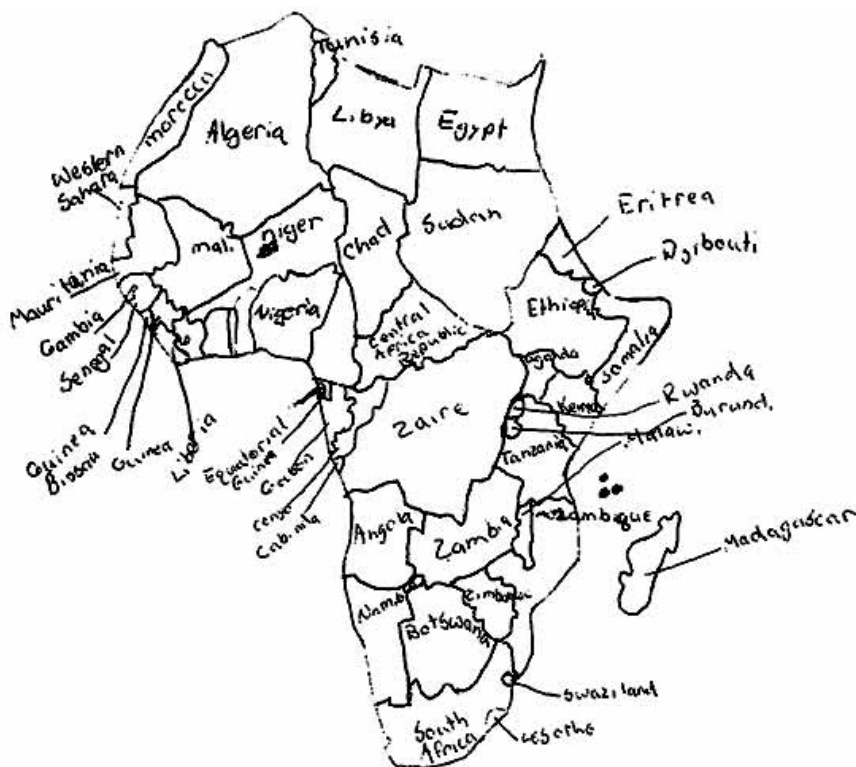
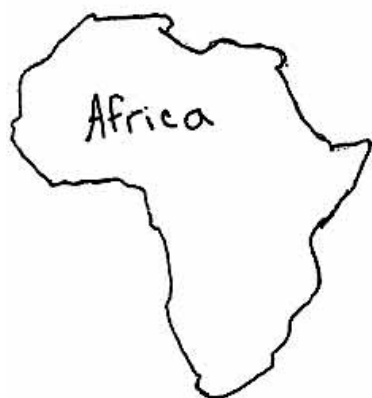
My original hypothesis was basically right. I thought that the letters J and M would be the most popular. I did not think that A would be so popular, though. By doing my inquiry project I learned about some popular names from different ethnic groups and about giving a very clear protocol. If I had to do my project over I would start earlier and try to be a little more organized.

## New Directions

Some new inquiry projects that could be done are: giving a similar survey to students from different areas of Madison, or asking adults and then comparing the generations.

## Acknowledgments

I would like to thank my teacher, Jeff Maas, for helping me with my inquiry project.



## Nigeria

by Nicole Schumann and Karen Stolzenberg, Randall School

### Introduction

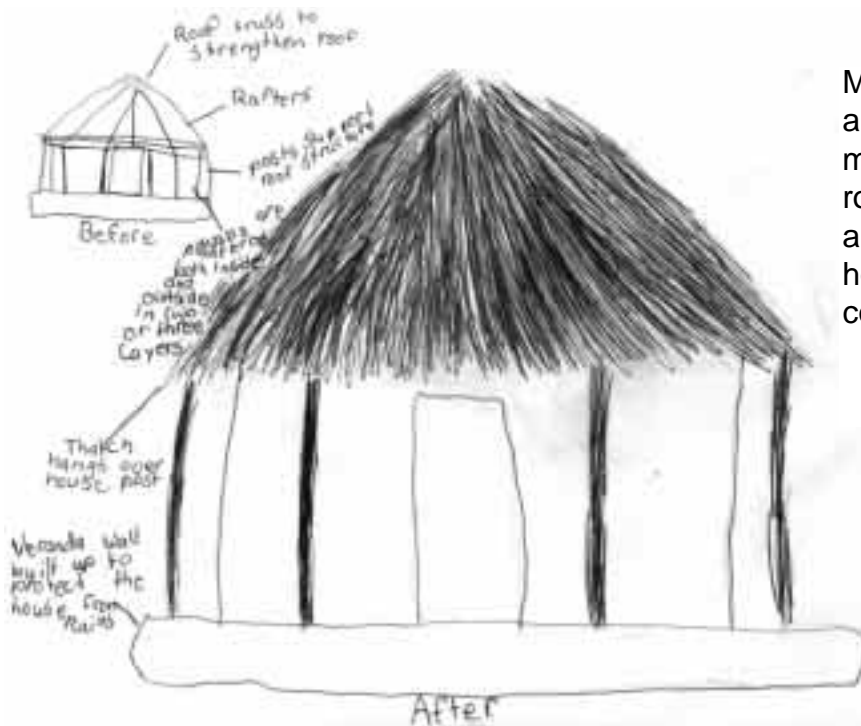
Hi! My name is Nicole. My partner's name is Karen. We are learning all about Nigeria.

### Description

Nigeria's capital city is Abuja. Nigeria is one of 45 countries in Africa. Their official language is English. Nigeria has 12 states and 101 towns and cities. Nigeria contains a big variety of racial groups.

The official name of Nigeria is Federal Republic of Nigeria. The total population is 98,091,000. Nigeria has 356,700 square miles or 923,600 square kilometers. The life expectancy is 54 years. About 60% of Nigerians are men, 40% are women. The Nigerian dollar is called naira. One naira is 5 cents in the U.S.

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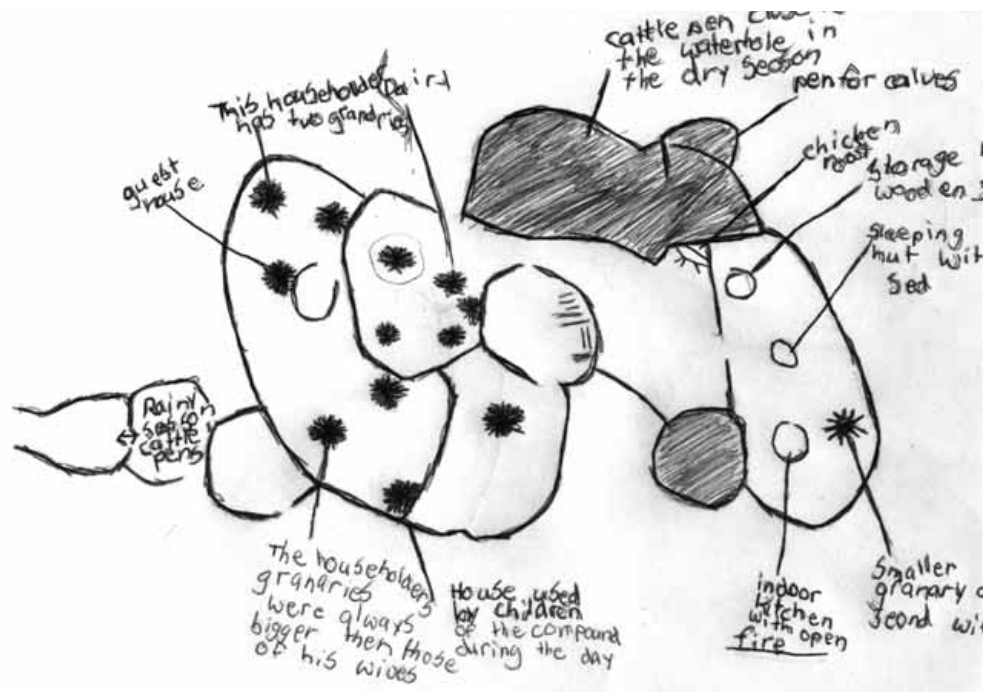
Most homes in rural Nigeria are made of glass, dried mud, or wood and have roofs of asbestos, cement, and corrugate. Traditionally house are in clusters called compounds.

Railroads and paved roads link Nigeria's major cities. Many of the country's roads are unpaved and rutted. Less than 1 percent of all Nigerians own a car.

## History

In the early 1800's Muhammad Ali formed an army in Egypt. Muhammad Ali founded Liberia. In 1945, almost all of Africa was ruled by Europeans. In 1946, Britain divided Nigeria into three regions—north, west, and east.

In January 1966, a group of army officers, mainly Igbo, overthrew the central and regional governments. They killed Prime Minister Balewa.



Nigerian people still tie dye their own clothes.

## Acknowledgments

We would like to thank the people who helped us do this project.

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For Nicole: Elizabeth Schumann (Mom), Mr. Wagler, Thipp, Amy, and April Hoffman (the librarian); and for Karen: my Dad.

## Food Court Food

by Samantha Frank, John Muir School

### Introduction

My name is Samantha Frank and I am in Mrs. Bostrom's class at John Muir School. For my Great Blue project I went to West Towne Mall's Food Court and asked people why they liked the different restaurants. I wanted to know if people choose where to eat because of price or if they like the food the best. I kept track of their answers to see which answer came up the most.

### McDonalds

I surveyed two people and they both liked McDonald's food. One person said she likes the food because it tastes good. The other person said she liked the food because it tastes good, is the cheapest, and her son likes it.

### Sabarros (Pizza Place)

I surveyed two people and they both liked the food because it tastes good.

### Taco Bell

I surveyed two people and they both like Taco Bell food. One person said he liked the food because it is served the fastest. The other person said she liked the food because it is the cheapest.

### Cinnabon

I surveyed two people and they both liked Cinnabon because they thought it tastes good.

### Results

As you can see, people eat at the Food Court restaurants where they think the food taste the best.

## Denita Learns Spanish

by Denita Smith, Lincoln Elementary

Hello my name is Denita. I'm in room 74 at Lincoln Elementary. I have a student teacher and her name is Ms. G. She knows Spanish. One day I saw a Spanish book, so I picked the book up and the title was Día a Día. I started reading the book, I read the book for about two weeks I guess she was watching me to see if I was really interested about learning Spanish. So one day she came to me and asked if I would like to do lunch with her to learn Spanish.

I am going to tell you what I do when I come in for lunch to learn Spanish. Ms.G and I sit at a table, then we review the words I already know. The next thing we do is go through the book, and she guides me through the book by the words.

These are a list of words I have have learned.

la tarea means homework,

"¿Como te llamas? Yo me llamo Denita," means, "What's your name? My name is Denita."

"¿Como estas?" means, "How are you?"

"¿Muy bien y tu?" means, "Very well."

"Muy mal," means "Very poorly."

"Así Así," means, "So, so."

"Gracias," means, "Thank you."

"Por favor," means, "Please."

Those are the words I have learned

I think that it would be good for all kids to learn to speak a different language because it's fun.

I would like to thank my student teacher Ms.G because she took the time to teach me.