



## Diversity Unit Overview

### Group Project

Kick this unit off with “Join Hands to Celebrate Diversity” or “Celebrate Diversity With Multicultural Banners.” Both of these art activities will help provide an introduction into the concept of diversity.

There are a ton of activities included. We start with the end in mind. The second section has culminating activities for you to explore. What do you want your students to be able to know and share with others at the end of the unit? What do you want to showcase at Family Night???

Now, jump in and learn about this fascinating culture/country and plan what activities your students will complete from January 4 through March 18, 2016.

1. Read the folktale selections or reading selections from the various cultures.
2. Memorize seven simple sayings in the predominant language of the culture.
3. Create a timeline of historically significant events
4. Learn about the geography of the land
5. Write poems, postcards, books about the people and country
6. Make charts and graphs that reflect information about the country
7. Learn about the major foods people eat, and why they eat the foods they do. Create a cookbook.
8. Learn about important holidays and events, traditions and culture.
9. What do people like to do most for leisure, entertainment and sports?
10. Who are the most famous and well-known people in art, music, sports, history?

Remember, after learning about the country and its people, students will create items and present what they have learned to other student groups and parents.

**HAVE FUN WITH THE GRAND FINALE!!!!!!!**

# KWIL-JAPAN

## WHAT WE KNOW

## WHAT WE WANT TO KNOW

## WHAT WE LEARNED

1. What we KNOW:

Use a large sheet of paper and have your group brainstorm what the students KNOW about the country of Japan.

Questions to help the discussion: Where is Japan, what have you heard about the country of Japan, is anyone here of Japanese ancestry, what are some things they might do in Japan?

Each question may start a new line of thinking. Remember to write down all the thoughts and not judge if they are right or wrong. ....

2. What we WANT to Know:

On the same sheet have the students think about what they WANT TO KNOW about Japan.

3. You may keep this sheet posted and students can add to *What we Want to Know* - or put it away until the last week. Before you end the study on Japan post this paper and have the students review what they KNOW and WANT TO KNOW. Then have them talk about and list what they LEARNED.

Japan		
KNOW	WANT TO KNOW	LEARNED

## Objectives

Children explore ideas about racial, ethnic, and social groups and how they interrelate with each other and share similar traditions.

Children incorporate existing and/or original symbols into Hamasa designs to reflect an appreciation of other cultures and individual people.

## Multiple Intelligences

Interpersonal

Spatial

**Visual Arts Standard #3**  
Choosing and evaluating a range of subject matter, symbols, and ideas

**Social Studies Standard #1**  
Cultural—experiences that provide for the study of culture and cultural diversity.  
**Social Studies Standard #9**  
Global connections—experiences that provide for the study of global connections and interdependence.

## Background Information

Mediterranean cultures have used the hand as a symbol since ancient times. Jewish households likely were among the first to use a hand-shaped symbol called the Hamasa, or Hand of Miriam, as a protective amulet. This tradition predates the Muslim use of the Hamasa, called the Hand of Fatima, by at least 1000 years. Among Arabs, the Hamasa is a traditional and popular amulet for magical protection from the evil eye. The Hamasa includes five digits and symbolizes the Creator's protective hand.

amsas, hung on walls, are very common in Morocco, Israel, and the Middle East. The use of the Hamasa is part of Jewish and Israeli folklore and superstition, but it has nothing to do with Judaism. Many people today display or wear Hamasas as ornaments, without giving any thought to their supposed magical properties.

Many modern societies have adopted the handshake as a greeting and as a way of sealing a promise. Two clasped hands also symbolize friendship and goodwill. We clap our hands to show appreciation and "lend a helping hand" when assistance is needed.

Hand paintings are one of the most common elements of ancient rock art appearing around the world in places such as Mexico, Borneo, France, Argentina, and Australia. One famous site is Cueva de las Manos (Cave of the Hands) in Santa Cruz, Argentina, where ancient people used pipes made of bones to spray paint on cave walls blocked by their hands. These powerful images connect us in a very personal way to fellow human beings who lived thousands of years ago.

## Resources

*Character Matters: How to Help Our Children Develop Good Judgment* by Thomas Lickona

Lists 10 traits that make up good character. Provides suggestions for building a strong alliance between parents and schools.

*Dictionary of Symbolism: Cultural Icons and the Meanings Behind Them* by Hans Biedermann

More than 2000 terms related to symbolism as it appears in art, literature, dreams, and religion.

*Handbook of Designs and Devices* by Clarence P. Hornung  
More than 1,800 images including many geometric shapes as well as cultural icons from around the globe.

*Project Mulberry* by Linda Sue Park

Ages 9 to 12 enjoy this story about a multicultural friendship. Told from the viewpoint of a Korean American girl who is concerned about her mother's prejudice against African Americans.

## Vocabulary List

*Use this list to explore new vocabulary, create idea webs, or brainstorm related subjects.*

Acceptance	Pattern
Amulet	Positive
Ancient	Prejudice
Behavior	Racial
Character	Social problem
Cultural	Solution
Decorative	Superstition
Design	Symbol
Diversity	Tradition
Folklore	Traits
Hamasa	
Illustration	
Image	
Judgment	
Multicultural	
Ornament	



Process:  
Session 1  
15-20 min.

- Create a Hamsa
1. Trace each other's hands on file folders. Use Multicultural Markers to create a realistic skin color. Cut out.
  2. Decorate the Hamsa with symbols, shapes, colors, spirals, or radial designs, keeping the theme of a celebration of diversity in mind.
  3. On the back of the hand write affirmations about the diversity of people in the community, country, and/or world.

Process:  
Session 2  
15-20 min.

- Join hands & celebrate!
4. Punch two holes in each hand. Connect hands with ribbon. Stretch out the joined hands. Read the statements on the backs. Hang the hands as one long artwork made from smaller pieces, all expressing appreciation of cultural diversity!

Assessment

- Children contribute with increasing depths of understanding to discussions about the benefits of cultural diversity.
- Children successfully trace their hands and decorated them with appropriate symbols.
- Children participate in joining, reading, and display the messages on the hands.
- Ask students to reflect on this lesson and write a DREAM statement to summarize the most important things they learned.

Extensions

- Invite children to share something about their families' origins if they wish. Use a map to locate their countries of origin. Encourage children to recognize that because they have different backgrounds, they have much to share with one another.
- Ask student volunteers to research needs within the community and design a helping hands service project in which all can participate.
- Students with a gift for research might wish to investigate symbols with special significance for various cultural groups and create a display of these.
- Make certain that students whose manual dexterity is not well developed, receive help cutting out their hands, so their projects can be as much a part of the display as their classmates'.
- After several groups of children have completed this project, join all the hands and display them in a large area such as a hallway.
- Invite a music specialist to teach songs about diversity. Perform them for the community at an unveiling of the hands.



Artwork created by students from  
NJ After 3 at El Club del Barrio—Lady Liberty Charter School  
Program leader/teacher: Seouyan Rodriguez



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After-School Programs

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## Preparation and Discussion

Ask children to generate a list of words and symbols—such as hearts, hands, eyes, stars, circles, and suns—that stand for positive character traits.

With children, reflect on questions such as: How do you lend a helping hand? Why do others treat us with respect or disrespect? How can you look past appearance to see the person underneath? How would the world be if people were all the same?

Together, think about how people are sometimes judged by their skin color, nationality, clothes, body shape, or looks. Behaving like this is prejudicial.

Explain that making a Hamasa is an interesting way to encourage all of us to treat people with respect and to reach out to one another with kindness. We can erase prejudice and celebrate each other!

Collect and display reproductions of Hamasa designs that reflect a variety of decorative symbols.

## Crayola® Supplies

- Crayons
- Multicultural Markers
- Scissors

## Other Materials

- Hole punch
- Paper
- Recycled file folders
- Ribbon or yarn

## Set-up/Tips

- Encourage children to spread their fingers wide or draw their hands to a slightly larger scale.



Crossing our hearts and hoping for a better world is a good start. When students join hands and work together to understand and appreciate human diversity, however, they can help shape a more colorful, creative, and peaceful place in which to live.



Artwork created by students from  
Fitzgerald Elementary School,  
Arlington, Texas  
Teacher: Karen Amlen



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Building fun and creativity into standards-based learning

# Celebrate Diversity With Multicultural Banners

## Objectives

Students read literature with multicultural themes and explore vocabulary and concepts associated with the values of appreciating diversity.

Students make banners using positive symbols that reflect and synthesize their knowledge about multicultural diversity on either a personal, national, or international level.

## Multiple Intelligences



## What Does It Mean?

**Indigenous:** native; originating in and characteristic of a particular region or country

**Positive symbols:** favorable representations of an idea or object

## National Standards

### Visual Arts Standard #4

Understanding the visual arts in relation to history and cultures

### English Language Arts Standard #1

Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

#### Grades K-2

### English Language Arts Standard #3

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

#### Grades 5-6

### English Language Arts Standard #8

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

### English Language Arts Standard #12

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

## Background Information

The United States of America has often been referred to as “a nation of immigrants.” It is a country with a widely diverse population, which makes it unique in the world.

In 1963 the Rev. Dr. Martin Luther King, Jr. described his multicultural dream for America. King stated, “I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood... I have a dream that with this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.”

People who attend rallies often carry signs and banners that tell others about their thoughts and beliefs on a topic or idea. Banners have been used, like flags, as a means of unifying people. They have been used to advocate for a cause and applaud accomplishments. Multicultural banners celebrate diversity and unify those who might otherwise see themselves as being different.

## Resources

*All the Colors of the Earth* by Sheila Hamanaka

Beautiful introduction to the celebration of diversity. Poetic text and eloquent art celebrate Earth and its peoples.

*Chicken Sunday* by Patricia Polacco

Young Polish American girl and her two African American neighbors befriend an elderly Jewish shopkeeper when he is harassed by some older boys. Depicts a multicultural neighborhood and celebrates its diversity.

*In the Year of the Boar and Jackie Robinson*

by Bette Bao Lord

Nine-year-old Shirley Temple Wong arrives in Brooklyn in 1947, the year Jackie Robinson breaks the color barrier in baseball. Deals with issues of immigration, race, and acceptance on an elementary level. Includes a humorous chapter about learning the Pledge of Allegiance.

*wu.teachingtolerance.org*

The Southern Poverty Law Center is devoted to issues of tolerance and acceptance. Publishes outstanding, free materials for teachers including award-winning videos and a magazine of ideas for multicultural education.

## Vocabulary List

*Use this list to explore new vocabulary, create idea webs, or brainstorm related subjects.*

Acceptance	Harmony	Religion
Appreciation	Ideals	Rights
Balance	Identity	Sharing
Banners	Immigrant/immigration	Similarities
Bias	Indigenous	Stereotypes
Bilingual	Justice	Symbols
Celebrations	Languages	Texture
Commonalities	Migration	Togetherness
Community	Motto	Tolerance
Culture	Multilingual	Unique
Differences	Peace	Unity
Diversity	Portraits	Values
Equality	Prejudice	
Ethnic	Race	

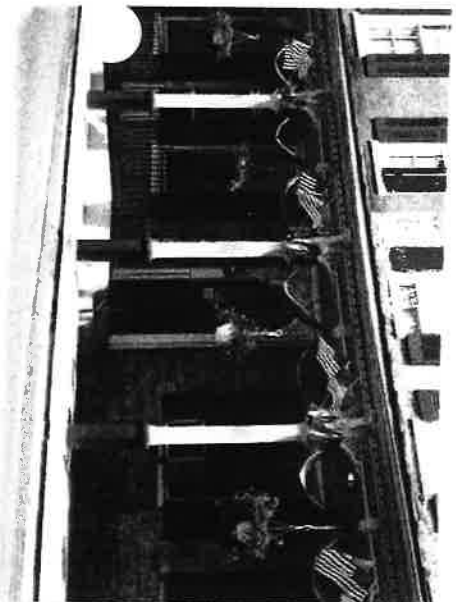


Artwork by students from Hillai Elementary School, Madison Heights, Michigan. Teachers: Craig Hinshaw and Therese Sadler



Artwork by student from Chicago Public Schools.

Banners can be represented by flags. Many cultures include flags in ceremonies. Flags and banner drapery often include colors that hold specific meaning.



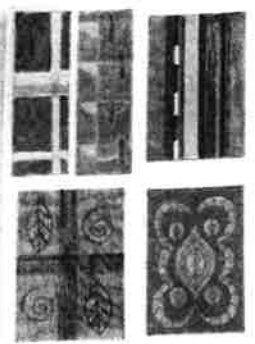
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# Celebrate Diversity With Multicultural Banners

	K-2	3-4	5-6
<p>Suggested Preparation and Discussion</p>	<p>Display portraits reflecting diversity of race, age, and other human characteristics. Hang sample banners, including one done with the assignment techniques and theme. Together, read a book with a multicultural theme that is meaningful to the students and will spark relevant discussion.</p>		
<p>Crayola® Supplies</p>	<p><b>Focus: Our Multicultural Community</b> Introduce the terms <i>similarities</i> and <i>differences</i>. Ask students to think of ways they are similar to and different from people they know. Consider unique characteristics (names, birthdates, favorite colors) and cultural heritage (customs, foods, holidays) as well as physical features. Explain to students that they will make a banner showing how they and their classmates have both similarities and differences. Explain another word for <i>different</i> is <i>unique</i>.</p>	<p><b>Focus: Our Multicultural Country</b> Introduce the phrase <i>cultural diversity</i>. Examine the history of diversity in the United States from indigenous peoples to current immigrants. How have various cultures added to the richness of the country? Explain to children that they will create a banner highlighting the beauty and contributions of individuals from diverse cultures who live in the United States.</p>	<p><b>Focus: Our Multicultural World</b> Discuss the word <i>stereotype</i>. What does it mean? How does stereotyping contribute to misunderstandings among people? How can it be overcome? Identify other vocabulary words related to the study of world cultures and languages. Why is it important for people to understand and value other cultures? Tell students they will create a banner with positive symbols representing appreciation for the similarities and differences of people from various world cultures.</p>
<p>Other Materials</p>	<ul style="list-style-type: none"> <li>• Index cards</li> <li>• Overhead projector</li> <li>• Yarn or string</li> </ul>	<ul style="list-style-type: none"> <li>• Construction paper</li> <li>• Map of United States</li> </ul>	
<p>Process:</p> <p>Session 1</p> <p>Grades K-2</p> <p>20-30 min.</p> <p>Grades 3-4</p> <p>45-60 min.</p> <p>Grades 5-6</p> <p>Several 45-min. sessions</p>	<p><b>Create self-portraits</b></p> <ol style="list-style-type: none"> <li>1. Attach white craft paper to a wall. Assist children to use an overhead projector to work in teams to outline each other on the paper.</li> <li>2. Color the outlines and add details with multicultural markers and Slick Stix. Cut out the figures.</li> </ol>	<p><b>Research diversity within the United States</b></p> <ol style="list-style-type: none"> <li>1. Research and discuss cultural groups in the United States. Use children's own heritages and people within the community to illustrate indigenous peoples and immigrants, both historic and current.</li> <li>2. Brainstorm ways to represent these groups symbolically and in an affirming manner. Consider realistic portraits of people as well as traditional clothing, crafts, food, music, languages, and other cultural characteristics.</li> </ol>	<p><b>Research and create international cultural images</b></p> <ol style="list-style-type: none"> <li>1. Students form small groups and select a culture to research. Encourage them to use Web sites and books to identify images representative of the chosen culture.</li> <li>2. Using multicultural markers and Slick Stix, students create colorful cultural images and symbols inspired by the research.</li> </ol>
<p>Process:</p> <p>Session 2</p> <p>30-45 min.</p>	<p><b>Add words to define self</b></p> <ol style="list-style-type: none"> <li>3. Cut at least three index cards in half. Children write one personal characteristic about themselves on each half.</li> <li>4. Decorate cards with unifying borders and designs. Glue to figures. Air-dry the glue.</li> </ol>	<p><b>Create visual images</b></p> <ol style="list-style-type: none"> <li>3. On construction paper, create at least six symbols reflecting the cultural diversity of the United States using multicultural markers and Slick Stix.</li> <li>4. Color the images and cut them out.</li> </ol>	<p><b>Share ideas and design banner</b></p> <ol style="list-style-type: none"> <li>3. Students share results of their research with the class. Discuss similarities and differences among cultures. What stereotypes proved to be untrue based on their research?</li> <li>4. As a group, select a message to communicate with a multicultural banner. Discuss design ideas. Consider ways of combining visual images and words to communicate the message.</li> </ol>

	K-2	3-4	5-6
<p><b>Process:</b>                      Session 3                      30-45 min.</p>	<p><b>Design banner</b></p> <ol style="list-style-type: none"> <li>5. Cut craft paper for banner background.</li> <li>6. Discuss characteristics that unite the class. Select one. Agree on a symbolic image of that idea (such as a class photo or motto). Place it in the center of the banner. Glue figures around the central image.</li> <li>7. Children look for commonalities among themselves. Use yarn to connect the similarities. Children find at least three connections with others in the class. Discuss similarities and differences.</li> </ol>	<p><b>Design banner</b></p> <ol style="list-style-type: none"> <li>5. Cut a large outline map of the United States on colored craft paper. Glue it to the center of much larger white craft paper base. Glue images across the map in a way that looks balanced and unified.</li> <li>6. Together, list words related to cultural diversity. Discuss possible messages to convey. Agree on a title. Write it on the banner in bubble letters. Add texture by filling letters with patterns and designs.</li> <li>7. Add colorful, positive words and images related to cultural diversity to the banner.</li> </ol>	<p><b>Create banner</b></p> <ol style="list-style-type: none"> <li>5. On craft paper, prepare the background and work on different areas of the banner to carry out the design idea to express unity through diversity.</li> </ol>
<p><b>Process:</b>                      Session 4                      20-30 min.</p>	<ol style="list-style-type: none"> <li>8. Agree on a banner title. Write it in large, embellished letters above the banner. Add designs and patterns for a balanced presentation.</li> </ol>		
<p><b>Assessment</b></p>	<ol style="list-style-type: none"> <li>9. Together, hang the banner in a prominent place.</li> </ol> <ul style="list-style-type: none"> <li>• Are children's six (or more) defining personal characteristics descriptive, legibly written, and correctly spelled?</li> <li>• Do yarn connections accurately reflect similarities?</li> <li>• Do banner images work together to reflect a spirit of unity?</li> <li>• Do children's oral statements about themselves and others reflect an appreciation for their differences as well as their similarities?</li> </ul>	<ul style="list-style-type: none"> <li>• Children create at least six affirming symbols of cultural diversity.</li> <li>• Are vocabulary words legibly written and correctly spelled?</li> <li>• Do written messages reflect sensitivity to multicultural issues?</li> <li>• Do images reflect in-depth research?</li> <li>• Does the banner carry an important or persuasive message enhanced by color, design, and imagery?</li> </ul>	<ul style="list-style-type: none"> <li>• How clearly can students define and explain the problems of stereotyping?</li> <li>• Is the banner free of stereotypical images and words?</li> <li>• Does the banner design integrate words and well-researched imagery to create a sense of unity?</li> <li>• Did individuals work together harmoniously to produce one banner?</li> </ul>
<p><b>Extensions</b></p>	<ul style="list-style-type: none"> <li>• Ask students to reflect on this lesson and write a DREAM statement to summarize the most important things they learned.</li> </ul> <p>Post words children are most likely to need help to spell. Provide computers or adult volunteers to assist children with special needs.</p> <p>Hold a multicultural celebration. Invite children to bring foods representative of their own cultural heritages. Invite community members to demonstrate and/or teach crafts from various cultures.</p> <p>Invite high school exchange students to speak about their native cultures. Encourage children to interview relatives to learn more about their own cultural heritages.</p>	<p>Challenge gifted students to write short stories or articles based on their cultural heritages.</p> <p>Study and debate current issues such as immigration, languages, housing, and human rights.</p>	



Adinka and Kente Cloth Designs  
 Artist: Sandy Eckert  
 Clayola fabric markers, cloth  
 12" x 18"  
 Private Collection



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