

Celebrating Diversity

Social Studies Unit for Primary Grades



Exploring Physical and Cultural
Similarities and Differences

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Unit Overview

Big Understandings

- Students will build initial understandings of the specific factors which create physical similarities and differences.
- Students will build initial understandings of the specific factors which create cultural similarities and differences.
- Students will develop an empathetic awareness and appreciation for the differences they find in others.

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Bringing Diversity into your Classroom

To bring a rich cultural flavor into your classroom, along with real objects and experiences, you may want to consider the following enhancements to your classroom:

Classroom Aesthetics

- Posters which are representative of various cultures, brochures, and photographs of people and places
- Textiles from around the world, (e.g. blankets, rugs, pillows)
- Art forms from other places, including pottery, paintings, baskets
- Printed labels in more than one language

Dramatic Play

- Tea cups, chopsticks, fans, serapes, various international shoes, and clothing
- Magazines and newspapers printed in different languages, as well as foreign coins
- Variations of the playhouse, (e.g. adobe, igloo, tent, oasis)
- Dolls with varying racial background
- Adaptive equipment for exceptional people

Music and Movement

- Folk songs translated into foreign languages for children
- Authentic instruments like thumb pianos, bells, maracas

Science and Mathematics

- Manipulatives featuring foreign objects; raw cotton, rocks, feathers, seeds
- Foreign coins
- Pictures of skyscrapers, pyramids, igloos, and castles for block corner
- Dolls for block play of various races, sexes, physical abilities, and occupations.

Reference:

Neugebauer, B. (1987). Alike and different: Exploring our humanity with young children. Redmond, WA: Exchange Press Inc., 21-22.

Topic One: Exploring Physical Differences and Similarities

Content Information

Prejudice

Research studies (Brown, 1972; Milner 1975) have indicated that children are prone to forming biases and prejudices on the premise of such differences as race, ethnicity, religion, economic status, or appearance.

Children learn pre-judgments from the total environment in which they live. The larger society must take an active role in reducing prejudice or children will continue to develop prejudicial thoughts. These thoughts are likely to lead to acts of discrimination whereby students act on their prejudices. Educators must instill in children an understanding of human rights such as justice, equality, respect for group differences, and individual integrity. Children are exposed daily to acts of injustice and intolerance in society and these issues must be addressed within the classroom. Children must become aware of the concepts of prejudice and discrimination so as to avoid them (Byrnes, 1995).

Race and Ethnicity

Today there are as many as 2,000 racial variations. According to scientists, there hasn't been a "pure" race for 100,000 years. *Harper's Index* estimates that since 1970, there has been a 223 percent rise in intermarriage among ethnic groups. What are the implications? It means that people will eventually be unable to categorize themselves as merely African-American, Asian, Hispanic, German, Native American, etc. Most people will fall under the category of "other." Even the new U.S. census form offers more than 100 ethnic background choices.

There are many theories about race. Some scientists hypothesize that more than 100,000 years ago, there were just three races: Mongoloid (Asian), Negroid (black), and Caucasoid (white). Today, the whole concept of race is being reexamined. Some recent theories suggest that Mongoloids, Negroids, and Caucasoids developed different physical characteristics to adapt to the climates they were living in.

For example, Mongoloids may have developed larger eyelids than the other two races because they lived in mountainous country with strong winds; thus, the large lids helped keep dust from blowing in their eyes. These large lids gave people the impression that Asians have "slanted" eyes. Because their eyes seem to be less open than the eyes of blacks or whites, some people have the mistaken idea that Asians are mysterious, sneaky, sly, and inscrutable.

The "slanted" eyes of Mongoloids are singled-lidded, in contrast to the double-lidded eyes of the Caucasoids and the Negroids. The double-lidded eyes have a deep crease that follows the top of the eyeball.

Physical stature or size may be another adaptation to the cold mountainous regions where the Mongoloid race originated. Asians are prone to have small, compact bodies, which are ideal to retain body heat.

In African, where the Negroid race originated from, the sun was very hot, which may account for why Negroid people have developed long, lean bodies to deflect the heat.

Black skin contains more of a brown chemical called melanin, which all races have in varying amounts. Melanin is the chemical that makes Negroid skin dark and protects it from burning.

Asians, on the other hand, have more carotene in their skin. Carotene is a substance that gives skin a yellowish cast. White people have more keratin in their skin. Keratin is a clear chemical. All three races have some of each skin chemical, but in differing amounts. Different mixtures of the three chemicals combine to form the hundreds of skin colors in the world (Duvall, 1994).

Melanin is also found in human hair, as well as the yellow-gold pigment called carotene. When there is a large amount of melanin in the hair, the hair is dark. When there is a small amount of melanin, the hair is blonde. Red hair is the result of a small amount of melanin in the hair and a large amount of yellow-gold carotene (Byrnes, 1995).

Three hundred years ago, anthropologists “invented” the concept of race as an efficient way to categorize the people they studied. However, many current anthropologists reject the three-race theory altogether, and even have rejected race as a means of classifying humans (Duvall, 1994).

What can teachers do to reduce racial and ethnic prejudice? Teachers must work to develop and increase their students’ empathy and security in their own identities so that they can accept others. The teacher can also provide opportunities for equal-status, cooperative activities with people of diverse racial and ethnic backgrounds.

Knowledge. A teacher’s goal should be to disseminate accurate information as he/she provides a rich multicultural knowledge base to students. Appropriate fiction, biographies, and autobiographies are wonderful resources for helping children to gain knowledge of many cultural and racial groups.

Understanding. Simulation activities, appropriately handled, can do much to assist children in experiencing prejudice and discrimination directly.

Experiences. Teachers should make a concerted effort to increase children’s interactions with those of diverse ethnic and racial backgrounds. This can be accomplished by placing students in cooperative and supportive situations with those of a different background (Byrnes, 1995).

Ability Differences

For teachers in early childhood classrooms where exceptional children are enrolled, the diversity perspective is important. It has been observed that attitudes toward difference are formed during early childhood. Little children will notice and be influenced by the teacher’s responses to children with disabilities. If those responses are negative, the effects could be detrimental.

For example, teachers may treat disabled students in the following ways:

- infantile-* “talking down” to them as evidenced by a change of voice or vocabulary.
- invisible-* unconsciously overlooking these students when inviting students to participate in discussions, activities, or tasks.
- totally disabled-* treating the disabled as though they had more than one disability

(i.e. speaking loudly to a blind student as though he/she were deaf).

Teachers can model acceptance of special needs students. Other students in the class may be experiencing legitimate concerns regarding those who are disabled. They may express feelings of *curiosity* (“Why does Susan wear that brace on her leg every day?”). Students may have feelings of *confusion* (Why doesn’t Billy answer me when I talk to him?). They may have *anxiety* (“Quinn is blind because he did something bad. Sometimes I’m bad. Will I go blind too?”); or *fear* (“Can I catch that child’s problem like I catch a cold?”). Such feelings can lead to rejection of the child with a disability

If the teacher is aware of some of these concerns, she may diffuse them with proper education.

Things to avoid:

- Do not deny that physical, emotional, or linguistic differences are there.
- Do not shame a child for noticing these differences.
- Do not dismiss sincere questions from children who are curious.
- Do not contrive stories to explain the disability.

Things to do:

- Expose children to disabilities through literature, dolls, and posters.
- Include adaptive equipment in the dramatic play center.
- Invite disabled adults to speak to the students.
- Highlight the accomplishments of people with disabilities who are civic leaders, musicians, artists, etc.

By developing the diversity perspective, teachers can counter stereotypes and misconceptions concerning children with disabilities. Exceptionality should be viewed as another form of cultural diversity to be valued by all (King, Chipman, Cruz-Janzen, 1994).

Appearance

Children as well as adults have been conditioned to view attractiveness as an important physical attribute in our culture. Attractive people are stereotyped more favorably and are considered more socially adept than those individuals who are unattractive. Children assimilate these stereotypes and assumptions from the adults in their world. Research indicates that attractive students are thought of by teachers as more likely to succeed academically and socially than less attractive students (Adams & Crossman, 1978).

What can a teacher do? First, teachers must be aware of their interactions with students in the following ways:

- Be aware of giving subtle messages that physical beauty is of value.
- Avoid complimenting children on their appearance in ways that may encourage

comparisons.

- Be aware of the tendency to positively reinforce or develop special relationships with attractive students more so than unattractive students (Byrnes, 1995).

It may be important for students to understand the reason for certain peculiar physical characteristics in others. Here are a few examples:

Freckles: People with freckles have a lot of melanin localized in very small places, which appear as brownish spots on the face.

Light palms and soles of feet: Skin on the palms and soles of feet tends to be thicker, and therefore, the melanin does not show through as well.

Albinos: There are individuals with no melanin at all. They are called albinos. They have white-pink skin, white hair, and red eyes (Byrnes, 1995).

Strand IV: Individual Development and Identity

Lesson 1: Exploring individual differences and similarities

Goals:

To compare differences and similarities among all of us.

To explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.

Materials

Spier, P. (1980). People. New York, New York: Trumpet Club.

1 package of rainbow twirls macaroni

Photo of family member

1 package of different color M&M's

Clear glass bowl or jar



Activity

Share the story People. Ask students to consider these questions:

-In what ways are people similar?

-In what ways are people different?

-How should we respond to someone who thinks, acts, dresses, speaks, or looks very different from us? Why?

1. Have the children stand up and make a line shortest to tallest, a line with blondes, then brown, red, black hair. Have them line up according to eye color. Discuss how they can see the differences between themselves and their peers.

2. Give each student one of each color of macaroni

3. Ask them to tell you what they see. Possible answers: different shapes, different colors.

4. Have students take a small bite of each colored macaroni. Ask them what they taste like. Possible answers: "They taste the same" or "There is no taste".

5. Say to children, "So they look different, but are the same on the inside. They are all made up of the same thing."

6. Explain that some people have darker skin than we do because their parents have dark skin. All people's skin has pigment or color in it. The more color you have in your skin, the darker it is. Invite students to compare their skin to that of their parents. Ask them to

compare their parents' skin color to their own.

7. Show the students the bowl of M&M's. Ask, "What do you see? What can you tell me about these M&M's when you look at them?" (e.g. different colors) Incorporate the following into a statement to the students:

*We are just like this bowl of M&M's. Did you know that?

*We may appear different on the outside, but we are very much alike on the inside.

*Are there any of these M&M's that are better than the others? (NO)

*We may like one color of M&M better than another. Some of us may like the red ones best or we may like the green ones best, but because we like the red best does not mean the yellow ones are not as good.

*This is just like us. There may be some people we like, but that does not mean other people are not just as good.

*The M&M's are all made of the same thing or ingredient, like chocolate, yet they are all different. Just like M&M's, we are all made of the same things or ingredients. We all have eyes, nose, mouth, blood, heart, feelings, and yet we are all different.

*What if you were all the same size, shape or color? This class would not be as interesting or fun. We are all so different and that is exciting.

8. Share the poem "Different" (next page) with students.

Assessment

Give students a large circle shape with a line drawn horizontally across the middle. On one half of the circle, students will draw ways in which all people are similar; we all need homes, food, clothing, love. On the other half, students will draw ways in which people are different from each other; language, race, eye and hair color, etc.

Out-of-school learning opportunity

At home, children will construct a "Me Box" diorama from a shoe-box. Students will be invited to include photographs, magazine pictures, and any other small object which can be secured on the sides of the box to represent themselves. The "Me Boxes" will be returned to school to be included in a "Me Museum" in the classroom.

Adapted from:

Bryan, C., Frye, S. & Hintze, J. "You are special". YRTC Teacher Resources, Utah State University.

Goodwin, P. "Building multicultural awareness: Different cultures which pioneered Utah". YRTC Teacher Resources, Utah State University, 9.

Anderson, J. & Harker, M. "Diversity in society: Focusing on self-esteem and respecting others", 13-14. YRTC Teacher Resources, Utah State University, 41.

Reference:

Quinsey, M.B. (1986) Why Does That Man Have Such a Big Nose? Seattle: Parenting Press. (Typical questions about appearance differences)

Spier, P. (1980) People. New York, New York: Trumpet Club. (Demonstrates similarities and differences in people throughout the world)

Different

Hey! Hey! I'm just me!

I'm different from anyone else you'll see!

Taller than John - shorter than Sue...

Hair that is darker than Nancy's too.

Eyes not black or really green

Nor really blue, but in between.

I've got more freckles than Don or Fred.

Jane reads better but I can add,

And Jim runs faster (which makes me sad!)

Johnny's arms are chocolate brown,

And he's got the happiest grin in town.

Judy's arms are almost white

And I'm dark tan - and it's all right

'Cause Johnny is him, and I am me,

And Judy is Judy, plain to see,

And we're all as different as we can be!

-Unknown

Lesson 2: What is Prejudice?

Strand IV. Individual Development and Identity

Goals

Children will examine various forms of human behavior, namely prejudice, to enhance understanding of the relationships among social norms and emerging personal identities.

Materials

A potted plant
plastic wrap
crushed chocolate wafers

Activity

Cover the soil of a potted plant with plastic wrap. (You may need to remove some dirt to allow for enough top space.) Crush several chocolate wafers and spread them on top of the plastic wrap. It will look like potting soil.

Display the potted plant and tell students that the soil around the plant is good to eat and if they eat it they'll really like it. Take out a spoon, and ask who is brave enough to eat the soil.

After a student has tasted the soil and realized what is really is, explain that it took some courage to look beyond the appearance of the soil and judge it by its taste. Place the plant on display with a sign that reads "prejudice." Make the point that other students may have been reluctant to taste the soil because of its appearance.

Discussion:

- What do you think "prejudice" means? Discuss the definition.
- Do you sometimes have opinions or feelings about people because of the way they look, what they wear, or any other differences?
- Discuss children's examples.
- What would it feel like if people judged you by the way you looked, what you wear, skin color, hair color, eyes, religion, or the fact that you are a boy or a girl?

Have the children role-play scenarios where they demonstrate interventions and kind resolutions to potentially prejudicial situations.



Assessment

The children will draw a picture in their journals, illustrating an appropriate response to someone who is different than themselves. Teacher will check for understanding.

Out-of-school learning opportunity

In a classroom newsletter, invite parents to serve an unusual fruit for dinner one evening. Before their child eats it, have them ask their child the following questions:

1. Do you think you will like or dislike this fruit? Why?
2. Have you ever tried this fruit before?
3. Share that we sometimes make judgments about food, people, etc. before we have experienced them.

Have the child explain the pre-judgments he/she made about the fruit.

4. Encourage your child to taste the fruit. Ask him/her how the fruit tasted compared with the first impression.

Adapted from:

Byrnes, D. (1995). Teacher, they called me a _____! Anti-Defamation League and Utah State Office of Education, 6-7.

Lefgren, B. & Jackson, J. (1988) Power Tools for Teaching. Salt Lake City, UT: Bookcraft, Inc.

Lesson 3: Racial and ethnic prejudice reduction

Strand IV: Individual Development and Identity

Goals

To enable children to become aware of and have respect for physical differences.
The story will help students understand the affects of prejudice.
Children will be able to work independently and cooperatively to accomplish goals.

Materials

The Crayon Box that Talked by Shane DeRolf.

Butcher paper
skin-colored crayons
paint
paint brushes
paint shirts
water

Activity

The teacher will share The Crayon Box that Talked with the students. He/she will then engage the students in a discussion:

- What happened in this story?
- Did you learn anything from this story?
- After the discussion, ask the children how it would make them feel if someone did not like them because of their skin color, eye/hair color or how tall or short they were.
- Have you ever been in a situation like that?
- Explain that we are all valuable and no one should ever treat someone unkindly because of how they look.

After teaching the children about melanin in our skin, do the following activity:

Invite the students to create a class mural that would demonstrate that everyone is valuable and each person is needed to make our mural complete. Divide the children into cooperative learning groups (ideally with ethnic students evenly distributed) and have the children discuss ideas for their part of the mural. Regroup the students and provide butcher paper. Select a broad range of crayons that reflect the diverse skin, hair, and eye colors in your classroom. Provide small mirrors for children to look at themselves in. Paint containers of brown, tan, white, peach, tan, and black tempera paint could also be provided. In smaller containers, children could mix combinations of paint to create their own skin color. Instruct students to make self-portraits on the mural. Comment on the beautiful shades of each kind of skin created.

Assessment

Students' learning will be observed as they interact with their peers, and comment on the depictions of themselves and others.

Out-of-school learning opportunity

Invite parents to take their child to a paint store and help them identify the paint chips that most closely match the child's skin tone, hair color, and eye color. These chips can be returned to school where a poster can be made, illustrating the range of skin tones in the class. Emphasize the beauty of the shades, the varied amounts of melanin in the tones, that everyone has skin, and that it serves a functional purpose.

Adapted from:

Byrnes, D. (1995) Teacher, they called me a _____! Anti-Defamation League and Utah State Office of Education, 20-25.

Derman-Sparks, L., & the A.B.C. Task Force. (1989). Anti-bias curriculum: Tools for empowering young children. Washington D.C.: National Association for the Education of Young Children, 35-38.

Lesson 4: Ability Differences

Strand IV: Individual Development & Identity



Goals

Students will understand how learning and physical development affect behavior.
Students will explore capabilities as a factor that contributes to one's personal identity.

Materials

guest speakers
blind-folds
adaptive equipment from local hospital
ear plugs
video presentation

Activities

1. Invite disabled adults to speak to your class about their work, family, and home life. Make sure that their talent is the focus and not their disability.
2. Listen to a video presentation with the picture either turned off or the picture out of focus. Discuss with students their reaction and frustration. Blindfold students and ask them to participate in an everyday activity (e.g. eating snack, listening to a story). Discuss again their feelings and experiences. Discuss appropriate ways to assist a blind person. Also, discuss special adaptations which sightless people make to perform ordinary routines.
3. Have students place ear plugs or wads of cotton in their ears and participate in classroom activities. To learn how hearing-impaired people can communicate, and how hearing children can communicate with them, provide the students with experiences in sign language. Using finger spelling, teach students how to sign their names. Teach them to sign a familiar song. Discuss appropriate ways to assist a deaf or hearing-impaired person. Have them record/illustrate their feelings in their writing journals. Discuss a positive aspect of the disability--to relate with others of the deaf community--the other four senses become more acute.
4. Give students a math assignment that is too difficult for any of the students to complete. Allow children to discuss their reaction. Explain that some children have brains that cannot process information well and they have developmental disabilities. These students feel a great deal of frustration. Discuss appropriate ways to assist a friend who is struggling with class assignments or directions, or a mentally challenged individual.

5. Provide supervised times for students to explore adaptive equipment and devices used by exceptional people. By handling and experimenting with wheelchairs, crutches, walkers, hearing aids, glasses, and canes, children can satisfy their curiosity and gain the experience which will foster an understanding of people with disabilities. Equipment can be borrowed from physical therapy departments in your local hospital.

Assessment

Assess students' understanding by inviting each student to give an extemporaneous speech about a disability of their choice. Ask them to reflect what they have learned about the difficulty of the disability and how others may assist a person with this specific disability. Use the rubric on the next page to assess performance.

Out-of school opportunity

Allow students to take home ear molds or hearing aids and wear them in public. Have students report back to the class the reactions of other people.

Adapted from:

Byrnes, D. (1995). Teacher, they called me a _____! Anti-Defamation League and Utah State Office of Education, 15-19.

Derman-Sparks, L., & the A.B.C. Task Force. (1989). Anti-bias curriculum: Tools for empowering young children. Washington D.C.: National Association for the Education of Young Children, 46-47.

Extemporaneous Speech Rubric

Name _____ Date _____

Check the appropriate column: “yes” or “no” by giving  under either “yes” or “no” to indicate if the student successfully/unsuccessfully completed the requirement.

Yes No

___ ___

Did the speaker look at the audience?

___ ___

Could the other students understand the speaker?

___ ___

Did the student speak clearly?

___ ___

Did the student state what they learned about the disability?

___ ___

Did the student state how others may assist a person with this disability?

___ ___

Did the student’s response pertain to knowledge gained in class?

Overall Score___

Adapted from:

Lewin, L. & Shoemaker, B. (1998). Great Performances. Alexandria, VA: Association for Supervision and Curriculum Development, 117-118.

Strand IV:

Individual Development and Identity

Lesson 5: Appearance

Goals

Children will explore how individuals relate to each other in regard to physical appearance.

Children will choose one of four featured books about physical appearance, and will participate in a “Literature Response Group” about the book of their choice. They will discuss the content of the literature and will come to understand that attractiveness has little to do with a person’s potential or character.

Materials

The following books will be the focus for the literature response groups:

- Quinsey, M.B. (1986). Why Does That Man Have Such a Big Nose? Seattle: Parenting Press. (Common questions about appearance differences)
- Seuss, Dr. (1961). The Sneetches. New York: Random House. (Characters discriminate because of appearance)
- Pfister, M. (1992) The Rainbow Fish. New York: North-South Books. (A vain fish learns how to share with others)
- Yolen, J. (1981). Sleeping Ugly. New York: Coward, McCann & Geoghegan. (Outer beauty is only skin deep)

Other Materials:

- Paper and crayons for each student
- Four parent volunteers, preferably from a multi-cultural background, will be invited to read the books to the literature response groups.

Activity

On Tuesday of a given week, the teacher will assemble all students. She/he will briefly display each book and give a “commercial” regarding its contents, to pique student interest. Books, with accompanying sign-up sheets, will be placed at four tables and students may sign-up for the book of their choice. The teacher will then send home the book, sign-up sheet, and response questions regarding the story, with the children whose parents will be reading the books.

On Wednesday, the parent volunteers will come to the class, having already read the story the day before. They will call together the children on the book’s sign-up sheet.

They will convene in a quiet corner of the room. The parent will then read the book selection to the students, making sure to draw attention to illustrations, punctuation, difficult vocabulary, and personal connections. Afterwards, the parent may use the response questions as a guide to “facilitate” a discussion with the children. Discussion among peers is to be encouraged.

Response Questions:

- Why do you think the author wrote this book?
- How are you alike or different from the characters in the book?
- What other ways might the story have ended?
- How did you feel while reading this book? Why did you feel that way?
- Would you choose to be a friend to any of the characters in the book? Why or why not?

Assessment

Following the book discussions, students will be invited to create a “book jacket” using paper and crayons. The book jacket should reflect the most important idea in the story they discussed in their response groups. Each child will include the “title” and “author” on their book jacket. They will then reconvene in their discussion groups and explain the art work on their jacket. The classroom teacher can make anecdotal notes regarding the understanding of individual students.

Out-of-school learning opportunity

Encourage students to share with parents what they learned about how we judge attractive people differently than we judge those who are unattractive. Share the results the following day during social studies.

Topic Two: Exploring Cultural Differences and Similarities

Content Information

Immigrants

Between the years of 1870 and 1920, millions of people crossed a wild and uncertain ocean in search of opportunity and freedom in the United States. These newcomers were called *immigrants*. Their journey took anywhere from 5 weeks to six months at sea. Many made tremendous sacrifices to procure the necessary funds to make the journey. Because of their limited means, several immigrants crossed the Atlantic in the least expensive part of their ship, called the steerage section. This area was crowded, filthy, and was devoid of clean air and sunlight. The voyage claimed the lives of thousands of immigrants because of disease and shipwreck, but more than 70 % complete the journey. Most of the newcomers came from European countries.

The immigrant population between 1820-1925 was as follows:

Ireland	12%	Africa	1%
Germany	16%	Italy & Southern Europe	15.5%
Great Britain	11%	Scandinavian countries	6%
Asia	2.5%	Canada & Other Americas	10%
Russia	10%	Poland & Central Europe	13%
Other	3%		

As the immigrants neared American shores, they were greeted by the symbol of our freedom: the Statue of Liberty. This statue was a gift from the people of France to the citizens of the United States. It was the creation of Frederic Auguste Bartholdi, who had a dream to erect a monument honoring the American spirit of freedom. The statue is 151 feet and one inch high and weighs 225 tons. On May 21, 1884, after twelve years of work, the statue is completed. In France, it was dismantled, and shipped to New York in 214 packing crates and then reassembled and re-erected on Bedloe's Island in New York Harbor.

As many immigrants gazed upon this statue for the first time, they may have felt that their journey was over, but in reality, the hard work of surviving in their new land had just begun. As they came into the harbor, they were taken to the immigration depot, which was at Castle Island, and then later relocated at Ellis Island. Between 1892 and 1920, more than 23 million immigrants entered America through Ellis Island. As they entered the facility, they were asked to wait hours and sometimes days before undergoing physical and linguistic examination. About 2 % of the immigrants failed these, and had to return to their homeland.

After enduring the immigration depot, most the newcomers found homes in American cities, while a few ventured to the American west. The majority of the immigrants were poor and arrived in the United States with practically nothing. The city-dwellers lived in

large buildings called tenements. These buildings housed as many as thirty-two families. Thousands of these people could not speak English and had to work long hours in their homes doing piecework, or whatever they could.

Though many were poor, they did not abandon their native language, food, and holiday traditions. America began to take on the flavor of Europe.

Schooling for immigrant children was a privilege of living in the United States. These children began to learn English. Even many parents attended night school to learn the new language.

Factories, railroads, steel mills, mines, and lumberyards were major employers for the immigrants. Some immigrants chose to move west and settle the frontier.

Today, four out of ten Americans descended from ancestors who passed through Ellis Island. It is hoped that all are aware of those who made incredible sacrifices so that future generations might enjoy continued freedom and opportunity (Sandler, 1995).

Homes around the World

What is a home? Homes are a place where families, friends, or a single person can receive shelter. Some homes are large and others are very small. Some are completely removed from the ground and are on stilts, and others are completely underground. They can be created from mud, snow, wood, brick, cement, or steel. Homes are different all over the world.

Early shelters were usually caves. They kept the harsh winds and fierce animals out, while providing shelter from the elements. Their inhabitants depended on rivers for water and on fire for heat and light. Eventually, people learned to use local materials to construct their homes. Animal skins, such as buffalo and deer hides were used to construct tents or teepees for Native Americans.

As people became more agrarian, planting crops and raising plants, they no longer had to depend on hunting. They then began constructing more permanent residences, made from logs and plaster. These log cabins were heated with a central fireplace.

After the emergence of sawmills came the plank houses. These homes were usually two stories high and had three or four bedrooms. They were heated with pipes which carried smoke and heat from the stoves in the rooms, up the chimney.

In modern times, many homes have indoor plumbing, central heating, and electric lighting. Materials from around the world can be shipped to a location for building purposes (Brophy & Alleman, 1991).

The homes found in cities are usually in apartment buildings where hundreds of people can live within the same building. This reflects the fact that land is not as available for single family dwellings. Suburbs are communities that have grown outside of cities, and there tends to be more single family dwellings in these locations because there are fewer people.

In some areas of the world, people live in homes called huts. They can be constructed of mud, clay, stones, bark, grass, branches, and leaves. Few of the amenities such as electricity, running water, or indoor plumbing accompany these dwellings. Some huts house up to fifteen people. A group of huts is referred to as a compound.

In mountainous regions, where there are few trees, high winds, and cold temperatures, people tend to build sturdy homes. Some homes have been built right into the side of

mountains for protection.

In tropical areas, where the climate is very hot, trees and flowers surround these homes to provide shade from the sun. During the rainy season, homes can easily be flooded. To prevent this, many dwellings are placed on stilts.

In Arctic regions, the homes are also raised from the ground because the soil is frozen all year long. If a home is built right on the ground, the ground will thaw and the home will sink. Many still believe that igloos are typical dwellings for the Eskimo. Igloos are only used as temporary shelter during hunting trips. These structures are made from bricks of snow.

In the desert, homes are built with very thick walls to keep the home insulated from the heat in the day, and the cool in the night. Some desert homes are constructed from sandstone, adobe (sun-dried clay or soil) and sticks, which reinforce the walls.

Some homes are merely tents. Nomads (people which continually move from one place to another) dwell in tents so that they can pick up and move easily. When the rainy season begins, they camp in the desert, and during the summer months, they live in places where their animals can procure fresh grass to eat.

In more modern areas, people use travel trailers so that they can visit many different places.

Finally, there are many homes that reside on bodies of water, like oceans, lakes, or rivers. These families may not be able to afford housing on land, or they make their living on the water (Kalman, 1994).

Lesson 6: Cultural Diversity

Strand I. Culture

Strand II. Time, Continuity and Change

Goals

To make children aware of the many cultures that have richly contributed to the beauty of our nation and to teach them the importance of cultural diversity within and across groups.

To help children compare and contrast accounts of immigrants who came to America between 1870-1920.

Materials & Visitors

Content information about “Immigrants”.

Display photographs from the following book:

Sandler, M. (1995). Immigrants. New York, NY: Eagle Productions, Inc.

(A historical account of European immigrants coming to the United States)

Poster depicting our rich, diverse cultures

Several volunteer parents

McGovern, A. (1968). Stone Soup. New York: Scholastic Inc.

Stew Pot

Vegetables and hamburger (suggest frozen vegetables to avoid peeling and have hamburger pre-cooked)

Measuring cups and spoons

Full milk carton (gallon)

Paper towels

Crackers

Hot Pads

Scoop for dipping soup

Plastic bowls, spoons, napkins, cups

Activity

Give students a brief background of the content information about “Immigrants” to America. Show photographs from the book Immigrants to illustrate key points. Explain to students that most of us descend from people who came to America from another place, and that it is this diversity which makes our country so wonderful.

Prepare students to hear the story Stone Soup.

1. Before reading, ask, “See if you can figure out how this hungry boy solves his problem.”
2. Read Stone Soup to the class.
3. Discuss story. “Was the stone magic? What made the soup better? Would it have

worked with just a few of the vegetables in it? Yes, but it is better with a variety of vegetables in it.

4. Put up poster depicting our rich, diverse cultures.

5. “How is this soup like people? Remember, it was better and better as more items were added. How is that like our town, or like America?”

6. “What wonderful things has your own family brought to our world? Share some special traditions your family has.” (Teacher shares her family traditions to give them ideas such as; special Jewish meal for Easter, codfish gravy for Christmas morning, birthday parties for even birthdays, family parties for odd birthdays, green milk and eggs or French toast for St. Patrick’s Day, etc.)

7. “Are we all the same then? Is it good to have diversity in our culture?”

8. Let’s make *Stone Soup* for ourselves. (Take students to kitchen to cook)

* Have students help measure, pour milk, and serve crackers.

*Serve in plastic bowls with a plastic spoon and a napkin.

9. Review by saying, “We read Stone Soup and discussed how each different vegetable made the soup so much better. We decided that people are like this soup. Diversity enhances our culture.”

Assessment

Using 6 frames, students will create a comic strip, depicting the knowledge they have gained about the immigrants’ arrival in America. The teacher will score these using the attached rubric.

Out-of-school learning opportunities

Have each child share with their families the main ideas in Stone Soup. Invite the children to have an adult write down a favorite family tradition. The child will bring it to school to share with the class.

Reference:

McGovern, A. (1968). Stone Soup. New York: Scholastic Inc.

Adapted from:

Garner, A. “Cultural diversities unit”. YRTC Teacher Resources, Utah State University, 13-15

Historical Comic Strip Rubric

The student's **task** is to create a historical comic strip about "Immigrants coming to America".

Audience and Purpose: The purpose of this comic strip is for the student to explain to older students (from a neighboring class) what happened as the immigrants came from Europe to America between the years of 1870-1920.

Scoring: If students appropriately demonstrated the item, place a (+) next to the Item. If they did not appropriately demonstrate the item, place a (-) next to the item.

Facts/Details	<u>Demonstrated Item</u>	<u>Did Not Demonstrate</u>
1. Did student reveal understanding of the immigrant's voyage to America?		
2. Does the comic strip show an accurate sequence of events?		
3. Does the comic strip show that the 1870 immigration occurred in the past ?		
4. Did the student make it look like an actual comic strip?		

Adapted from:

Lewin, L. & Shoemaker, B. (1998) Great Performances. Alexandria, VA: Association for Supervision and Curriculum Development, 30,36.

Lesson 7: Eating across Cultures

Strand I. Culture

Goals

To foster children's curiosity, enjoyment, and empathetic awareness of cultural differences.

To encourage children to recognize that all cultures do not use the same eating utensils (silverware).

Materials & Visitor

Popcorn, inexpensive chopsticks for each child

Chinese guest

How My Parents Learned to Eat by Ina R. Friedman

Activities

Share the story How My Parents Learned to Eat.

Discuss with the students how forks and spoons are not universal eating utensils and that other cultures have devised other eating tools for food. Learning to eat with different tools can be difficult and awkward for people moving to the United States from another country.



1. Ask the children if they have ever seen anyone eating with chopsticks. Point out that some families may eat with chopsticks in their homes as well as in restaurants. Explain that chopsticks are used in Japan, China, and other Asian countries. Ask who might be likely to use chopsticks in the United States.
2. Have your visitor demonstrate how to use chopsticks. (Hold both chopsticks in one hand between thumb and fingers. Holding one chopstick still, manipulate the other with your thumb and pointer finger.) It is an added bonus for the children if you are unfamiliar with the technique. What a wonderful lesson for children to see that you, too, have skills that you are learning and that you struggle to learn some of them. If you have students in the class who have this skill and would like to share it, invite them to demonstrate.
3. Set out a bowl of popcorn and let all the children have an opportunity trying to pick up kernels with the chopsticks. Not only does this give children direct experience with the eating habits of another culture, it is an excellent small motor activity. As the children practice, ask the visitor to go around the class and help those that need it.
4. Discuss whether it was hard or easy to eat with the chopsticks. Ask: "Do you think

you could eat spaghetti with them?” Finally, discuss whether chopsticks or forks and spoons are *better* utensils. Point out that chopsticks are very effective utensils for the kinds of food eaten in the Asian countries where they are used. Use some directed questions to help children understand that they had to practice with their forks and spoons when they were learning to eat.

Assessment

Students’ learning will be observed as they interact with the teacher and the visitor, and practice using chopsticks.

Out-of-school learning opportunity

Children will take the chopsticks home, show them to their families, and demonstrate how to eat popcorn and other foods with them.

Adapted from:

Thomson, B. (1993). Words can hurt you: Beginning a program of anti-bias education.
CA: Addison-Wesley Publishing Company, 95-96.

Lesson 8: Our Family Roots



Strand III. People, Places, and Environments

Strand I. Culture

Goals

Children will use world maps to locate the origins of their ancestors.

Children will describe ways in which family traditions serve as expressions of culture.

Materials

Wall maps of the world

Pushpins

A piece of yarn for each child

Questionnaire from each child

Activity

1. Before this lesson, each child takes home a questionnaire (following page) for the family to fill out, with a note explaining the purpose of the questions as a part of the family oral history project. Individualize the form if appropriate.) Encourage children to find someone at home or in the neighborhood who can write the information parents and grandparents give if the parents “don’t have time to.” Be sensitive. Many parents can’t write well.
2. Explain that all of our families originated in different countries except for Native Americans. The teacher can tell students that her ancestors originated from Sweden and model the activity by putting a pushpin with yarn on Sweden, and another pushpin on Logan, explaining why her grandparents *immigrated* to the United States. (Introduce the word *immigrate*)
3. With wall-mounted large maps of the United States; North, Central, and South America; Europe; Asia--depending on the geographic origin of your children’s Ancestors--using pushpins and different colored yarn for each child, help the children make a route between each place of origin and where the family now lives.
4. Children will complete the “Family History Questionnaire” (with parental help) and orally share their responses to the questionnaire, specifically regarding their family’s cultural or ethnic heritage.

Assessment

Using the attached ChecBric, student and teacher will evaluate how well they completed their “Family History” questionnaire and orally presented the information. The teacher will read the traits, and student will score their performance, followed by the teacher’s score.

Out-of-school learning opportunity

Children interview their families and ask their parents and grandparents why their ancestors came to America and what experiences they had when they first arrived.

Adapted from:

Derman-Sparks, L. (1989). Anti-bias curriculum: Tools for empowering young children. Washington D.C.: National Association of the Education of Young Children, 64-67.

Family History Questionnaire

This questionnaire is part of our Kindergarten Family History Project. Please work with your child to fill in the answers and return to school by _____. Thanks! (Answers reflect the *child's* history.)

1. I was born in _____.
city/state
2. My mother's name is _____. She was born in _____
on _____, _____.
state (or country) date year
3. My father's name is _____. He was born in _____
on _____, _____.
state (or country) date year
4. My mother's parents live or lived in _____.
state (country)
They were born in _____ and _____.
state (country) state (country)
5. My father's parents live or lived in _____.
state (country)
They were born in _____ and _____.
state (country) state(country)
6. Did my grandparents or ancestors come from another country?
Which person? _____
Which country? _____
7. What is my family's cultural/ethnic heritage? _____.
8. Does our family have special customs or traditions? What are they? _____
_____.
9. Be prepared to tell a story about a special relative who is important to your family.

ChecBric for

“Family History Questionnaire”

Please rate your performance using  or  or 

The teacher will conference with you and also assign a score in each area.

1. Questionnaire		
<u>My Score</u>	<u>Teacher’s Score</u>	<u>The Trait</u>
		Did you list the names of your parents?
		Did you list the names of your grandparents?
		Did you list a person who came to America from a different country? Which country?
		Did you write down a special custom or tradition?

2. Oral Presentation		
<u>My Score</u>	<u>Teacher’s Score</u>	<u>The Trait</u>
		Did you present the names of your parents?
		Did you present the names of your grandparents?
		Did you present the name of the person who came to America from a different country? Which country?
		Did you mention family customs or traditions?
		Did you share a story about a special relative?



Indicates that the student had an exceptional knowledge about family names, traditions and customs, and shared a story about a relative.



The student had an acceptable knowledge about family names, customs and traditions, & shared little or no information about a special relative



Chose not to orally share the information from the “Family History Questionnaire”.

Lesson 9: Families are the Same and Families are Different

V. Individuals, Groups, & Institutions

Goal

Children will identify examples of different types of family groupings.

Students will participate in graphing the various family groupings in the class.

Materials

- a set of silhouettes of family members for each child (see next page);
- a set of the silhouettes which have been cut out and laminated
- scissors, glue, construction paper, crayons

Activity

1. Place a set of silhouettes up on a flannel board. Ask: “What might we call this group of people?” A family usually has one or two adults and a child or children whom the adults are responsible for. In some families, all the members may live together and in other families, they live separately, but still care for one another.
2. Using the silhouettes, have the children cut out the appropriate pictures to represent their family group. Children may also draw family members on construction paper and cut them out. They may glue these onto construction paper and add any details, such as the home, the car, the yard, etc.
3. Invite the children to bring their pictures to group time. Using a graph, demonstrate the various family groupings in the class. Ask the children to explain what differences and similarities they see among the families.
4. Use the laminated silhouettes to show the children other possible groupings that could represent a family. The children should become aware that a family can have one or more adults, one or more generations of grown-ups, and two or more adults who belong to a child’s family even though they don’t all live together.

Assessment

Teacher will 3-hole punch the silhouette pictures and invite children to place them in their reflective journals. Children will then be asked to write/draw about their family, illustrating or writing ways in which the family is similar and different from other families.

Out-of-school-opportunities

Ask students to bring in photographs of their families. After all the photographs have been collected, use them as data for a graph showing the various family groupings of class members (Thomson, 1993).

Adapted from:

Thomson, B. (1993) Words can hurt you: Beginning a program of anti-bias education. New York: Addison-Wesley, 88-90.



Lesson 10: Our Homes Reflect our Uniqueness

Strand III: People, Places and Environment

Goals

Students will be able to describe how people create places to live in that reflect their ideas, personality, culture and environment.



Students will understand that the type of home a family chooses to live in reflects upon the location, weather, resources, and climate of the area.

Materials

Book *The Three Little Pigs*

Large sheets of drawing paper for each child

Content Information

Activity

1. Read the story of *The Three Little Pigs* and discuss the three different houses. Talk about some of the mistakes the pigs made as they were building their houses. Ask how those little pigs are like us. Ask questions about the kinds of houses they would like to build for themselves when they grow up.

(See Content Information) Show varieties of homes: Igloos, boats, trailers. Why would a family choose to live in these kinds of homes? What purpose do they serve? What materials are they made from? Why those materials?

2. Discuss with the children where they live and what their houses look like on the outside.

3. Hand out large sheets of drawing paper to each child.

4. Ask the children to draw their homes and environments and label them as you talk.

Draw your house and put a smiley face on it (draw a sample on the chalkboard)

Draw the other houses or buildings in your neighborhood

Draw the kinds of animals that live in your neighborhood

Draw your school. Put a flag on top of it (draw a sample flag on the chalkboard)

Draw the grocery store you go to. Put a banana on the store (draw a sample banana)

5. Explain that our homes are made of many different materials. Some are made of wood, brick, etc. Our windows are made of glass and our floors are wood or carpet or tile. In other countries some homes are built like ours in America, and some are very different, just like the three little pigs' homes.

Assessment

Students' learning will be observed as they draw their homes, and later as the class convenes to discuss individual homes. Every child will be asked to participate in the discussion.

Out-of-school learning opportunity

Children will take home the pictures of their neighborhoods and ask their families to add anything to the pictures that are missing, or write comments about what they liked about the pictures.

Strand VII. Production, Distribution, Consumption

Lesson 11: Bread across Cultures

Goals

To teach children that people in different countries produce and eat different kinds of bread. Bread is viewed as a staple (or need) of life.
All countries have some form of bread to consume.

Materials

Morris, A. (1989). Bread, Bread, Bread. New York, NY:
William Morrow & Company, Inc.

Breads to sample from: Pita, tortilla, fry bread, pretzel, bagel
Globe or world map

Ingredients for two-hour bread:

1 1/2 cup warm water	3 1/4 cup flour
2 pkgs. yeast	1/2 t. salt
1/4 cup honey	1/2 cup powdered milk, dry
4 1/2 t. oil	



Activity

1. Share the story Bread, Bread, Bread. Tell children that today you will be making bread and tasting different kinds of bread.
2. Let children help you with the mixing and kneading if desired.
In a large bowl, mix water, yeast, and honey; let sit 5 minutes. Add oil to the mixture. Add the rest of the ingredients. Mix well with a large spoon. Cover and let rise in a warm place for 15 minutes.
3. While waiting for the bread to rise, show children the bread samples and show on the map where each kind of bread comes from.
4. Have children taste each kind of bread.
5. On chalkboard, tally which bread children prefer.
6. Explain that in America we can eat all of these varieties of bread because the different countries ship the bread to the USA and we can buy the bread in our grocery stores.
7. When bread is ready, let the children help with the kneading, pushing, poking, and patting the bread.
8. Place bread in a greased loaf pan; let rise 15 minutes.

9. Take bread to the kitchen and ask the cook to bake it at 375 degrees for 40-50 minutes.
10. Eat and enjoy.

Assessment

Observe students participation in tasting the bread samples and indicating their preferences. Also observe their learning as they bake and eat the bread.

Out-of-school learning activity

Students will take the Two-Hour Bread recipe home and help make the bread with their families.

Adapted from:

Thompson, B. (1995) Words can hurt you. Menlo Park, CA: Addison-Wesley Publishing Co., 103.

Strand VIII. Science, Technology, Society

Lesson 12: Dwellings of Long Ago

Goals

To encourage children to identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, child care, work, transportation, and communication.

Materials

Book *Frontier Home*, by Raymond Bial
Questionnaire to send home

Activity

1. Discuss with children how people lived before there was electricity and how they communicated before telephones.
2. Read the book, *Frontier Home*.
3. Discuss games children would have played before there was electricity.
4. Play some of the games described in *Frontier Home*.
5. Explain that in many countries in the world, homes do not have telephones or electricity and people live just like they did in *Frontier Home*.

Assessment

Using information about the kinds of games children played, the students can draw a picture of what their favorite activity would have been if they lived before electricity was invented.

Out-of-school learning opportunity

Students will survey their parents using a questionnaire regarding the technology in their homes.

Questions might include the following:

How many televisions are in your home?

How many hours per day does your family watch TV?

How many telephones are in your home?

Do you have a computer?

If yes, does your computer have a modem?

Do you have a Nintendo or Sega? How many games do you have?

Do your parents have a cellular phone (a car phone)?

Adapted from:

Neighborhood and Community Unit: Focus on North Logan, Utah

<http://teacherlink.ed.usu.edu/TLresources/longterm/LessonPlans/socjust/NCUNIT.HTM>

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