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How am I similar and different from people around the world?

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Rationale and Overview

This unit is based on the question “How am I similar and different from people around the world?” The lessons in this unit are designed to give the students more insight into some of the world’s cultures. The unit is divided into sections that are relevant to the children: school, food, games and activities, and the arts. We chose these subjects because they are a part of students’ everyday lives.

Because there are too many cultures to learn about, even on a superficial level, we chose to focus on three countries: England, Mexico, and China (specifically Beijing). Although the students will not be exposed to a wide range of cultures in this unit, their understanding of the cultures we do study will be much deeper and (hopefully) more accurate.

By teaching this unit, we hope the students will achieve a better understanding of diverse cultures, and gain a greater respect of people’s differences and similarities. These goals tie into the NCSS standard of Culture 1A: Exploring and Describing Similarities and Differences of Day to Day Life Around the World, as well as the state standards 1B and 3A: Describe tasks at home and school; describe traditions, music, dances, art work, poems, rhymes, and stories that distinguish cultures. With these standards we will help the children realize the similarities and differences around the world.

This topic is important to us because there is an increasing amount of diversity in the classroom, and we feel it is important for our students to not only be aware of the diversity, but also to gain a respect for the various cultures, and understand how many different cultures can get along in the same society. We also want our students to understand that although there are many differences among cultures, there are also many similarities that bind us together.

Because this unit is designed for first-graders, we are focusing on schools, food, games, and areas of the arts that are already a part of their everyday lives. By focusing on areas that are a part of the students' lives, the lessons will be more relevant to the students and their comprehension of the lessons will increase. The lessons will also be more meaningful to the students because they will be able to relate to the material. According to psychologist Jean Piaget, students at this age struggle to grasp abstract concepts, and so see their world through concrete experiences. We chose areas that the students already have experience with, and that we can develop other experiences for. This will allow the students to be involved at their cognitive levels.

The lessons in this unit involve many hands-on activities where the students are actively engaged in the learning that is going on. When students are actually involved in the lesson rather than passively listening or reading, their understanding greatly increases and they retain the information much longer than they would otherwise.

We also believe that learning needs to build off what students already know. That is why we chose to focus on the areas we did—they are areas the students already know, and we can take their previous knowledge and build on it, rather than starting from scratch and creating brand-new schemas. For example, since students are well aware of their school culture, we can build on what they know and relate it to the cultures of schools found in the other countries this unit focuses on.

Teacher Background Information

In this unit, we will focus on three different cultures. The cultures we will be teaching about are England, Mexico, and Beijing, China.

England

The population of England is 60,270, 708. In the population age is ranged from:

0-14 years: 18% (male 5,560,489; female 5,293,871)

15-64 years: 66.3% (male 20,193,876; female 19,736,516)

65 years and over: 15.7% (male 4,027,721; female 5,458,235)

The nationality of England is primarily British. Ethnic groups include:

English 81.5%, Scottish 9.6%, Irish 2.4%, Welsh 1.9%, Ulster 1.8%, West Indian, Indian, Pakistani, and other 2.8%. This country values education with 99% of the people literate. At the age of 15, most of these young adults have completed 5 or more years of schooling.

The English are into agriculture and that produce products such as: cereals, oilseed, potatoes, vegetables; cattle, sheep, poultry; fish

(<http://www.cia.gov/cia/publications/factbook/geos/uk.html>)

In most primary schools teachers are responsible for a class of children. These usually consist of a single age group, however, in smaller schools and those that favor mixed age teaching you may be required to teach a mixed age class of children. More information, go to:

<http://www.teachernet.gov.uk/teachinginengland/detail.cfm?id=509>

Kids play on an adventure playground or form teams to play soccer and basket ball. Also popular are skipping and such games as tag. On rainy days and at other times when they can't go outside, children spend the time chatting with their friends, play board games or reading and drawing in the classroom.

(<http://www.woodlands-junior.kent.sch.uk/ourschool/break.html>)

The English enjoy folk, ballads, and pipe music.

(<http://encyclopedia.thefreedictionary.com/Music%20of%20England>)

Mexico

"When thinking about Mexico, vivid images of great tacos with the sizzling meat and a shot of tequila run through your head. But behind all of that there is a country full a people proud of their traditions with plenty to show the world."

(http://www.spanishcourses.info/countries/MX_EN.asp?NoMostrarFullPage=0)

Population of Mexico is 104, 907, 991. The spoken languages is Spanish, Mayan, and nahuatl. Mariachi music, played by a traditional Mexican orchestra, originated right here in a little town very close to Guadalajara. Tequila, a world-famous Mexican beverage, originated and is produced throughout this region of the state of Jalisco.

Daily Activities 9:00 AM to 11:45 AM Students are involved in direct Spanish language instruction with a native instructor. All areas of Spanish language fluency are developed.

1:00 PM to 2:00 PM In addition to the classroom instruction, you have unlimited access to the Multimedia Lab. There are many activities that people get involved in. Below are some ideas.

-Field trip excursions to places such as the city of Tequila, Jalisco, the birth-place of tequila. In addition, you have the opportunity to visit the largest lake in Mexico, Lake Chapala.

-Gourmet Mexican Dinner with Mariachi music.

-World famous Folkloric ballet presenting many of the most traditional Mexican dances.

(<http://www.spanish-school.com.mx/printer.html>)

Beijing, China

Beijing is the center and capital of China. It is the heart and soul of politics and society. Beijing is a great tourist spot that is full with beautiful scenic spots and historical monuments. The Forbidden City is one of the world famous architectural wonders.

(<http://www.sinohotelguide.com/aboutbeijing/general.html>)

The International School of Beijing-Shunyi (ISB) is an English-language day school offering an international curriculum for foreign children in China. ISB consists of four schools in one: the Lower Elementary School (Pre-K to Grade 2), Upper Elementary School (Grades 3-5), Middle School (Grades 6-8), and High School (Grades 9-12), with a principal for each division. The school year extends from August to mid June. ISB has its roots as a diplomatic school, having been established in 1980 by the embassies of the United States, Canada, Britain, Australia, and New Zealand. In January 2002 the school moved from its Lido Hotel premises into a new facility in Shunyi District, in northeast Beijing. It then ceased to be a diplomatic entity and became an independent school for foreign children under the auspices of the Beijing Municipal Education Commission. (<http://www.state.gov/m/a/os/1275.htm>)

People of Beijing enjoy all sorts of sports and recreational activities. Some of these activities include: cycling, hiking and trekking, ice skating, golf, and martial arts.

Dog is common in Korean restaurants in Beijing. The dogs used are not pets taken from people's homes but are specially raised for food - just as a cow, lamb or chicken would be in the west. Other foods eaten include Beijing roast duck, hot pot, dumplings Steamed bread, Zhajiang noodle, special type of Tofu.

(<http://www.chinesebusinessworld.com/tourism/cuisine/td01.htm>)

Peking Opera (also known as **Beijing Opera**) is a type of Chinese musical theater. The plots for these operas are based on popular legends, historical

events, and literature. In this kind of opera the costumes and makeup are fancy, the set design is simple but colorful, and the actors use symbolic gestures and movements and sing in a high range with an intense quality. A band that is made up of traditional Chinese instruments, including pitched gongs, accompanies this singing.

(<http://www.sbgmusic.com/html/teacher/reference/cultures/china.html>)

Unit Planning Outline

Unit Issue: How am I similar and different from people around the world?

Grade: 1

Unit of Study: Similarities and Differences

Time frame: Four weeks

Unit Goal: Gain respect for differences and understand there are differences and similarities among everybody.

Social Studies:

- Diversity
- Similarities and differences with people around the world
- Home and school life
- Traditions
- Respect for differences
- Food and snacks- Food Guide Pyramid

Art:

- Masks
- Pottery
- Traditional art methods
- How art reflects culture

Music:

- Folk dances
- Folk songs
- Rhythm
- Traditional instruments

Science:

- Food preparation
- How it's taught in school

Math:

- Patterns (in art, music, etc)
- Geometry (in art)
- Money

Technology:

- Art tools
- Music instruments
- Computer programs
- Food preparation

Physical Education/Health:

- Traditional games
- Folk dances
- Food—nutrition- pyramid

Teacher Resources:

- National Geographic
- This is the Way We go to School: a Book about Children around the World. By Edith Baer.
- Utah in Words and Pictures by Dennis B. Frandin, illustrated by Richard Wahl, maps by Len Meents.
- www.multiculturalchildreslit.com
- www.members.tripod.com/exworthy/cult/htm
- Lies my Teacher Told Me by James W. Loewen
- How my Family Lives in America by Susan Kuklin
- Cuadros de la Familia by Carmen Lomas Garza
- Everybody Cooks Rice by Norah Dooley

Read Alouds:

- This is the Way We Go to School
- Utah in Words and Pictures
- How my Family Lives in America
- Everybody Cooks Rice

Student Reading/Literature:

- Cuadros de la Familia
- Everybody Cooks rice
- Utah in Pictures and Words
- Children Just Like Me: Celebrations!

Oral Language:

- Student presentations
- Think/pair/share
- Cooperative groups

Written Language:

- Journals
- Pen pals
- Learning Logs
- Story writing

Accommodations for Learners:

- Pictures instead of writing

- Invented spelling
- Oral presentations at home on tape

Field Trips/Guests:

- Museum
- People with experience in the topics
- Advocates for cultures

Assessments:

- Journals
- Presentations
- Interviews
- Observations
- Checking for understanding
- Anecdotal notes

Organization and Subject Matter Overview

Week 1: Schools

Topic: How is our school different from schools in England, Beijing, and Mexico? How is it similar?

NCSS Standard: 1A—Exploring and Describing Similarities and Differences of Day to Day Life Around the World.

Utah Objective: Standard 2 Objective 1b—Describe tasks at home and school.

Learning Activities:

The students will listen to guest speakers describe typical schools from the speakers native cultures.

The students will e-mail international pen-pals to exchange information about their schools

Week 2: Food

Topic: How do our most common foods differ from the most common foods in England, Beijing, and Mexico? What are the similarities?

NCSS Standard: 1A—Exploring and Describing Similarities and Differences of Day to Day Life Around the World.

Utah Objective: Standard 1 Objective 1b—describe the benefits of eating a variety of nutritious foods.

Learning Activities:

Fieldtrip to the grocery store and talking about the different foods they didn't recognize at the store. Write in their journals their findings.

Kids will participate in a food guide pyramid activity and discuss the similarities and differences they recognized.

Week 3: Games and Leisure Activities

Topic: What are the similarities and differences in the popular games played in the United States, England, Beijing, and Mexico?

NCSS Standard: 1A—Exploring and Describing Similarities and Differences of Day to Day Life Around the World.

Utah Objective: Standard 1 Objective 2—develop and demonstrate skills and gross and fine motor movement.

Learning Activities:

The students will participate in games from different cultures and talk about the similarities and differences.

The students will learn where certain games originated from and compare them to the games they play.

Week 4: The Arts

Topic: How are the arts similar and different in the United States, England, Beijing, and Mexico. How is culture reflected in the arts?

NCSS Standard: 1A—Exploring and Describing Similarities and Differences of Day to Day Life Around the World.

Utah Objective: Standard 2 Objective 3a, 3c—Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures; create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture.

Learning Activities:

The students will learn the Mexican Hat dance and talk about the similarities and differences from their culture.

The students will learn Chinese juggling and yo-yo to recognize the similarities from the United States.

Goal and Objectives

Goal: The students will be able to identify similarities and differences between their culture and cultures of England, Beijing, and Mexico.

Objective: With the 4-column chart, the students will identify similarities and differences in a typical school day in the United States, England, Beijing, and Mexico in order to complete a journal entry detailing their reactions to the differences they see.

Objectives: Given pictures of food from 3 different countries, the learners will be able to describe the differences and similarities from the food they eat and put them in the right category on the food pyramid, in order to recognize the benefits of eating a variety of nutritious foods.

Objectives: Given the materials for the games the learners will participate in different games from Mexican, English, and Chinese cultures and compare the differences and similarities between different cultures and their own, in order to develop and demonstrate skills and gross and fine motor development.

Objectives: Given a collection of children's songs from around the world, the learners will have experiences with Mexican Dance, Chinese acrobatics, and English songs, in order to observe similarities and differences between their own culture and other cultures around the world

Learning Activities Bank

Lesson 1

Title of Lesson: This is the Way We Go to School

Teacher: Heidi Van den Akker

Time Allotted: 45 min

Grade: 1

Number of Learners: 25 (or so)

Unit Theme: How am I similar and different from people around the world?

Standards Met: NCSS Standard 1A: exploring and describing similarities and differences of day to day life around the world.

State Standard 1B: describe tasks at home and school.

Goal: The students will be able to identify similarities and differences between their culture and cultures of England, Beijing, and Mexico.

Objective: With the 4-column chart, the students will identify similarities and differences in a typical school day in the United States, England, Beijing, and Mexico in order to complete a journal entry detailing their reactions to the differences they see.

Materials Needed: This is the Way We Go to School book, chart paper, markers, journals, pencils, crayons, guest speakers (from England, Mexico, and Beijing).

Motivation: We will begin by reviewing what we have previously learned about in this unit. I will then tell the children that today we are going to learn about schools, and we will have a brief discussion about what a typical day at our school is like.

Procedures:

1. I will read This is the Way We Go to School to the class. After reading the book we will briefly discuss some of the differences we noticed in the way schools are in other parts of the world.
2. I will introduce the guest speakers to the class, and explain that we are going to listen to them tell us about what school was like for them in England, Mexico, and Beijing, respectively.
3. The class will be divided into three groups, one group with each guest speaker. The speakers will give about a five minute presentation on what a typical day in school was like for them. The groups will then rotate so that each group has a chance to listen to each speaker.
4. After listening to each speaker, the class will take a five minute break to get a drink and do some stretches.
5. The students will divide into groups of three or four and discuss with their group members the differences in the schools they learned about from the speakers. During this time I will move among the groups and listen to their conversations. I will ask questions if needed to help keep them on track, and I will take notes on what I hear being discussed.

6. I will have a large chart on the board with four columns: United States, England, Beijing, and Mexico. As a class we will list what we learned about the schools from each place on the chart. We will then go through what we have listed and highlight the similarities we find on the chart, and then briefly discuss some of the differences we see. As we discuss the differences, the students will be encouraged to think about what it would be like if their school was like that.
7. The students will get out their journals and draw a picture of one difference in schools they learned about today that they think they would like to have in their school. They will be asked to label their pictures and briefly write why they think they would like it if their school was like what they drew.

Accommodations: Having the students discuss their ideas in a group setting before moving to the whole class allow them time to get their thoughts in order, and to help each other verbalize their ideas. Group members will also be able to help their peers with language difficulties if they arise. The book we read will be left out for the students to refer to if necessary, and the guest speakers will stay so they can answer any questions the students might come up with during the discussion. Students who complete their journal entries quickly will be asked to create another entry about a difference they learned about that they don't think they would like to see in their school, and explain why.

Closure: I will ask for volunteers to show their journal entries to the class and explain why they chose to write about what they did. We will then thank our guest speakers for coming in and say good-bye to them.

Assessment/Evaluation: I will use the notes I took during the group discussions and look at the journal entries the students made to see if they understand the concept of similarities and differences, and also to see how they are able to analyze the information we learned.

Extension: We can find international pen pals to write to and learn about the schools from where our pen pals are from (epals.com)

Teacher Reflection: Did the students learn what I wanted them to? Were the students engaged throughout the lesson? What were the strong points of the lesson? What were the weak points? What will I change for next time?

Lesson 2

Title of Lesson: Foods Around the World

Teacher: Abby Graham

Date: October 26, 2004

Time Allotted: 30-45 minutes

Grade Level: K-1

Number of Learners: 20-25

Unit Theme: How Am I Similar and Different from People Around the World?

Standard(s) Met: **NCSS Standard:** 1A—Exploring and Describing Similarities and Differences of Day to Day Life Around the World.

Goal: The students will be able to identify similarities and differences between their culture and other cultures.

Objectives: Given pictures of food from 3 different countries, the learners will be able to describe the differences and similarities from the food they eat and put them in the right category on the food pyramid, in order to recognize the benefits of eating a variety of nutritious foods.

Utah Objective: Standard 1 Objective 1b—describe the benefits of eating a variety of nutritious foods.

Materials Needed:

- Pictures of food from the England, Beijing, and Mexico (www.eturismo.com/gtrav/mexico.html
www.warriortours.com/cityguides/beijing/dining.htm
www.bellaonline.com/ArticlesP/art4758.asp)
- Pictures of familiar foods that the students eat
- Blank food guide pyramid for each group
- Pencils, glue

Motivation: To begin this lesson I will have a display of foods that my students will be familiar with. Get them excited to talk about the foods they eat and eventually start talking about the foods eaten in Mexico, Beijing, and England.

Procedures:

1. Ask the students what they think we are going to talk about today? Ask the students to name the kind of foods they like to eat. Make a list on the board that the students will be able to see.
2. Introduce the food guide pyramid and talk about the different food groups in the pyramid
3. Post a blank food pyramid on board and as a class sort the foods that were discussed in the appropriate food groups.
4. After this is finished, ask the students if they think food around the world is just like the food we eat here. Start a discussion about what they think and then introduce some of the different foods from the 3 countries that are

going to be talked about. Explain that the foods around the world also fit into the food pyramid.

5. Have students work in groups and hand out packets of food from each country and have students sort the food into the different food groups, and with their food guide pyramid have them glue the foods in the right food group.
6. After students have finished their food guide pyramids, gather the class as a whole and talk about the similarities and differences in their food pyramids.
7. Have them pull out their writing logs and have them write or draw one difference and one similarity of the food they eat or as well as the food eaten in the 3 different countries.

Accommodations: When grouping the students I can be aware of those that might need a little extra help and group them with someone that will help them. Also go around and be in close proximity with the students that might need a little extra help.

Closure: Close by having students share their thoughts about the similarities and differences they found in their food pyramids. At this point I will explain that foods around the world can be different but also can be similar and we should be aware of the similarities and differences among us.

Assessment: Taking anecdotal records as students are putting their food pyramids together and also when they are discussing the similarities and differences they notice. I will also gather their writing logs and look over what they wrote about the similarities and differences of food around the world.

Extension: Instead of drawing the pictures you could have the more advanced kids write what they see. Also talking about the foods that the kids eat and the similarities and differences about the food that the kids in the class eat could extend the lesson. This will help kids realize that even those that are close can be different and similar to them.

Teacher Reflection: I think that this lesson would go well and I think it's a good way to bring in the food guide pyramid. I hope that the kids will realize that there are differences and similarities among them. I hope that the time I spent on preparing this lesson plan that one day I will be able to implement it into my classroom.

Lesson 3

Title of Lesson: Games Throughout Cultures

Teacher: Erica Thornton

Date: October 26, 2004

Time Allotted: 45 min.

Grade Levels: K-1

Number of Learners: Whole class

Unit Theme: How Am I Similar and Different from People Around the World?

Standards Met: NCSS Standard 1A- Exploring and Describing Similarities and Differences of Day to Day Life Around the World

Goal: The students will be able to identify similarities and differences between their culture and other cultures.

Objectives: Given the materials for the games the learners will participate in different games from Mexican, English, and Chinese cultures and compare the differences and similarities between different cultures and their own, in order to develop and demonstrate skills and gross and fine motor development.

State: Standard 1 Objective 2- Develop and demonstrate skills and gross and fine motor development

Materials Needed: rubber bands, wooden top with string attached, chestnut from a horse chestnut tree, and string.

Motivation: I will ask the students how many of them like to play games. I will tell the class that we are going to start the day by playing a popular game in our school, "heads up, seven-up." We will then play the game and then discuss why they thought we would play a game today. We will then get into the topic of games from our three cultures, Mexico, England, and Beijing, China.

Procedures: We will start off by reviewing what three cultures we have been learning about in our unit. We will review from previous days this week how we discussed different games that are played in each of our cultures and how we watched movies of children playing these different games. I will then tell the students that today they are going to play a game from each of these cultures. I will divide the students into three different groups (one for each culture.)

1. In the England culture the students will be playing a game called "Conkers". Each member of the group is given a conker, which is a hard brown nut called a chestnut that falls from the trees. The chestnut has a hole drilled through the middle of it with a string threaded through it about 25cm long with a knot tied at one end. Players take turns at hitting their opponent's conker. If you are the one whose conker is to be hit first, then you have to let it hang down from the string which is wrapped around

your hand. The conker is held at the height your opponent chooses and is held perfectly still. Your opponent, the striker, wraps his conker string around his hand just like yours. He then takes his conker in the other hand and draws it back for the strike. Releasing the conker he swings it down by the string held in the other hand and tries to hit his opponents conker with it. If he misses he is allowed up to two more tries. If the strings get tangled, the first player to call "strings" gets an extra shot. If a player drops his conker, or it is knocked out of his hand the other player can shout "stamps" and jump on it; but should its owner first cry "no stamps" then the conker remains intact. The game goes on in turns until one or other of the two conkers is completely destroyed.

2. In the Mexico culture group the students will be playing a game called "Tromp". To play this game you need a special toy called a top. The one's used for this game are made of wood and the point is made of plastic for the safety of the young kids. Usually the point is made of metal. The top has a string that you have to roll up around the top before you throw it to the floor. The object of the game is to knock over the other players' tops with your top. The person whose top is spinning in the end is the winner.
3. In the Chinese culture group the students will be playing "Rubber Band Rope Jumping". This game can help students to practice their jumping skills, and develop coordination. You take multiple rubber bands and loop them together tightly until you have the desired length formed into a large circle. Two people stand opposite each other and extend the rubber band. One player jumps and stands on one side of the rubber band, carrying the two sides together. Then that person jumps again and made the two sides separate. Then they jump again into the middle of the rubber band and after that they jump out. If the person finishes those steps without any mistakes then the next level is started. As the game continues, the level of jumping gets higher and higher. There are four jumping levels: ankle high, knee high, waist high, and under the shoulder. For our game we will only play to the knee for safety of young kids and then you are considered a master of the game.

After each group has had time to play and rotate to each game we will meet back together and talk about each game. We will discuss the similarities and differences between that particular game and a game we play in the United States. We will also discuss whether or not they enjoyed playing this particular game or whether they would rather play their own American games.

1. In England that game somewhat is similar to tether ball. There is a ball with a string that is attached that is trying to be hit. There are many differences in that not everybody had a tether ball as they do a conker and that you are not trying to hit and individuals ball on a string. Many more differences will be discussed or brought up by students.

2. In Mexico the game with the top could also be played in America. Usually American tops do not have string attached to them that can be used as a tool to throw the top down to the ground. American tops usually have a small stick on the top that is used to just spin the top that is already located on a hard surface. Playing with tops in America usually isn't a competition to try and knock an opponents over. They are similar in that most kids know what tops are.
3. In China the game played with rubber bands is much like a game called "Chinese Jump Rope" in America. Maybe the name gives a little insight into where the game originated from and that it isn't an American game after all. Most of the rules are the same for both games and is popular among most young girls.

Accommodations: For those learners with special needs there will be other students in their group that can help them with the rules or be their partner for the game. Most of the games have also been scaled down to meet the age level and safety of the students.

Closure: We will conclude by discussing that it is okay to play games from different cultures even if you live in America. We will also find out if they think these games are something they would want to continue playing in their free time as the children do from these cultures. We will also find out what was their favorite game they played today.

Assessment/Evaluation: Most of the assessment will be done by observation and watching the students to see how they are playing the games and if they understand the rules and objectives of the games. It will also be done by having students explain to other groups of how to play the particular game when rotations occur.

Extension: I will have the students think of other games that possibly could be played by using the same objects for the original games.

Teacher Reflection: Did the students enjoy the games? Did they understand how games can be different depending on what culture you are from? Did they realize the similarities and differences between the cultural games and games they play here in America?

Lesson 4

Title of Lesson: Music and Dance from Around the World

Teacher(s): Rachel Olson

Date: October 25, 2004

Time Allotted: 45 minutes

Grade Level: 1st

Number of Learners: 25

Unit Theme: How are we alike and different from other people around the world?

Standard(s) Met:

NCSS Standard 1a: Exploring and describing similarities and differences of day to day life around the world.

Utah State Standard 2 Objectives 3a and 3b: Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture.

Goal: The learners will be able to find similarities and differences between their culture and other cultures. We will specifically look at the similarities and differences in the music and dance of their own culture compared to Mexico, China, and England.

Objectives: Given a collection of children's songs from around the world, the learners will have experiences with Mexican Dance, Chinese acrobatics, and English songs, in order to observe similarities and differences between their own culture and other cultures around the world

Materials needed: *Children's Songs from Around the World, Vol. 5*, Mexican Hat Dance music, *Aiken Drum* music and words, *The Smart Schoolboy* music and words, *The Bird Song* music and words, balls for juggling, Chinese yo-yo

Motivation: Ask the children to name some of their favorite songs. Make a list on the board as they name them. Discuss with them how children all over the world listen to music and dance. Explain that we are going to have the chance to experience a few different songs and dances from different cultures.

Procedures:

1. Listen to several parts of songs from *Children's Songs from Around the World, Vol. 5*. Ask the children to find similarities and differences between the songs from the CD and the songs they are used to hearing and singing.

2. Break the children into three groups. Have the parent volunteers direct their group in each of the three centers.

* Mexico Center: In this center the volunteers will teach the children the Mexican Hat Dance.

* England Center: In this center the volunteers will lead the children in singing

A few different English children's folk songs (*Aiken Drum*, *The Smart Schoolboy*, and *The Bird Song*).

* China Center: In this center the children will try some different Chinese acrobatic moves. They will try to juggle and also play with the Chinese yo-yo.

3. After the children have rotated to all of the centers, the class will gather back together to discuss similarities and differences in the different cultures. Together, the class will make a chart of the similarities and differences they found between the three different cultures and their own culture.

4. The students will then record in their journal one similarity and one difference they noticed between their own culture and either Mexico, China, or England.

Accommodations: Since the centers are set up to basically get a feel for music in different cultures, the children will not be required to master the skills. They will be encouraged to participate but not forced. They can just watch with no consequence. If children are unable to write in their journals, they will be encouraged to use invented spelling and drawings.

Closure: We will review our chart of similarities and differences and let the children know that they just got a sampling of a few cultures.

Assessment/Evaluation: Review each child's journal to see if they understand the concept of similarities and differences in different cultures. Also review the chart that the class compiled together and make note of any misunderstandings or misconceptions to review in the future.

Extension: Since the lesson is set up in centers, there won't be any students who finish early. In order to extend the students thinking about similarities and differences in the music of different cultures I would encourage the students to think of other cultures and the types of music and dance which they participate in. I would have a variety of books depicting different instruments and dances of several cultures for the children to look at.

Sources: <http://www.janbrett.com/piggybacks/hatdance.htm>
<http://www.contemplator.com/america/school.html>
<http://www.calacademy.org/research/anthropology/tap/respix-acrobats.html>

Assessment

The majority of assessment for this unit will be teacher observation. The teachers will take anecdotal notes of student group work and conversations, and also make note of any other student ideas or behaviors that will help in assessing the students' understanding.

Writing logs or journals will also be used for assessment. The teachers will look at what the students record in their logs to help them see what their students understand, and where any misconceptions are.

During the games section of the unit, the students will be asked to explain the rules of a game to another group of peers. The teacher will listen to the explanations to see how well the students understand the rules of the games they have learned.

Throughout the four-week unit the students will collect the information they find on each culture. We will study in depth and it will be gathered at the end of the unit to see the learning development and understanding of the cultures in the world. We will be able to recognize if the students comprehend the ideas that we are trying to get across. The underlying idea we want our students to understand is that differences are okay and that we should embrace them.

The teacher observations and anecdotal notes will focus on the same idea that we will be looking for in their journals. Namely, that the students understand that differences are okay and that we should embrace them. Also, that there are similarities among all cultures. Through listening to student's conversations with each other the teacher will be able to get an idea of the student's thoughts and how they have developed throughout the unit.

The teacher will also be looking for misconceptions that the students may have acquired prior to or during the unit. The teacher will use those misconceptions to guide instruction and aid in the teaching process.

Appendices

- National Geographic
- This is the Way We go to School: a Book about Children around the World. By Edith Baer.
- Utah in Words and Pictures by Dennis B. Frandin, illustrated by Richard Wahl, maps by Len Meents.
- www.multiculturalchildreslit.com
- www.members.tripod.com/exworthy/cult/htm
- Lies my Teacher Told Me by James W. Loewen
- How my Family Lives in America by Susan Kuklin
- Cuadros de la Familia by Carmen Lomas Garza
- Everybody Cooks Rice by Norah Dooley
- (www.eturismo.com/gtrav/mexico.html)
- www.warriortours.com/cityguides/beijing/dining.htm
- www.bellaonline.com/ArticlesP/art4758.asp