We Are Alike, We Are Different

Students learn about who they are and how their families’ cultural backgrounds influence them and the dynamics of the classroom.

Curriculum/State Standards
Social Studies Standard 1 Culture - Students will recognize and describe how individuals and families are both similar and different. Objective 1 - identify how individuals are similar and different., Objective 1c - demonstrate respect for each other and Objective 1d - explain the elements of culture, including language, dress, food, shelter, and stories.

Art Standard 2 - Students will develop a sense of self in relation to families and community with Objective 1 - Describe factors that influence relationships with family and friends. Objective 1a - identify ways individuals are alike and different. Along with Art Objective 2 - identify important aspects of community and culture that strengthen relationships and Objective 2d - Describe cultural traditions in family and community.

Overview
The class learned the cultural background of every member of the class and their families. Including; Music, dance, language, food, shelter and art.

Objectives
The students will identify on a world map where they were born and the country their families come from. The students will learn traditional dances from the cultures represented in our class. The students will identify what is alike and different from each culture. The students will create art on musical instruments from these same cultures. The students will learn about the different styles of music from their cultures.

Materials
- Craft paper, paintbrushes, paint, markers, crayons, glue, beads, feathers, wooden dowels, newspaper, flour, leather, leather lacing, fur, clay, tiles, corn, beans, shells, raffia, cardboard, canvas, yarn, needles and music- DVD/CD's, multi-cultural pictures
- S.S photos box set, Child/World Pictures-SS photo cards, round dance CD, Pony beads red-black, suede, felt, contact cement, sinew, talking feather kit, feathers, CD/God Bless America, Raffia, shells, duck cloth, coffee filters, sandpaper, beans, graphite paper, paint pen, string/thread

Readiness Activity
Families fill out a 4 generation family tree chart. From the family tree, students mark a world map with dots to identify where they were born and what countries their families are from.

Strategies/Activities
The outline for the lesson plans is the same. The culture and the art projects are different. For this lesson I will use the Native American culture. (I will include the other cultures art/crafts projects if space permits)

Introduce the social studies unit by displaying traditional clothing from around the world making sure to include clothing from each culture represented in your class. (I had or borrowed clothing from 10 different countries)

When starting the lesson/lessons for each culture; display the world map from the readiness activity along with the traditional dress from the culture. Identify members of the class and

THIS WINNING PROJECT IDEA SUBMITTED BY:

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GRADE LEVEL
K

ARTS

LANGUAGE

MATH

MISC

SCIENCE

HISTORY

SOCIAL STUDIES

12 WEEKS

$415 TOTAL BUDGET
their families that represent the culture.

Other Cultures and Art/Crafts:
American -- learn patriotic songs; Pacific Island -- make shell necklace, Samoan Tapa clothes; Asian -- make lanterns and lotus flowers; African/Sudan -- make cave pictographs; Mexican -- make papier-mâché maracas and paint tiles.

**Culminating Activity**
As the class looked at the objective -“we are alike” the students found that every culture we learned about had the art of weaving in common. Students view a slide show featuring weaving from Guatemala, Mexico, Southeast Asia; Laos and Vietnam, South Pacific; Tonga and Samoa, North American; Native Americans, and Africa; the Sudan. Students learned about the different materials used for weaving and discussed the colors and patterns from each culture. Native Americans use wool to create rugs, Vietnamese use silk to create fabric for clothing, Polynesians use plant material for mats, clothing and baskets. Sudanese use cotton for fabric and grass to create baskets, Mexicans and Guatemalans use cotton to create colorful cloth. The students used cardboard looms and learned how tabby weave to create a small woven bookmark. Students watched “Beginning Basic Weave” on YouTube (sabo322) that introduces the art form of basic or tabby weaving.

**Evaluation Method**
Students worked in small groups to discuss what makes the members of our class and their cultures alike and what about our cultures make us different. Each small group then orally presented their findings to the class. I recorded the findings on the board in a graphing format.