

*Multiculturalism:
Learning About Different Cultures*

2nd Grade Reading and Language Arts

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Unit Rationale and Link to Standards

This unit plan is based upon multiculturalism and giving the students a chance to learn about different cultures around the world and in our community. This unit first begins by introducing the word “culture” into their vocabulary, asking students to think of the word “culture” and establish a working definition as a class by making predictions and using the word in a sentence. A final definition is then established and a class move is made for the word “culture.” Students are interactive in the discussion and should be able to participate in the cognitive content dictionary taken from Glad as taught by Katrina Dillon. The second part of the unit is an interest activity where we will take the song “It’s s Small World” by Robert B. Sherman and Richard M. Sherman and distribute copies of the lyrics to follow along with. The song lets students know that even though there are many cultures of the world and they may be different we are all alike and share the same hopes and dreams. By providing the YouTube video of lyrics and graphics by Ipohteh we open up the discussion about culture and provide students the opportunity to write about culture and what it means to them.

The next lesson takes begins by reading the book *Same, Same but Different* by Jenny Sue Kostecki-Shaw. By using this literature students are able to see two different boys that are growing up in different cultures but still enjoy the same types of activities. They are introduced to the idea of pen pals and learning about someone who lives in a place other than where they do. We continue the lesson by comparing and contrasting the two boys from the story by using a T-chart on the board as a class. Students are asked to compare and contrast and answer questions regarding key details of the text. Students are then instructed on letter writing to write to a corresponding class in Roswell, NM. Students will begin writing for purpose and strengthen their writing by revising and editing. Students will then use Character Mapping to answer questions about the text and recall key details for understanding such as who, what, where, when, why, and how. The last part of the unit focuses on art from around the world and myths or folktales from different cultures. Students are introduced to different cultures through their art and stories. Students are able to see the connection of how historical events help to shape the history of many different cultures.

The unit will help students by strengthening their reading and writing skills, by increasing their vocabulary, teaching them various techniques to organize information, teaching them letter writing skills, and helping them learn how to write short texts constructed for meaning. Students will learn to organize their writing while learning about multiculturalism. This unit meets a number of the New Mexico Common Core Standards. The appropriate standards have been listed below.

Relevant New Mexico Common Core Standards

Reading /Key Details

CCSS.ELA-Literacy.RL.2.1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-Literacy.RL.2.3. Describe how characters in a story respond to major events and challenges.

CCSS.ELA-Literacy.RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters setting, and plot.

CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Writing

Text Types and Purposes

CCSS.ELA-Literacy.W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to prove points, and provide a concluding statement or section.

CCSS.ELA-Literacy.W.2.3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

CCSS.ELA-Literacy.W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Language

CCSS.ELA-Literacy.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

CCSS.ELA-Literacy.L.2.2b Use commas in greetings and closings of letters.

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.

Unit Objectives

1. Students will begin to become introduced to the concept of culture and that we are all a part of a bigger culture. Students will gain perspective that there are many cultures throughout the world and we can learn something from each culture.

2. Students will begin to question literature to understand key information from the text. Students will begin Ask students what the story that we just read was about? Discuss how Elliot and Kailash were different? What was different about where the two boys lived? What things did Elliot and Kailash do that were the same? How were Elliot and Kailash the same?

3. Students will learn letter writing skills and strengthen their writing by editing and revising their papers as well as participating in peer revision.

4. Students will use the idea of Character Mapping to ask themselves questions about the characters in the text. They will begin to form an idea of who the characters are and learn more about these characters through question inquiry. Students will ask questions such as: Who are the characters from the story that just read? What do the characters like to do? Where do the characters live? How are the characters alike? How are the characters different?

5. Students will learn about the art history of cultures around the world and the importance of art in culture. Students will produce their own artwork as seen throughout history.

6. Students will reproduce a story or work of literature that can be a myth, fable, or folktale that represents a central message, lesson or moral to be taught after hearing a Native American folktale. Students will strengthen their writing skills and write for purpose.

Multiculturalism: Learning About Different Cultures

Lesson 1: Introduction to Cultures around the World

Part 1 Introduction of Culture and its meaning

Objectives:

Students will- 1. Become introduced to the concept of culture and that we are all a part of a bigger culture. 2. Students will gain perspective that there are many cultures throughout the world and we can learn something from each culture.

CCSS.ELA-Literacy.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

CCSS.ELA-Literacy.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.

Duration: 15-20 minutes

Materials:

1. Paper
2. Colored Markers
3. Dictionary

Procedure

1. Introduce the word *Culture* on a Cognitive Content Dictionary from GLAD.

Example:

Word	Prediction	Final Meaning	Oral Sentence
Culture	Language, food, religion, traditions, location of a certain type of people	A group of people with similar customs relating to people's religion, language, clothes, technology, foods, sports, markets, housing, entertainment and the many other cultural traits.	A student that lives in China may have a different culture than students that live in the United States.

2. The students will then come up with a move for the word culture that they can agree on.

Duration: 15-20 minutes

Materials:

1. Paper
2. Colored Markers
3. Dictionary

Part 2

It's a Small World

Duration: 20-25 minutes

Materials:

1. Song "It's a Small World" by Robert B. Sherman and Richard M. Sherman
2. 19 copies of lyrics of song
3. 1 overhead copy of lyrics and song from YouTube by Ipohteh
http://www.youtube.com/watch?v=Xkypf1aLi_Y

Procedures:

1. Hand out copies of lyrics to the song. (2 *minutes*)
2. Instruct students to listen to the song and follow along reading the copy of the lyrics. (3 *minutes*)
3. Play the song "It's A Small World" by Robert B. Sherman and Richard M. Sherman. YouTube Video by Ipohteh (4 *minutes*)
4. Discuss the meaning and significance of the song. Using a copy of the lyrics displayed on overhead go through the lines of the song and discuss why this song is significant and what does this song tell us about different cultures. How are we similar? How are we different?

It's a world of laughter, a world or tears
It's a world of hopes, it's a world of fear
there's so much that we share
that its time we're aware
It's a small world after all

CHORUS:

It's a small world after all

It's a small world after all
It's a small world after all
It's a small, small world

There is just one moon and one golden sun
And a smile means friendship to everyone.
Though the mountains divide
And the oceans are wide
It's a small, small world

(10 minutes)

Closure and Evaluation:

Part 3

Duration: (10-15 minutes)

Objectives:

End the class by giving students a chance to write in their journals using the following writing prompts.

1. What does culture mean to you?
2. How would you explain your culture?

Materials:

1. Student Journals
2. Pencils
3. Dry Erase Board
4. Markers

Procedure:

1. Hand out student journals.
2. Have students get out their pencils.
3. Introduce the writing prompts that the students will be writing in their journals about by writing the topics on the dry erase board.

4. Explain to students that they will have 10 minutes to write in their journals they can use one of the following prompts or write a little about both prompts.
5. Collect Journals and grade by participation throughout the introductory lessons and the writing prompts.

Lesson 2:

Introduction: Same, Same but Different

Objectives:

Students will begin to question literature to understand key information from the text. Students will begin Ask students what the story that we just read was about? Discuss how Elliot and Kailash were different? What was different about where Elliot and Kailash lived? What things did Elliot and Kailash do that was the same? How were Elliot and Kailash the same?

CCSS.ELA-Literacy.RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-Literacy.RL.2.3. Describe how characters in a story respond to major events and challenges.

CCSS.ELA-Literacy.RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters setting, and plot.

Duration: (40 minutes)

Materials:

1. The Book: *Same, Same but Different* by Jenny Sue Kostecki-Shaw
2. Dry Erase Board
3. Markers

Procedures:

1. Have students sit around in a circle in their assigned spots to hear the story. (2 minutes)
2. Introduce and read the book *Same, Same but Different* by Jenny Sue Kostecki-Shaw. (10 minutes)

3. Have students return to their desks. (2 minutes)
4. Make a T-chart on the board to compare and contrast the characters from the story Same, Same but Different by Jenny Sue Kostecki-Shaw. (5 minutes)
5. Begin the discussion by asking the following questions. (10 minutes)

Ask students what the story that we just read was about? (2 minutes)

Discuss how Elliot and Kailash were different? (2 minutes)

What was different about where Elliot and Kailash lived? (2 minutes)

What things did Elliot and Kailash do that was the same? (2 minutes)

How were Elliot and Kailash the same? (2 minutes)

Closure

6. Conclude by discussing how the book showed that Elliot and Kailash had different cultures but we were also able to see how they are the same because they are the same age and enjoy doing the same things such as climbing trees. This is an example of how there are many different cultures around the world but in the end we are all the same so we need to be accepting of different cultures. (5 minutes)

7. Discuss with students that we will be writing a letter to a pen pal that lives in a different city than us like Elliot and Kailash did in the story that we just read. We are going to be writing a letter to a 2nd grade class that is located in Roswell, New Mexico and discuss our culture and their culture as well as what they like to do for fun where they live in our next lesson.

(5 minutes)

Lesson 3: Letter Writing

Objectives:

Students will learn letter writing skills and strengthen their writing by editing and revising their papers as well as participating in peer revision.

CCSS.ELA-Literacy.W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to prove points, and provide a concluding statement or section.

CCSS.ELA-Literacy.W.2.3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

CCSS.ELA-Literacy.W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CCSS.ELA-Literacy.L.2.2b Use commas in greetings and closings of letters.

Duration (60 minutes) Part 1 and 2

Materials

- 1. Sample Letter
- 2. Sample Envelope
- 3. Overhead Projector
- 4. Final Letter
- 5. Final Envelope
- 6. Large Envelope to mail letters

Procedures

- 1. Place a sample letter and sample envelope up on the overhead projector for students to see as an example.
- 2. Pass out a practice envelope and practice letter to all students.

Sample Letter Example:

_____Date

_____, Heading

_____Body

_____Sincerely,

_____Name

3. Let students follow along with the sample letter and practice writing a letter to their pen pal in Roswell, New Mexico.
4. Provide prompts written on the dry erase board for students if they get lost while writing their letter. Or students can come up to the teacher's desk to ask for help if needed. (15 minutes)
5. When the letters are finished students will pair up with another student to correct each other's letters if needed. (10 minutes)
6. Students will return their letters to their owners and students will turn in their letters to the teacher for revision. (5 minutes)

Evaluation and Closure:

Part 2 (30 minutes)

7. Teacher will make revisions and return letters to students.
8. Students will be graded upon their rough drafts of their letters.
9. Letters will be returned to the students and provided with a final envelope and paper.
(5 minutes)
10. Students will write their letter and place in their completed envelope. (15 minutes)
11. The teacher will mail the letters together to the other classroom. (5minutes)
12. Discuss that the letters will be sent to the other classroom and that the other corresponding class from Roswell, NM will be sending their letters back to us. (5 minutes)
13. Students will also receive a grade for their completed letters when turned in.

Lesson 4: Character Mapping

Objective:

Students will use the idea of Character mapping to ask themselves questions about the characters in the text. They will begin to form an idea of who the characters are and learn more about these characters through question inquiry. Students will ask questions such as: Who are the characters from the story that just read? What do the characters like to do? Where do the characters live? How are the characters alike? How are the characters different?

CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

Duration (15 minutes)

Materials:

1. 2 copies of the book *Same, Same but Different* by Jenny Sue Kostecki-Shaw
2. Notebook Paper
3. Pencils
4. Character Map (handout)

Procedures:

1. Students will do character mapping by using a handout that will ask the students questions about the character from the text.
2. Students will answer the following questions on the character map:
Who are the characters from the story that just read?
3. What do the characters like to do?
4. Where do the characters live?
5. How are the characters alike? How are the characters different?
6. Students will use the book as a reference to help complete their character mapping handout.
7. Students will turn in their character maps to the teacher.

Evaluation and Assessment

8. Students will be evaluated on their character maps that are turned in.

Lesson 5: Art from around the World

Objective :

Students will learn about the art history of cultures around the world and the importance of art in culture. Students will produce their own artwork as seen throughout history.

CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Duration (60 minutes)

Materials

1. Pictures of various Art from around the world
2. History of Lesson from Art around the World
3. Construction Paper
4. Glue
5. Sand
6. Rocks
7. Feathers

Procedures

Part 1

1. Students will begin by looking at art from different cultures.
2. Students will read the history of art from around the world as a class.
3. The teacher will let students know that we will be making a sand painting like the Native American culture that we read about.
4. They will be shown an example at the front of the classroom.
5. Materials will be distributed to all students.
6. Students will be given the option of completing their sand painting at their own desks.
7. The teacher will walk around the classroom providing assistance and guidance to all students.

Closure

8. As students finish their artwork it will be placed to dry and set up.

Part 2

Objectives

Student's will reproduce a story or work of literature that can be a myth, fable, or folktale that represents a central message, lesson or moral to be taught after hearing a Native American folktale. Students will strengthen their writing skills and write for purpose.

CCSS.ELA-Literacy.RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-Literacy.RL.2.3. Describe how characters in a story respond to major events and challenges.

Duration (50-55 minutes)

Materials

1. *The Good RAINBOW ROAD* by Simon J. Ortiz
2. Paper
3. Pencils

Procedure

1. Students will gather around the reading circle. (2 minutes)
2. Students will listen to *The Good RAINBOW ROAD* by Simon Ortiz. (15 minutes)
3. After the story is completed we will return to our desks. (2 minutes)
4. Students will listen to a lecture about how fables and folktales have been a part of many cultures for a long time. These stories usually have a meaning or lesson that is being taught. We will be writing a folktale or fable of our own. (5 minutes)
5. Paper and pencils will be distributed to every student. (2 minutes)
6. Steps for writing a fable or folktale will be written on the board for students to follow as they are writing.
7. Students will begin writing their story. (25 minutes)
8. The teacher will walk around the room providing assistance and guidance to students as needed.

Closure and Assessment

9. Students will turn in their fables or folktales to be graded by the teacher. (2 minutes)
10. Art work and their stories will be placed on the bulletin board for display.
11. Students will be asked to bring in one object that they think represents their culture in can be anything that they choose and we will share and display in the classroom to represent our classroom culture.