

Effective Teaching in Diverse Classrooms
Module 3 - Phase 1 Activities
C.A.R.E. Guide Resources

Standard 1 – Joint Productive Activities

- **Community Building /Classroom Agreement Activity** – If you have done a community building Activity to create Classroom Agreements, describe your activity and your classroom agreements and post them on the Discussion board and tell us how they are working. If you haven't done a Community Building Activity to create a Classroom Agreement, do such an activity to create a classroom agreement and then post the activity, the agreement, and how the activity went on the Discussion Board. If you have an Agreement that the students were not engaged in creating, start with the Agreement and do a Community building Activity talking about those rules and discuss what Agreements they want to make as a class and then post the Activity, the Agreement, and how the Activity went on the Discussion Board.
 - **C.A.R.E. Resource: Page 2-6, Activity 1, Community Agreement and Page 2-6, Activity 2, Template for Procedures:**



Activity #1 Community Agreements

This activity can help each diverse student feel a part of the classroom community, especially if the teacher elicits a response from each child regardless of physical, academic, or language ability.

Lesson Preparation

Grades: K-12

Duration: 10-30 minutes

Grouping: Whole class

Materials: Chart paper, pens

Objective: Co-create community agreements/

classroom norms between teacher and students. Assessment: All students participate in the process.

Lesson Delivery

Briefing

1. 1. Give students the objectives of the lesson (e.g., Today we are going to think about how we want to treat each other).
2. 2. Briefly explain “the how” (e.g., We are going to develop a list of classroom norms).

Instructional Frame

1. Ask students to brainstorm the following prompt:
What would help us work best together in the classroom?
2. Teacher records responses on chart paper.
3. Teacher and students work together to categorize the responses into community agreements/norms for the classroom.
4. Teacher and/or students rewrite the classroom norms onto a chart to be displayed in the classroom at students' eye level. For English language learners, be sure to include simple pictures/graphics to illustrate each of the agreements.
5. Teach and model the norms throughout the day.

Debriefing (Reflection/Closure)

1. Ask students to respond to the following questions:
 - What worked well in this activity?
 - What norms did we follow?
 - What could we do next time to work better together?



Activity #2 Template for Procedures Lesson

Setting out expectations for how the classroom will operate helps students to understand their role in the learning process. You can work with your students to create procedure charts for common classroom routines such as:

- Group work
- Lining up
- Transition times
- Unfinished homework
- Student-to-student disagreements
- Turning in papers
- Heading papers
- Individual work
- Activity centers

This activity helps to share the responsibility for an orderly classroom among students and teachers.

Lesson Preparation

| | |
|------------|---------------------------|
| Grades: | K-12 |
| Duration: | 5-20 minutes |
| Grouping: | Whole class |
| Materials: | Chart paper or tag board, |

markers
Objectives: To establish, model, and reinforce classroom procedures and routines

Assessment: Student participation and following through with classroom procedures

Lesson Delivery

Briefing: Explain objectives of lesson to students so that they will help you to create a procedure for a classroom routine (e.g., “Today we are going to think about how we line up for recess. What would that look like?”).

Instructional Frame

- 1. Ask students to develop the steps: “When it is time to line up, what do we do first? What is the second step?”*
- 2. Continue asking students to sequence the steps, as you write these procedures on a chart.*

Sample Lining Up Procedures

1. Put work away.
2. Push chair in, and stand behind chair.
3. Wait for signal from line leader to go to line (by table group).
4. Quiet voices until you reach the playground.

- **Activity on Independent Activity** – Design an independent activity that most of your class can work on as you work with a small group of students (5-8 students). Post on the discussion Board your Independent Activity and how it went i.e. were you able to work with your small group uninterrupted and did the students have trouble with the independent activity.

C.A.R.E. Guides – Page 3-21, Activity 6, Student Generated rules for Punctuation

Activity #6

Student-Generated Rules for Punctuation

Frequently, students make the same grammatical errors—punctuating dialogue, capitalization, commas, etc. One way to deal with these errors is to ask students to generate the rules. They remember their own rules far longer than when they read the rule and correct the errors in a punctuation exercise.

Lesson Preparation

| | |
|-------------|---|
| Grades: | 6-12 |
| Duration: | 45-60 minutes |
| Grouping: | Small groups |
| Materials: | Copies of story, chart paper, markers |
| Objectives: | <ul style="list-style-type: none">• To help students understand grammar and punctuation• To identify patterns of errors students are making and correct them |

Lesson Delivery

1. Copy a page from a short story or novel that demonstrates the rules you want students to learn—for example, to teach about punctuating dialogue, choose a piece of dialogue interrupted by an attribution, a question, a dialogue where the speakers change but there is no attribution.
2. Put the students in small groups and distribute the passage. Ask them to imagine that they are creating a new book to help students punctuate correctly.
3. Ask them to write up five rules that explain punctuation for your area of focus (like punctuating dialogue) and to include an example for each rule from the selected passage. Give them hints to help them start: for example, on punctuating dialogue, look at where the commas, quotes, and capitals are located.
4. After checking to see if the rules are correct, consolidate where possible and post the rules on the wall as a reminder during writing time. Students also learn that if they forget the rules, they can just pull down a novel that has dialogue and figure them out again.
5. See the “Patterns of Errors Check List” (page 3-22) for areas you may want to focus on with your students. You can identify your own list based on what you see in their work.

Linda Christensen, “The Politics of Correction,” *Rethinking Schools*, 18, 1 (2003): 20-24
www.rethinkingschools.org



Patterns of Errors Check List

Adapted from Mina P. Shaughnessy's book *Errors and Expectations: A Guide for the Teacher of Basic Writing* (NY:Oxford University Press, 1977).

Using this list as a template, look for patterns of errors under each category: punctuation, grammar, spelling, and syntax. You can add categories for essay and narrative writing as you move into this instruction.

Punctuation

- Capitalization
- End punctuation
- Commas
 - series
 - participles
 - adverbial clauses
 - adjective clauses
- Dialogue quotation
- Academic quotation

Grammar

- Subject/verb agreement
- Basic verb tense (consistency)
- Irregular verbs
- Special usage (case with pronouns, agreement in unusual contexts)

Spelling

- Basic spelling patterns (doubled consonants, silent e, i before e, etc)
- Key standard/nonstandard variations
- Demons

Syntax

- Sentence completeness
- Basic word order (including direct and indirect questions)
- Basic modification (phrases, words, clauses)
- Advanced sentences (parallel structures, periodic structures, variety)

Linda Christensen, *The Politics of Correction*. (Milwaukee, WI: Rethinking Schools, 2003), Volume 18, #1, Pgs. 20-24, www.rethinkingschools.org

- **Joint Productive Activity** – Design a JPA (Joint Productive Activity) that your students can do with a small group of students. Have your students do the JPA and then evaluate how it went. Post on the Discussion Board how your JPA went and what you would do differently the next time you do a JPA.

C.A.R.E. Guide – page 2-13, Activity 6, Community Based Projects; Representation; Page 3-6, Activity 1, Venn Diagram, Page 3-14, Activity 3, Text Representation, Page 5-8, Activity 2, Think-Pair-Share

Activity #6 Community-Based Projects

This activity can help you learn more about what is happening in your students' communities and what matters most to them.

Lesson Preparation

| | |
|-------------------|---|
| <i>Grades:</i> | <i>K-12</i> |
| <i>Duration:</i> | <i>Two weeks or more</i> |
| <i>Grouping:</i> | <i>Whole class</i> |
| <i>Materials:</i> | <i>Depends on project</i> |
| <i>Objective:</i> | <i>To use academic concepts and skills in meaningful contexts such as community-based projects and/or service learning projects</i> |

Assessment: All students complete a community-based project

Lesson Delivery

Briefing:

- *Educator investigates possible projects in community such as recycling, taking care of the local environment, tutoring younger students, and volunteer work with community service organizations.*

- *Educator connects with community stakeholders to obtain feedback on potential projects.*
- *Explain to students the objectives and rationale for this project.*

Instructional Frame

- *Teacher presents possible ideas and asks students to brainstorm additional ideas.*
- *Teacher and students agree on a project.*

- *Teacher and students co-create a plan to implement project.*

Example: Elementary and Middle School

- *Teacher and whole class decide to start a recycling program in the school cafeteria.*
- *Students and teacher decide to which organization earned money will be donated from the recycling program proceeds.*
- *They work with school administrators and custodians to set up a “recycling center” in the school cafeteria.*
- *Students create an “infomercial” about the project.*
- *In teams of 3-4 students each, they go to other classrooms to present the goals of the recycling program and ask for support and participation in the program.*
- *Students keep track on a weekly basis of amount of recycled materials (plastic, aluminum foil, etc.) by pounds.*

Example: High School Science

- *Teacher and whole class decide to start a “recycling car oil” program for their Environmental Science class.*
- *Students coordinate an “Oil Collection Day” in a nearby community location.*
- *Students make informational posters, flyers, brochures, and public service announcements on radio and television about responsible ways to recycle car oil.*
- *Students disseminate the information in the community.*
- *Students organize their teams to staff the Oil Collection Day.*



Activity #1

Venn Diagram

Conceptual understanding beyond rote learning helps to expand struggling students' ability to use their higher cognitive functions. The following activity illustrates one way to do this.

Lesson Preparation

Grades: K-12

Duration: 20- 45 minutes

Grouping: Whole class or educator-led

small groups

Materials: Chart paper, pens

Objectives: • To compare and contrast

characteristics or qualities between two concepts (e.g., story characters, geometric shapes, geographical areas, animals, plants, etc.)

- To develop critical thinking skills through analyzing similarities and differences*
- To teach academic language*

Assessment: *Student participation in the process; student completion of Venn diagram; student ability to interpret the information (orally or in writing) presented in the Venn Diagram*

Lesson Delivery

Briefing: Introduce the objectives of this lesson. "Today we are going to study the similarities and differences between _____. " Briefly explain to students how they are going to do this. "We are going to use our critical thinking skills to create a Venn Diagram that will show how concepts are alike and different."

Instructional Frame

• Part A: *Introduction to Venn Diagram*

To introduce elementary (K-3) students to the Venn Diagram:

- 1. Educator can bring in a set of the following: hula hoops/jump ropes/ yarn and make two intersecting circles.*
- 2. Educator introduces and models vocabulary of "same" and "different" (____ and ____ both have long hair. Their hair is the same. ____ and ____ are wearing different shoes).*
- 3. Educators ask students to identify similarities and differences from items in the classroom (blocks, shoes, etc.).*
- 4. Students place items in the Venn Diagram according to the similarities and differences between the items. The space where the two circles overlap is for items that hold characteristics in common. The external spaces of the circles where they do not overlap are for items that are different from each other. Be sure to give students the vocabulary term "Venn Diagram" so that you build academic language.*

To introduce upper elementary and secondary (4-12) students to the Venn Diagram:

- 1. Educators can provide students with a Venn Diagram worksheet with two intersecting circles.*
- 2. Educators can ask students to think about the similarities and differences between two concepts the class is currently studying.*
- 3. During whole group discussion, model on an overhead or on the board how to use the Venn Diagram to show the similarities and differences between the two*

concepts. As you model, students follow along, completing their own Venn Diagrams.

4. After the modeling and guided practice, have students work in pairs to complete a Venn Diagram.

• **Part B: Instructional Application: Character Analysis**

This can be done as a whole group activity or as an educator-led instructional conversation with 3-7 students.

1. Students read two stories by same author and/or different versions of the same story (e.g., *The Three Bears* by different authors, etc.).
2. Educator creates a Venn Diagram on chart paper with titles of books. Educator also provides a worksheet version for each student.
3. Students brainstorm similarities and differences between the main characters of each story.
4. Educator and students discuss similarities and differences.
5. Follow-up activity: Students create a Venn Diagram comparing themselves to one of the characters.

Debriefing

- What worked well in this activity? In what ways did we follow our classroom norms?
- What was challenging for you?
- What are other uses for Venn Diagrams?
- How could we do better next time with this activity?

Activity #3 Text Representation

There are lots of ways to test the reading comprehension of students beyond standardized tests and traditional “read and respond” activities. This activity is a reminder to look for alternative ways for your students to demonstrate their mastery of text and their varying ways of understanding and communicating what they have learned.

Lesson Preparation

| | |
|-------------|--|
| Grades: | 1-8 |
| Duration: | 30–60 minutes |
| Grouping: | Whole class or educator-led small groups |
| Materials: | Dependent on activity |
| Objectives: | • To demonstrate comprehension of a story using students’ words and creative |

representations
• To teach academic language

Assessment: Use a simple rubric to rate the quality of the representations that students produce.

Lesson Delivery

*Briefing: Introduce the objectives of this lesson. "Today you are going to learn new ways to show what you learned from the story we just read."
Briefly explain to students how they are going to do this. "You are going to use your creativity to select a way to re-tell the story."*

Instructional Frame

- 1. Students read a story.*
- 2. Students work in pairs to recreate the text using their own language. Activities can include: role-play, written summary, diorama, cartoon sequence.*
- 3. Students present their representation to whole class or small group.*

Debriefing

- What worked well in this activity?*
- In what ways did we follow our classroom norms?*
- What was challenging for you?*
 - How could we do better next time with this activity?*

Activity #2 **Think-Pair-Share**

For the next activity, you may want to develop some ways to pair students with classmates they don't always work with in order to provide a variety of experiences and stimulate different ideas. This activity helps to scaffold or bridge content with academic language, especially for English language learners.

Lesson Preparation

Grades: K-12
Duration: 10-40 minutes, depending on number of prompts
Grouping: Partners
Materials: Depends on activity
Objective: To provide an opportunity for

Lesson Delivery

Briefing: Introduce the objectives of this lesson. "Today we are going to work in partners to help us think about _____. " Briefly explain to students how they are going to do this. "We are going to first think about _____, and then find a partner, and share your ideas."

Instructional Frame

1. *Educator poses a prompt or question about the concept and unit of study. For example, if a class was studying the fire department and its relationship to the community, the educator might ask:*

. *• Elementary: What does a firefighter do? Think about this for a moment, and share with your partner.*

. *• Middle: When we visit the fire department next week, what will be most interesting to you and why? Think about this for a minute, and share your responses with your neighbor.*

. *• High School: If you were a firefighter, what equipment would you be sure to point out to students on field trips and why? Think about this for a minute, and share your response with a partner.*

2. *To ensure that all students participate, you may want to have an objective process for picking partners (choose someone wearing the same color, who has a pet, etc.)*

3. *Allow each student one minute to share with his or her partner after hearing the prompt. You may want to remind them about good listening skills and ask them to listen without responding while the student's partner is sharing.*

4. *With older students, you may want to give them another minute to respond to what they heard, get clarification, ask questions, etc.*

5. *When pairs finish, ask students to share some of the ideas they heard. Allow students to discuss*

or ask questions as you connect this to the unit.

6. *You may want to use several rounds on the same or different prompts. Students can stay with the same partner to discuss the next prompt, or you can have them choose a new partner.*

Debriefing

- . *• What worked well in this activity?*
- . *• In what ways did we follow our classroom norms?*
- . *• What was challenging for you?*
- . *• How could we do better next time with this activity?*
- .
- .

Standard 2 – Language and Literacy Development

- **LLD Activity:** Design a small group activity for a lesson in which you work with a small group of students exhibiting at least two of the three guidelines for Standard 2. Complete the activity with your students and then post on the Discussion Board a brief description of the Activity and your analysis of how the activity went. If you are working with a colleague, observe each other doing the lesson and provide feedback to your colleague on the activity.
 - **Guidelines**
 - **Model the Language of Instruction**
 - **Design Tasks to Promote Students’ Language Development**
 - **Emphasize Word Meaning and Concept Development**

C.A.R.E. Guidelines – Page 2-22, Activity 10, I Am From...;Page 3-7, Activity 2, Models of different Types of Paragraphs; page 5-12, Activity 5, Say Something Write Something



Activity #10 “I am from...” Statements

This activity builds on the exploration of cultural identities and incorporates writing skills.

Lesson Preparation

Grades: 6-12 Duration: 60 minutes Grouping: Whole class Materials: Paper, pencils, copy of “I Am

From...”matrix, “I am from...” statement on either overhead or chart paper

Objectives: • *Help students examine the variety of cultural factors that shape them*

• *Learn more about your students*

Assessment: Completion of “I am...” statement by all students and the teacher/ESP

Lesson Delivery

Briefing:

- . • *Explain purpose of lesson to students*
- . • *Point out that each of us is influenced by a variety of factors in our lives*
- . • *Focus of activity is expression and creativity vs. punctuation and grammar*

Instructional Frame

1. Show students a sample of an “I am from” statement. (Your own, or see sample below).
2. Show students matrix of sample categories/factors.
3. Ask students if they have any more categories to add to matrix.
4. Give students time to write their

own “I am from” statements.

5. Students share their statements at tables.
6. Students discuss ways their statements were alike and different.

Debriefing

Process this activity by asking students the following:

- . • How are you like your classmates?
- . • How are you different from your classmates?
- . • What did you learn about your classmates?
- . • What did you learn about yourself?
- . • What did you learn that surprised you?

I AM FROM...

Southern ways
Music
Soul food
People of all shades
Slaves
Bright colors
Loud voices
Concerts
“Go on Girl”
Sweet potato pie and
Turkey in the oven
Chitterlings on the stove
stinking up the house
Dancing all night
Racism and small slights.

(W. Gary, October 2001)

| “I am from...” Matrix <i>Category/factors</i> | |
|--|----------------|
| <i>Places</i> | <i>Events</i> |
| <i>Products</i> | <i>Phrases</i> |
| <i>Food</i> | <i>Smells</i> |
| <i>People</i> | <i>Sounds</i> |
| <i>Common things</i> | <i>Sights</i> |



Activity #2 Models of Different Types of Paragraphs

Providing students with templates or models as they are learning a new skill can be a good way to help them gain confidence in their ability. The templates in this activity were developed for English language learners but are useful for learners of varying ability levels. The “Expository Text Structures Chart” can be used to help students compare different approaches in writing.

Lesson Preparation

Grades: 2-12 Duration: 20-40 minutes Grouping: Small group, pairs, or whole group

Materials: Chart paper, markers, “Models of Different Types of Paragraphs” (English and Spanish, (pages 3-10 - 3-13), “Expository Text Structures Chart” (page 3-9)

Objectives:

- *To learn ways to use different writing structures to communicate a variety of purposes*
- *To teach academic language*

Assessment: Use a rubric rating to assess the quality of students’ completed paragraphs.

Lesson Delivery

Briefing: Introduce the objectives of this lesson. “We are going to learn an easy way to write a paragraph to describe _____.” Briefly explain to students how they are going to do this. “We are going to use a paragraph frame to help us learn how to write our paragraphs.”

Instructional Frame

1. Engage students in a conversation about the topic they will be writing about in their paragraphs. Ask the students to share their background experiences and knowledge about the topic. List their ideas using a Web or other graphic organizer on a piece of chart paper. (See “Expository Text Structures Chart,” page 3-9).

2. Distribute “Models of Different Types of Paragraphs to students. Ask students to write a paragraph on the topic they just discussed using the paragraph frame structure to guide their writing. Model this process as guided practice if students are not ready to do this as an independent or partner activity.

3. Ask student volunteers to read aloud their paragraphs to a small group or the whole class. After each one shares, allow students to give appreciations or feedback, such as: “I like the part where you said _____ because _____.” Or “I have a question about _____.”

Debriefing

- What worked well in this activity?
- In what ways did we follow our classroom norms?
- What was challenging for you?
- What are other things we might use a paragraph frame for?
- How could we do better next time with this activity?

Cristina Sanchez-Lopez, Ph.D., Education Consultant, Illinois Resource Center, (2003).



Expository Text Structures Chart

| Type of Text Structure | Purpose | Key Words |
|----------------------------|--|---|
| <i>Description</i> | <i>Tells how something looks, feels or acts. Identifies characteristics or components.</i> | <i>Appeared, behaved, felt, acted</i> |
| <i>Time Order/Sequence</i> | <i>Lists sequential information or series of events. Gives directions for doing or making something.</i> | <i>Before, then, after, following finally, first, next</i> |
| <i>Cause/Effect</i> | <i>Explains reasons. Tells why something happens or exists.</i> | <i>So, so that, since, thus, because, in order to, therefore, as a result</i> |
| <i>Compare/Contrast</i> | <i>Shows similarities and differences.</i> | <i>Both, also, while, whereas, however, yet, but</i> |
| <i>Enumerative/Listing</i> | <i>Provides main topic, supporting details, and examples.</i> | <i>First, another, next, also, most important, finally</i> |

| | | |
|--------------------------------------|---|---|
| <i>Problem Resolution/Persuasion</i> | <i>Identifies need and importance, suggests resolution, persuades, enlists support, and describes consequences.</i> | <i>Solution, problem, answer, so that, because, as a result</i> |
|--------------------------------------|---|---|

Sanchez-Lopez, Cristina, Ph. D.; Education Consultant, Illinois Resource Center (2003)

Models of Different Types of Paragraphs

Sequential:

In order to _____, you must follow several steps.

First,

Then,

Next,

Finally,

Chronological:

At _____ *the* _____ *beginning,*

After _____ *that,*

Next,

The _____ *ended*
when _____



Models of Different Types of Paragraphs

Compare-Contrast:

_____ and
_____ are alike and are different in
several ways. First, they are alike because _____

but they are different because

_____.

Secondly, one is

while the other is

_____.

Finally, they are alike because

_____.

But they are different

because _____

_____.

Problem-Solution:

The problem began

when _____

. The _____ *tried*

to _____.

_____.

After

that, _____

_____.

Then,

_____.

The problem was finally resolved when

_____.

Cristina Sanchez-Lopez, Ph.D., Education Consultant, Illinois Resource Center, (2003).



Activity #5

Say Something, Write Something

Culturally and linguistically diverse students learn best when there is an authentic purpose in the lesson being taught. Authenticity is best developed when educators incorporate diverse students' lives and experiences into their lessons. The writing process offers opportunities for educators to draw upon the students' lives and experiences.

This is an alternative strategy to help English Language Learners and other students to master curriculum content as they read.

Say Something

Lesson Preparation

Grades: 2-9 Duration: Depends on content Grouping: Pairs or small groups

*Materials: Assigned reading materials for
content*

Objective: To provide students with an oral strategy for responding to literature and nonfiction texts (science, social studies, etc.)

Lesson Delivery

- 1. Students choose a selection to read.*
- 2. Students select their reading partner.*
- 3. Partners decide how much of the text to read silently before stopping to "Say Something."*
- 4. Both students comment on what was read, author's style or tone, comprehension problems, personal connections, what the passage made them think of, images that came to mind, etc.*
- 5. Process is repeated.*
- 6. Can also be done in a large group when teacher is reading aloud and stops for quick oral responses.*
- 7. Can use the same process when showing a short video clip as a pre-reading activity.*

Write Something

Lesson Preparation

Grades: 3-12

Duration: Depends on content

Grouping: Pairs or small groups

Materials: Assigned reading materials

for
content

Objective: To provide students with a writing strategy for responding to literature and nonfiction texts.

Lesson Delivery

1. Copy a page of text and allow space for large margins in which students can write their comments.
2. Students may write their comments while they read and follow the same procedure as in the “Say Something” activity.
3. Students may also use “post-it” notes to write their comments and leave them on the pages of the book rather than copying the actual text.
4. The notes students produce will serve as guides for “Say Something,” for studying for a test, or for writing summaries.

Cristina Sanchez-Lopez, Ph. D.; Education Consultant, Illinois Resource Center, 2003.

Standard 3 – Contextualization

- **Build New Skills on Student’s Experiences & Knowledge Activity –** Design a lesson for a small group in which you are presenting new material incorporating student’s prior knowledge in the lesson. Use the worksheet for planning your lesson. After you have taught the lesson, identify what you have learned from the experience and post your learning’s on the discussion Board.

C.A.R.E. Guide – page 2-14, Activity 7, Features of Culture; Page 2-22, Activity 10, I Am From... **Activity #7
Features of Culture**



An example of engaging families as resources for learning is found in the following lesson developed for use by the Peace Corps. The homework activity should be completed by the student with his or her family members, and is appropriate for a variety of grades.

Lesson 2: Features of Culture

Grades: 6-12

Duration: 45-60 minutes for each worksheet

Grouping: Whole class and individual

assignments

Materials: *Worksheet #1, Features of Culture (page 2-17) and Worksheet #2, Everyone Has a Culture (page 2-18)*

Objectives: *Students will be able to:*

- . *• Explain some of the features of their own culture;*
- . *• Describe their impressions of how the culture of the United States and their own culture have shaped them;*
- . *• Explain some of the attributes of culture.*

Instructions

1. *Write the following statements on the board:*

- . *• No one is exactly like me.*
- . *• I have many things in common with the members of my family and community.*
- . *• Every person in the world needs some of the same things I need.*
- .

2. *Point out to students that people in various groups often look at people in other groups as “different.” Ask students whether they have seen this occur in their school or community. If so, why has it happened?*

3. *Ask students to describe some of these differences. Then ask why people in one group might behave differently from people in another group.*

4. *Explain that many differences are related to culture—beliefs and ways of living that are handed down from one generation to the next.*

5. *Working from the statements on the board, explain that all people share basic needs, and ask students for several examples (e.g., food, shelter, love, respect). In addition, each of us learns a set of behaviors and beliefs from the people we grow up with. Ask students for examples (e.g., the manners we’re taught, the way we celebrate holidays, how we are expected to behave toward neighbors). Finally, each individual has unique talents and preferences. Again, ask students for examples (e.g., I’m good at math, I’m good at soccer, I don’t like chocolate).*

6. *Explain that when we talk about behaviors and beliefs that a group of people have in common (not individual talents and preferences), we are talking about culture.*

7. *Now have students look at some of the features of culture. Provide each student with a copy of Worksheet #1, Features of Culture, (see page 2-17). Ask the students to complete the worksheet by filling in an example for each feature of culture. Work through a few of the features with the students to ensure they understand that they are being objective observers of their own taken-for-granted customs.*

8. Take the five features of culture that follow and ask students to discuss the following questions about these features:

- **Celebrations:** What kinds of celebrations are important in your family? In the United States?
- **Greetings:** How do you generally greet people you don't know? People you do know?
- **Beliefs about hospitality:** How do you show hospitality in your community? In your school? In your home?
- **The role of family:** Is there a particular age at which you celebrate an important event in your life with your family or community?
- **Attitudes about personal space and privacy:** How important do you feel it is to have personal space and privacy?

9. Conduct a class discussion: what conclusions can you begin to draw about the culture of the United States? What are your impressions about how U.S. culture has shaped you?

10. Review Worksheet #2, *Everyone Has a Culture—Everyone Is Different*, with students. For homework, ask students to complete the worksheet. This will help them identify unique aspects of their own culture.

11. When the students return with their homework (Worksheet #2), have them form small groups and compare their homework responses. After the groups compare their responses, ask:

- Were your responses to the questions exactly alike?
- What differences did you find among responses?
- How can you explain the differences?

12. Explain to students that their responses to the worksheet questions were partially shaped by the culture in which they were raised. Make the point that if these questions were given to students from a different culture, their answers would be different because they have grown up in a different culture. Perhaps they have already found significant differences among their small groups.

13. Write this on the board: "Everyone has a culture." It shapes how we see the world, ourselves, and others. Ask students now to address these questions:

- What is culture?
- How does it shape the way we see the world, ourselves, and others?

14. Write the word "culture" in bold capital letters across the board. Ask students as a class to come up with a definition. They may find it easier to list aspects of culture—different elements that are true of culture—than to come up with a full definition. Such a list might include:

- . • Culture has to do with values and beliefs.
- . • Culture involves customs and traditions.
- . • Culture is collective, shared by a group.
- . • Everyone has a culture.
- . • Culture is learned.
- . • Culture influences and shapes behavior.
- . • Culture is transmitted from generation to generation.
- . • Culture is often unconscious; people are sometimes not aware of how their behaviors and attitudes have been shaped by their culture.
- . • People in all cultures have common needs.

15. Then provide the following definition: culture is a system of beliefs, values, and assumptions about life that guide behavior and are shared by a group of

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 people. It includes customs, language, and material artifacts. These are transmitted from generation to generation, rarely with explicit instructions.

16. Use the following questions to focus discussion on the role culture plays in forming our behavior and beliefs:

- . • How do you think you learned your culture?
- . • How do you think your culture has shaped you? How has it influenced your values, preferences, and beliefs?
- . • Despite the differences in culture in our classroom, what are some things that everyone in our classroom has in common?
- . • How does culture shape the way we see the world, ourselves, and others?

Building Bridges: A Peace Corps Classroom Guide to Cross Cultural Understanding. (Peace Corps/Coverdell World Wise Schools, Washington, DC. 2003). <http://www.peacecorps.gov/wws/>



You'll find great ideas for incorporating the cultures of your students as well as cultures from around the world in resources developed by the Peace Corps for their Coverdell World Wise Schools.

Go to <http://www.peacecorps.gov/wws/> for teacher-friendly materials that will support your curriculum.

Worksheet #1



Features of Culture

Directions: For each feature of culture, think of one example common to people in the United States or in the country where you were born. Use another sheet of paper if you need more space to write.

| | |
|---|--------------------------------------|
| Styles of dress | Concept of fairness |
| Ways of greeting people | Nature of friendship |
| Beliefs about hospitality | Ideas about clothing |
| Importance of time | Foods |
| Paintings | Greetings |
| Values | Facial expressions and hand gestures |
| Literature | Concept of self |
| Beliefs about child raising (children and teens) | Work ethic |
| Attitudes about personal space/privacy | Religious beliefs |
| Beliefs about the responsibilities of children and teens | Religious rituals |
| Gestures to show you understand what has been told to you | Concept of beauty |
| Holiday customs | Rules of polite behavior |
| Music | Attitude toward age |
| Dancing | The role of family |
| Celebrations | General worldview |



Activity #10 “I am from...” Statements

This activity builds on the exploration of cultural identities and incorporates writing skills.

Lesson Preparation

Grades: 6-12 Duration: 60 minutes Grouping: Whole class Materials: Paper, pencils, copy of “I Am

From...”matrix, “I am from...” statement on either overhead or chart paper

Objectives:

- *Help students examine the variety of cultural factors that shape them*
- *Learn more about your students*

Assessment: Completion of “I am...” statement by all students and the teacher/ESP

Lesson Delivery

Briefing:

- *Explain purpose of lesson to students*
- *Point out that each of us is influenced by a variety of factors in our lives*
- *Focus of activity is expression and creativity vs. punctuation and grammar*

Instructional Frame

1. Show students a sample of an “I am from” statement. (Your own, or see sample below).

2. Show students matrix of sample categories/factors.

3. Ask students if they have any more categories to add to matrix.

4. Give students time to write their

own “I am from” statements.

5. Students share their statements at tables.

6. Students discuss ways their statements were alike and different.

Debriefing

Process this activity by asking students the following:

- . • How are you like your classmates?
- . • How are you different from your classmates?
- . • What did you learn about your classmates?
- . • What did you learn about yourself?
- . • What did you learn that surprised you?

I AM FROM...

Southern ways
Music
Soul food
People of all shades
Slaves
Bright colors
Loud voices
Concerts
"Go on Girl"
Sweet potato pie and
Turkey in the oven
Chitterlings on the stove
stinking up the house
Dancing all night
Racism and small slights.

(W. Gary, October 2001)

| "I am from..." Matrix <i>Category/factors</i> | |
|--|----------------|
| <i>Places</i> | <i>Events</i> |
| <i>Products</i> | <i>Phrases</i> |
| <i>Food</i> | <i>Smells</i> |
| <i>People</i> | <i>Sounds</i> |
| <i>Common things</i> | <i>Sights</i> |
| <i>Pictures</i> | <i>Ouches</i> |