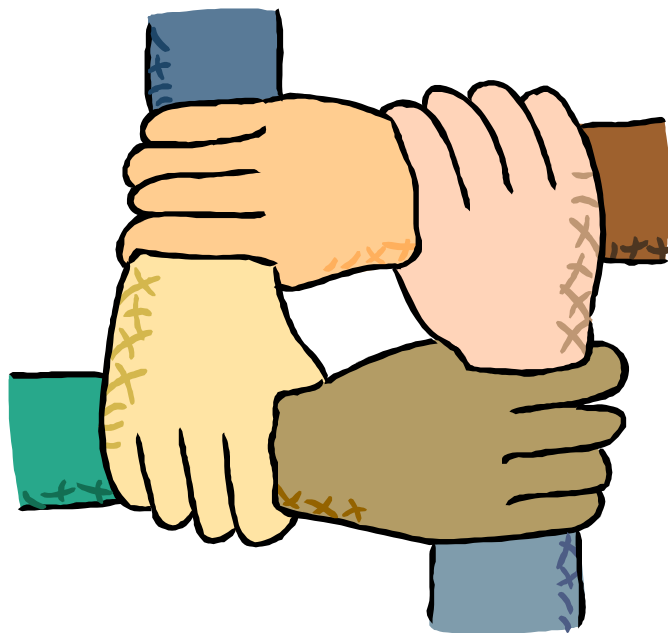


Multicultural Support Materials



Wallingford Public Schools
Third Grade
Social Studies

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OVERVIEW

These supplemental materials include a variety of lessons and activities in the field of multicultural awareness that can be used throughout the school year to compliment your current social studies curriculum. Included are class lessons, small group activities, and resource lists for literature and technology connections.

These materials have been prepared utilizing the Connecticut State Department of Education Social Studies Frameworks and are aligned with the Wallingford Public Schools Grade 3 Social Studies scope and sequence. Using the included support materials such as videos, a simulation, posters, and numerous multi-cultural book titles teachers can plan one activity at a time, a series of lessons or have students work in small groups as best fits their needs.

While there are recommended activities included, teachers are encouraged to also utilize these support materials to compliment lessons they have done in the past, create new lessons and share original ideas with grade level colleagues.

MATERIALS LIST

Support Materials – Grade 3

A	B	Resource
2	1	Teacher Resource Binder
1	1	Interact Neighborhood Simulation (1 Teacher Guide and 37 Student Guides)
2	1	E Pluribus Unum Poster
1	1	<i>Baseball Saved Us</i> , Ken Mochizuki
1	1	<i>El Chino</i> , Allen Say
1	1	<i>Bill Pickett: Rodeo-Ridin' Cowboy</i> , Andrea D. Pinkney
1	1	<i>Zora Hurston and the Chinaberry Tree</i> , William Miller
1	1	<i>Irene and the Big Fine Nickel</i> , Irene Small
1	1	<i>Mrs. Katz and Tush</i> , Patricia Polacco
1	1	<i>Angel Child, Dragon Child</i> , Michele Maria Surat
1	1	<i>Thirteen Moons on Turtle's Back: A Native American Year of Moons</i> , Joseph Bruchac and Jonathan London
1	1	<i>The Bicycle Man</i> , Allen Say
1	1	<i>The Pinata Maker: El Pinatero</i> , George Ancona
1	1	<i>Snapshots From the Wedding</i> , Gary Soto
1	1	<i>Sitti's Secrets</i> , Naomi Shihab Nye
1	1	<i>The Mud Pony</i> , Caron Lee Cohen
1	1	<i>The Willow Pattern Story</i> , Allan Drummond
1	1	<i>The Black Snowman</i> , Phil Mendez
1	1	<i>Meet Danitra Brown</i> , Nikki Gimes
1	1	<i>Tools</i> , Ann Morris
1	1	<i>On the Go</i> , Ann Morris
1	1	<i>Bread, Bread, Bread</i> , Ann Morris
1	1	<i>Hats, Hats, Hats</i> , Ann Morris
1	1	<i>Shoes, Shoes, Shoes</i> , Ann Morris
1	1	<i>Dia's Story Cloth: The Hmong People's Journey of Freedom</i> , Dia Cha
1	1	<i>I Was Dreaming To Come To America: Memories From the Ellis Island Oral History Project</i> , Veronica Lawlor
1	1	<i>Immigrant Kids</i> , Russell Freedman
1	1	<i>We Came Through Ellis Island: The Immigrant Adventures of Emma Markowitz</i> , Gare Thompson
1	1	<i>Teammates</i> , Peter Golenbock
1	1	<i>There's A Skunk In My Bunk</i> , Joseph T. McCann
1	1	<i>Before We Were Free</i> , Julia Alvarez
1		Families of the World Video-China
1		Families of the World Video- Ghana
1		Families of the World Video-India

1		Families of the World Video-Israel
1		Families of the World Video-Puerto Rico
	1	Families of the World Video- Japan
	1	Families of the World Video- United Kingdom
	1	Families of the World Video- USA
	1	Families of the World Video- Vietnam
	1	Mexico and Central America Video

These support materials will be housed in each elementary school. Each school has 2-3 sets to share amongst the grade level teachers. These materials are not consumable. Lost or damaged items should be replaced through your school's building budget.

STANDARDS/GOALS

What should students understand, know, and be able to do? This section identifies the desired results, related state social studies content standards, enduring understandings, essential questions, knowledge and skills.

Enduring Understandings

Insights learned from exploring generalizations via the essential questions. What we want students leaving the study to remember.

Essential Questions

Inquiry used to explore generalizations, do not have straight forward answers that end the matter. They should uncover the subject's controversies, puzzles, and perspectives.

Students will understand that:

- Culture is an ever-changing way of life of a group of people that share similar beliefs and customs.
- Communities are diverse creating varied perspectives, contributions, and challenges.

- What is culture?
- Why should we study Wallingford's culture and what does it teach us?
- How and why does culture change?
- How does my family's culture influence my life today?

Knowledge and Skills

What students are expected to know and be able to do

The knowledge & skills in this section are aligned with Wallingford's Social Studies Scope & Sequence

The students will:

- K1. Develop a working definition of culture
- K2. Identify the various cultural groups that live in Wallingford
- K3. Demonstrate empathy through role-play and writing
- K4. Explore the cultural history of his/her family
- K5. Compare and contrast the reasons why people relocated in the past and the reasons they relocate today
- K6. Describe ways different cultural groups influence each other and the community
- K7. Recognize qualities about themselves and others that make them unique

The students will be able to:

- S1. Work cooperatively with peers
- S2. Change behavior in response to awareness of consequences
- S3. Solve problems in social situations



Connecticut State Social Studies Content Standards

Generalizations about what students should know and be able to do.

- 1.3–4.5 Identify ways different cultures record their histories, compare past and present situations and events, and present findings in appropriate oral, written, and visual ways.
- 3.K–2.1 Recognize that people develop traditions that transmit their beliefs and ideas.
- 3.3–4.1 Explain different types of conflict, different ways in which conflicts have been resolved, and different ways that conflicts and their resolutions have affected people.
- 3.3–4.2 Describe and explain some of the reasons people have moved and relate these reasons to some historical movements of large groups of people.
- 4.3- 4.1 Exhibit curiosity and pose questions about the past when presented with artifacts, records or other evidence of the past.
- 4.3–4.4 Display empathy for people who have lived in the past.
- 4.3–4.5 Recognize relationships between events and people of the past and present circumstances, concerns, and developments.
- 8.3–4.1 Describe ways in which communities and nations influence each other.
- 5.3-4.5 Apply the concepts of liberty, tolerance, and majority rule, and how they relate to individual rights.
- 11.3–4.3 Understand the elements of culture and how they change.

Suggested Assessments

How will we know if students have achieved the desired results and met the content standards? How will we know that students really understand? This section identifies ways to measure acceptable evidence that students have acquired the understandings, knowledge, and skills identified.

Wallingford Cultural Collection

Have the children create visual representations of Wallingford's culture dedicated to music, food, trends, sports, etc. Children may choose to cut pictures out of magazines, flyers, and pamphlets or create pictures using various art materials.

Note: Children may create their own individual scrapbooks or may work in a group where each child is responsible for creating one page. Children may also create posters or make a page to add to an existing Wallingford scrapbook. (It may be best as a culminating activity.)

Performance Assessment

You have been hired as an author of a new grade three Social Studies textbook. Your job is to create a definition of the word culture. Using examples from the unit, describe your definition of culture. Think of what you have learned about topics such as food, religion, celebrations, music, and dress. Remember good text book writers are very specific by using many examples. (Hint think about the books that we have read.)

- Teacher observations
- Culture Club Projects (Neighborhood Simulation)
- Student Participation
- Written assessments
- Graphic organizers
- Projects

SUGGESTED LEARNING ACTIVITIES

This section will help teachers plan learning experiences that align with identified content standards, goals, enduring understandings, knowledge and skills. These activities will enable students to be successful in the identified assessments. What will need to be taught and coached and how should it best be taught? How will we make learning both engaging and effective, given the goals and needed evidence?

These suggested lesson activities are not sequenced in any particular order. Teachers may select which lesson activities will best fit the needs of their students and unit objectives. Each lesson activity is coded with the corresponding knowledge (k) and/or skill (s) objectives that are found in the Standards and Goals section above

You may want to consider putting your students into cooperative groups that you could refer to as “Culture Clubs”.

CULTURE BRAIN DRAIN

Students will be given 5 – 10 minutes to brainstorm and record onto a piece of paper (or in a notebook) *anything* they think they know about culture. If children seem to be struggling with brainstorming ideas about culture, give them 5 minutes to brainstorm alone and then show the culture picture poster. (This poster will hopefully spark some more ideas for the children to write about.) Take some time to share and discuss ideas. Some of the ideas should be used for the class’ working definition of culture. You might want to consider posting the definition in the classroom.

Materials included in kit:

- Cultural picture poster

Knowledge and Skills: K1, S1

- *What is culture?*

Note: Instead of having the children brainstorm individually, you may opt to have them brainstorm with a small group. Best done in September.

BREAD, BREAD, BREAD

Have the children talk with members of a small group about how they use and prepare bread in their daily lives. Take a few moments to share ideas and discuss. Then read the book, *Bread, Bread, Bread* by Ann Morris. For homework, have students discuss with their families their five favorite meals to eat and have the children write them down. The next day, have students share their meals with their group and discuss the similarities and differences in the meals. Emphasize the fact that food is part of culture and highlight the uniqueness of everyone’s meals. Make a connection to the different cultures in Wallingford.

Materials included in kit:

- *Bread, Bread, Bread*, Ann Morris

Knowledge and Skills: K1, K2, K4, K7, S1,

- *What is culture?*

- *Why should we study Wallingford's culture and what does it teach us?*
- *How does my family's culture influence my life today?*

Note: Other texts that follow a similar format are: *Tools, Shoes, Shoes, Shoes*, and *Hats, Hats, Hats*, and *On the Go*. Here are some suggested before reading activities for each text. Remember to make cultural connections during and after reading.

Tools – Brainstorm two separate lists; tools used at school and tools used at home.

Shoes, Shoes, Shoes- Make a “T” chart comparing characteristics of shoes or using a “T” chart to brainstorm different types of shoes and their specific function.

Hats, Hats, Hats – Have the children bring in a unique hat from home and share it with their classmates. You can even have the children wear their hats as you are reading the book!

On the Go – Have each group brainstorm different ways that they can get from place to place. (Remind students that the distances could be short or long or in this country or other countries.)

THERE ARE NO BAD APPLES

Provide each cooperative group with an apple. (Each apple should be a different variety.) Record observations about the apple. Each group should share their observations with the class. Cut each group's apple in half and have them make observations and share again. The intent of the lesson is to show that although things appear different on the outside, they are made the same on the inside just as people in Wallingford look different on the outside they are the same on the inside. Put children with a partner and have them make a list together of commonalities that they share excluding appearance.

Knowledge and Skills: K2, K3, K7, S1, S2

- *Why should we study Wallingford's culture and what does it teach us?*

Note: Best done during the first marking period.

PASS A COMPLIMENT

Have your class place their desks in a large circle. Give each student a piece of paper and have them write their name and decorate it on the top. Students will pass their papers to the right and each student will write a compliment about the person whose paper they have received. Every minute have the children switch their papers until each child receives their own paper back. Give children an opportunity to read the compliments that their peers wrote. Through this activity, children will recognize what their peers value about them and see as unique.

Knowledge and Skills: K3, K7, S1, S2, S3

- *How does my family's culture influence my life today?*

Note: Best done during the first half of the year, but allow enough time for students to get to know each other.

MRS. KATZ AND TUSH

Read aloud the story, *Mrs. Katz and Tush* by Patricia Polacco. After reading this selection, compare and contrast Polish heritage to African American heritage. Students can record their comparisons in their Reader's Response journals or you may choose to talk about it as a class.

Materials included in kit:

- *Mrs. Katz and Tush* by Patricia Polacco

Knowledge and Skills: K1, K3, K5, K6, S1

- *What is culture?*

CULTURAL NARRATIVE

(literature connection: Snapshots from a Wedding, Gary Soto)

Students will write a personal narrative about a family tradition or celebration that they have participated in or experienced. This activity can be integrated into Writer's Workshop.

Knowledge and Skills: K4, K7

- *How does my family's culture influence my life today?*

CULTURAL DESSERT SWAP

Students must find a dessert from their own ethnic culture to bring in and share with the class. You may have students prepare an oral report about the food that they brought in explaining where the food came from, when it is eaten or other interesting facts.

Knowledge and Skills: K2, K4, K7, S1, S2, S3

- *How does my family's culture influence my life today?*
- *How and why does culture change?*

Neighborhood Interact Simulation

The Neighborhood Interact Simulation is an interactive project that engages students in meaningful activities dealing with multicultural education. Students are placed into six “families” where they will work together to complete a series of activities. Each group will be given a student guide that provides them with additional information about their group. This is a student-centered unit. Teachers will guide students in choosing the activities. At the conclusion of the unit, students will display and share their projects at a Neighborhood Festival. Teachers may invite parents in to share in the festivities. Black Line Masters are included for additional support and ideas in the Teachers Guide (p. 24- 27). Listed below are optional activities to do with this unit.

Materials included in kit:

- *Interact Neighborhood Simulation*

Knowledge and Skills: K1, K3, K5, K6, S1, S2, S3

- *What is culture?*
- *How and why does culture change?*
- *Why should we study Wallingford’s culture and what does it teach us?*

DAILY UNIT ACTIVITIES

The teacher’s guide provides an organized time line of cultural “family” activities on page 5. You can choose to follow this time line, or create your own. All activities are explained in detail in the Teacher’s Guide.

FAMOUS PERSON REPORT

Students will use their Neighborhood Guide to select a famous person from their list. Each student will research a person of their choice using a variety of resources (internet, non-fiction text, etc.). Teachers can use the template offered in the teacher’s guide on page 12 or may create their own. Students can present their findings to the class.

CULTURAL COOKBOOK

The Teacher’s Guide provides a variety of simple recipes for each cultural group that is in the study. You can use these recipes to create a class cookbook with students. You may also ask groups to bring in a recipe associated with their own culture to add to the cook book. Teachers can decide whether or not to sponsor a cultural taste test where students bring in a dish using one of the recipes from the cookbook.

STEREOTYPE STUDY

Discuss the definition of a stereotype. Provide students with a copy of the Stereotype Survey (Neighborhood Simulation p. 22 Teacher’s Edition). You can choose to have your students present their findings within a small group or as whole class. When this activity is complete, you may want to move onto Activity 2. Students will work together to brainstorm stereotypes of cultural groups that they may have heard before.

** Be aware that this particular lesson could bring up some harsh opinions and feelings. Read through the lesson first and determine whether or not your class is ready for an activity such as this. If they are

not, stop after Exercise 1.

*** Literature Connection:

Bill Pickett; Rodeo-Ridin Cowboy by Andrea D. Pinkney

El Chino by Allen Say

ADDITIONAL RECOMMENDED LITERATURE RESOURCES

These literature resources can be used to supplement these multicultural support materials.

- *Shades of Black* by Sandra Pinkney
- For additional titles, please see Interact Neighborhood Simulation Teacher's Guide pgs. 13-21

If you have any additional literature resources that you use and recommend please forward the titles and authors to the Social Studies Curriculum Resource Teacher.

RELATED INTERNET RESOURCES

These internet resources can be used to supplement the support materials.

Websites

The following websites provide definitions of multicultural education and some lesson plan units for use in the class room.

1. www.edchange.org/multicultural/

A collection of resources for teachers on workshops, materials and lesson plan ideas.

2. www.adl.org/education

Anti-Defamation League website provides the latest information on issues concerning all cultures within the United States. It also provides teachers with articles, materials to use and possible lesson ideas.

3. www.ncrel.org/

This website is sponsored by the North Central Regional Educational Laboratory. Use the research engine to find articles on multicultural education and additional resources.

4. www.kidlink.org/KIDPROJ/MCC/

This website can be extremely useful in the classroom! It provides information on cultural holidays around the world. You can search by month, name of a holiday or countries.

5. www.scu.edu/diversity

This website is sponsored by the Santa Clara University. It provides detailed information about some of the cultural groups identified in the Neighborhood Interact Simulation.

If you have any additional WebQuests or websites that you use and recommend please forward them to the Social Studies Curriculum Resource Teacher.