

America, A Home for Every Culture

Integrated Subjects:

- Music
- Visual Arts
- Language Arts
- Social Studies

Lesson Overview:

Through teacher-guided discussion and hands-on activities, students will explore how various cultures have contributed to making the United States the unique and diverse country that it is today.

Length of Lesson:

Ten 45-minute sessions

Notes:

This lesson is particularly suitable for grades 3-4.

Targeted Standards:

The National Standards For Arts Education:

Music (K-4)

- Standard 6: Listening to, analyzing, and describing music

Visual Arts (K-4)

- Standard 1: Understanding and applying media, techniques, and processes
- Standard 2: Using knowledge of structures and functions
- Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Other National Standards:

Geography II (3-5)

- Standard 9: Understands the nature, distribution and migration of human populations on Earth's surface
- Standard 10: Understands the nature and complexity of Earth's cultural mosaics

Grades K-4 History II (3-4)

- Standard 1: Understands family life now and in the past, and family life in various places long ago
- Standard 3: Understands the people, events, problems, and ideas that were significant in creating the history of their state
- Standard 6: Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage

Historical Understanding II (3-5)

- Standard 1: Understands and knows how to analyze chronological relationships and Patterns

Language Arts II (3-5)

- Standard 4: Gathers and uses information for research purposes
- Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts
- Standard 8: Uses listening and speaking strategies for different purposes

Instructional Objectives:

Students will:

- identify the words that became part of the English language as a result of immigrant groups settling in America.
- identify the origin of music and instruments from a variety of ethnic backgrounds.
- understand how foods differ from nation to nation by creating a class "Multicultural Family Recipe Book."
- express understanding of the value of diversity by researching cultures and participating in a multicultural festival.

Supplies:

- Chart paper
- Markers, crayons, or colored pencils
- Index cards
- Drawing paper
- Large sheet of brown paper
- Pencils
- RealPlayer (downloadable from the RealPlayer site)

Instructional Plan:

Part 1: What Do We Speak in America? Languages from Around the World!

Note: In preparation for this lesson download the Teacher Reference Sheet, A World of Words, and write each word you would like to use for the game on an index card. Be sure to keep the reference sheet and use it to check the answers during the game.

Begin the lesson with a printout of a map of the world (maps are available on the National Geographic's Xpeditions Web site. Explain to students that many Americans and their families originally came from different places around the globe as immigrants, or people who move from one country to another to live. (Refer to the Vocabulary handout if appropriate.) Show on a map some of the countries many immigrants to the United States have come from (Russia, Italy, China, Greece, Poland, Ireland, etc).

Introduce the fact that there are hundreds of different languages in the world; and that people speak different languages in different places (show on a map that French is spoken mainly in France, Chinese in China, etc.). Ask students to tell you the names of other languages that they know or have heard of and write out several of these languages on index cards. Have students post them on the wall map as you determine together where the language comes from.

Compare a small subset of several languages. Have several students who each speak a different language count in that language from 1 to 5, and discuss the differences and/or similarities between the sounds of the various languages.

Next introduce the fact that many words we're familiar with in the English language are actually from other languages, and give examples: tortilla (Spanish), hamburger (German), chef (French), and magazine (Arabic).

Tell the students to imagine they have just arrived in America and can't speak or understand the English language. Ask them the following: Where would you choose to live? Being in a new place for the first time, where would you be most comfortable living and who would live there? Guide them, if necessary, to answer that they would be comfortable living in a place where people speak the same language and know the same or similar customs.) Explain that is exactly what people did.

Ask the students if they have ever heard of Chinatown or Little Italy? These are areas in New York City located on the Lower East Side, where the Chinese and Italians came and settled together. (Point out that many cities have ethnic enclaves, for example, Japantown in San Francisco, and Little Havana in Miami, an enclave of Cubans). These are just two examples of immigrant groups that settled together when they came to New York. There are others as well. Eventually, some of the words from these other cultures began to be used in the English language—words that you may use every day while having no idea that they originated from another culture's language.

Tell the students that they are going to find out what words in the English language were borrowed from another language by playing the "Borrowed Word Game."

Divide students into groups of about five or more depending on the number of students in your class. Give one member of each group 5 to 7 of the index word cards you prepared earlier. The person holding the cards will be responsible for providing clues to the rest of the group that will help them determine the word. When the word is guessed correctly the group has to decide its place of origin and another team member will be responsible for placing the word on a world map in the country where they think it originated. The clue giver then provides the next clue until all of the words have been placed. Time each group according to your grade (1 minute or more, as you see fit). A point will be awarded for each word that is guessed correctly and two points for each correct place of origin.

Part 2: Music of the World

Explain that just as different languages are spoken in different countries, different kinds of music are also found in different countries. Explain that as immigrants traveled from one place to another, they carried their own musical traditions with them. These musical traditions included ceremonial music, folk music, work songs, and dance music, as well as certain kinds of musical instruments.

Play for the students the following three diverse pieces of music (you will need RealPlayer, downloadable for free from the RealPlayer site):

- Irish Music: "Cherish the Ladies" from *Irish Celtic Dance* (Various Artists)
- Latin Music: Tito Puente's "Four Beat ChaCha" from *The Best of Tito Puente, Vol. 1*
- Yiddish Music: from *Klezmer: Early Yiddish Instrumental Music 1908-1927*

After each piece is played, discuss with the students what they heard (the types of instruments, was it upbeat and light, how were each different/similar, etc.).

Explain that different instruments are used in the music of different countries and continents. On a chart, write on the left-hand side "Musical Instruments" and on the right-hand side "Place of Origin." Ask students, "What do instruments and music have to do with immigrants?" Discuss how, in the same way that languages were brought over to America, so were the musical sounds of various ethnic groups.

Review and discuss the contents of the Smithsonian Institution's Instrument Encyclopedia Web site. During the discussion, students should take notes on how each instrument discussed looks and sounds. Show them the accordion. Discuss what it looks like, its shape, how it is played, whether the sound is high or low, etc. Play the accordion sound again. Have a student read the caption at the bottom and identify the place of origin (or do so yourself).

Continue to use the same Web site, and choose five more instruments to listen to. (Note: the Didgeridoo is the only instrument that does not have a picture on this site.) Discuss each one in the same manner as you did the first. After you are done go back to the chart and have the students give you the names of each of the instruments they heard and the place of origin.

Print out a map of the world. Then go to the University of Michigan Instrument Encyclopedia site and print images of the following instruments: taika from Asia, balalaika from Russia, harmonica from Germany, kettle drum from Italy, rattle from Africa, and tambourine from France. Label each instrument image with its name, and ask students to identify from what part of the world each instrument came. Ask various students to tape the instruments to the wall map showing where they came from.

Part 3: America: Home to Foods of the World

Read the book *This Is the Way We Eat Our Lunch: A Book About Children Around the World* by Edith Baer. [NOTE: If you do not have access to this book, see the Sources section for alternative suggestions.] In this book, the author uses rhymed text (couplets) to show all the different types of food that can be eaten both here in the states and around the world.

Ask students: "If I wanted to eat an egg roll, would I have to go to China? Why not?" Have students explain that we have many different things to eat right here in America. Ask, "How did we get all of these wonderful foods?" (The immigrants who came here brought with them their customs and traditions of preparing and making different kinds of meals.)

Brainstorm with the class all of the different local restaurants in your community that serve ethnic foods and list them on the board. Discuss how fun it can be to have the opportunity for such a variety of foods right in our own neighborhood and country.

Share with students a favorite ethnic dish from your cultural heritage and give students the opportunity to share theirs. Tell the students that the class is going to create its own recipe book. Bring in a recipe book of your own and show the students how a cookbook is divided. Discuss such things as the cover, title, table of contents, how the foods are organized, etc.

Provide students with a copy of the handout, My Recipe and My Family Member. First refer to the My Recipe handout. Explain that the students are going to choose a favorite family recipe that represents their cultural heritage. Remind them that they will write the name of the recipe on the top of the box. They will also list the ingredients, go over measurements used (e.g., tablespoon, cup, etc.), and review how to write measurements in fractions.

Tell students to list the steps to follow and to make sure they are very clear in their directions. Remind them to write their name on the bottom.

Refer to the My Family handout. Explain to students that they are going to take a picture, use a picture that they already have (with parental permission), or draw a picture of the family member who either usually cooks the particular meal or is the originator of the recipe. The student will then write a brief biography of the family member. Brainstorm some questions that can be asked of the family member.

Include such information as where the person was born, how they got the recipe, whether the recipe was passed on, when the particular dish is usually made and served, whether it's during a particular holiday, etc.

Give the students two days to complete the assignment at home. When the students bring in the assignment, have them share the name of the recipe and the family member's biography. Compile all the pages into book form and decide with the students what the title for your class cookbook should be. Also decide how to design the cover, and choose a student to create it.

Optional cookbooks: You can use the handouts as guides to create a computer-generated cookbook with pictures scanned in. The cookbook could also be created as a PowerPoint presentation on the computer. Choose the cookbook format you feel most confident working with—either hardcopy or computer generated.

Part 4: Multicultural Festival

Read out loud the Anita E. Posey poem, "Face To Face" (originally printed in the following book: Alexander, Rosemary, ed. *Poetry Place Anthology*. New York: Scholastic Inc., 1999.).

After reading the poem, ask students what they think the writer would like to do. (The writer wants to learn about other children from around the world, the games they play, the foods they eat, etc.) Ask students if they think we have to travel around the world to learn about other cultures. Why or why not? Remind students that the class just learned about languages, musical instruments, and food from other cultures without leaving the country.

Tell students that to celebrate our diversity and the uniqueness of America, and the contributions made by immigrants who came here, you are going to have a multicultural festival in the classroom.

Divide students into small groups and assign each a particular ethnic group that represents a major wave of immigrants to the United States (i.e., Italians, Russians, Germans, etc.)

Explain that within their group they will divide various topics to research (with younger students you may want to assign each student a specific topic to cover). Topics should include holidays celebrated, customs/traditions, style of clothing, dance, etc. Brainstorm ideas with the class. Provide students with classroom Internet access, encyclopedias, almanacs, the use of the school's library if available, etc. Give students several days to prepare their presentations. Students should be encouraged to draw pictures of clothing, unless they have actual examples of the clothing to show. They can bring in music, present a dance, create the flag of the culture's homeland, etc. One student from each group, with parental permission, can bring in food.

Set aside one day for each group to present their research. If you so choose, you may invite parents. Have a few desks set up with the food, which can be served after the presentation. Option: If you get parental permission in writing, you can videotape the presentations and use the tape as a teaching tool.

Assessment:

Assess student performance with these rubrics:

- Recipe Assessment Rubric
- Multicultural Assessment Rubric

Extensions:

Extension 1:

- Assign students to find out where their family members originated from and in what year. Students will share this information with the class. On a small world map, to be displayed in the classroom, students can write their family name on an index card and place it on the country of their cultural heritage.

Extension 2:

- Have students learn how to say hello in various languages by visiting the Web site, Say Hello to the World, on the Internet Public Library's site.

Extension 3:

- Have students work independently or in cooperative groups to research the history of an ethnic dance and music from the immigrant groups discussed. Have students present a brief history as well as perform the particular dance (e.g., Latin music, such as merengue).

Extension 4:

- Have students create a multicultural restaurant. Create its name, its appearance, and its menu. Provide students with two sheets of drawing paper. One sheet is to be used for the drawing of what their restaurant will look like from the outside—or, if they so choose, from the inside. The second sheet of drawing paper should be folded in half to look like a book and is to be used as a menu.

Extension 5:

- Have students work in cooperative groups to create a mural that depicts children from around the world, symbols of holidays, traditions, customs, and clothing.

Sources:

Baer, Edith. *This is the Way We Eat Our Lunch: A Book About Children Around the World*. New York: Scholastic Inc., 1995.

Freedman, Russell. *Immigrant Kids*. New York: Puffin Books, 1995.

Maestro, Betsy. *Coming to America: The Story of Immigration*. New York: Scholastic Inc., 1996.

Alexander, Rosemary, ed. *Poetry Place Anthology*. New York: Scholastic Inc., 1999.

Authors:

Scholastic Inc.

New York, NY

**Instructions:**

Write each word on an index card. Choose 5 to 7 words to give each cooperative group in your class. Have one child in each group be the clue giver. His or her responsibility is to give clues that help the group to guess the word. Then the group must decide what is the country of origin and have a second student place the word on a world map. Keep the list as your guide to check students' answers.

Africa

tote
yam

Native American

moccasin
canoe
pow-wow

Arabic

algebra
magazine
zero
syrup

Australian (Australia)

boomerang

Chinese (China)

gung ho
ketchup
tea
cash

Dutch (Holland)

pickle
cookie
armadillo

Greek (Greece)

phone
helicopter
circus
alphabet
crocodile

Hebrew (Israel)

cinnamon
camel
elephant
Sapphire

French (France)

chef
garage
poetry
toast

Italian (Italy)

balloon
moustache
umbrella
bank

German (Germany)

kindergarten
pretzel
shampoo
clown
finger
lamp

Hindu (India)

bandana
pajama

Irish (Ireland)

golf
pony
leprechaun

Spanish (Spain)

cocoa
tomato
guitar
tornado



culture: a group of people 's way of life, ideas, customs, and traditions

diversity: a variety of something

ethnic: having to do with a group of people sharing the same national origin, language, or culture

immigrant: someone who comes from abroad to live permanently in a country

nationality: 1. the status you have in a country by having been born there or becoming a citizen; 2. a group of people who share a common language, culture, and history

originate: to begin from somewhere or something

tradition: 1. the handing down of customs, ideas, and beliefs from one generation to the next; 2. a custom, idea, or belief that is handed down in this way



Ingredients

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

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Instructions:

Name	Date

Photo or Drawing

[illegible]



Student Name: _____

	Excellent	Good	Satisfactory	Needs Improvement
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the family recipe and biography.	Student is able to accurately answer most questions posed by classmates about the family recipe and biography.	Student is able to accurately answer a few questions posed by classmates about the family recipe and biography.	Student is minimally able to answer questions posed by classmates about the family recipe and biography.
Presentation	Student is completely prepared and able to present all aspects of the family recipe and biography.	Student is mostly prepared and able to present most aspects of the family recipe and biography.	Student is somewhat prepared and able to present some aspects of the family recipe and biography.	Student is minimally prepared and unable to present aspects of the family recipe and biography.
Quality of Information and Mechanics	All spelling, grammar, and mechanics are correct in the completed recipe and biography.	Most spelling, grammar, and mechanics are correct in the completed recipe and biography.	Some spelling, grammar, and mechanics are correct in the completed recipe and biography.	There is minimal use of appropriate spelling, grammar, and mechanics in the completed recipe and biography.



"Face to Face"

"Face To Face" by Anita E. Posey

I'd like to go around the world
And get a chance to see
The boys and girls of other lands
And let them all see me.

I'd like to meet them face to face,
And get to know their names.
I'd like to sit and talk with them
And learn to play their games.

I'd like to visit in their homes,
Their family life to share.
I'd like to taste the food they eat,
And see the clothes they wear.

I'd like to get to know them well
Before my journey's end;
For only when you know someone
Can he become your friend.

And so, someday, I'd like to go
Around the world to see
The boys and girls of other lands
And let them all see me.



Student Name: _____

	Excellent	Good	Satisfactory	Needs Improvement
Organizing Information	Students developed a clear plan for organizing information as it is gathered and in final research product. All students can independently explain planned organization of research findings.	Students developed a clear plan for organizing information in final research product. Most students can independently explain this plan.	Students developed a clear plan for organizing information as it is gathered. Some students can independently explain most of this plan.	Students clear plan for organizing information AND/OR students in the group cannot explain their organizational plan.
Comprehension	Students are able to accurately answer almost all questions posed by classmates about their ethnic group.	Students are able to accurately answer most questions posed by classmates about their ethnic group.	Students are able to accurately answer a few questions posed by classmates about their ethnic group.	Students are unable to accurately answer questions posed by classmates about their ethnic group.
Presentation	Students are completely prepared and able to present all aspects of their oral presentation. Students use music, wear traditional ethnic dress, and use props.	Students are mostly prepared and able to present most aspects of their oral presentation. Students use music or wear traditional ethnic dress or use props.	Students are somewhat prepared and able to present some aspects of their oral presentation. Students use props.	Students are minimally prepared and unable to present aspects of their oral presentation.