

Grade Level	Schedule	Table of Contents and Suggested Schedule of Activities for the Diversity Unit-Japan	Page Number
<b>* Staff Background Information</b>	<b>A=Academic E=Enrichment S=SPARK</b>	The world is a diverse place full of many unique cultures and different races. Students need to understand that each individual is different and unique, and yet everyone is still special. By understanding cultural differences, students will become more accepting of others and will have a better understanding of the world around them.	
		<b>Section 1 - Introduction to Diversity</b>	
		<i>Diversity Unit Overview</i> —This sheet walks through the activities from beginning to end.	1-1
K-8	A	<i>KWL Chart</i> -- What does diversity mean? Begin the unit with this activity.	1-2
K-3	A/E	<i>Join Hands to Celebrate Diversity</i> —Explore ideas about racial, ethnic, and social groups and how they interrelate with each other and share similar traditions. Students create Hamasa designs with symbols to reflect other cultures.	1-3
4-8	A/E	<i>Celebrate Diversity with Multicultural Banners</i> —Students create multicultural banners.	1-7
		<b>Section 2 - Culminating Activities—Family Night Presentations</b>	
K-8	A/E	<i>World Fair Celebration</i> -This activity describes how students can present and display their knowledge of the cultures they studied in a fair-like atmosphere.	2-1
K-8	E	<i>Olympic Games/Field Day</i> -Create an Olympic celebration of team competition with SPARK activities.	2-2
6-8	A/E	<i>Traveling to Far Off Places</i> —Students pretend to travel to another country, and create a scrapbook of their travels.	2-3
3-8	A	<i>Create Living Statues</i> —Students research an important person and give a presentation as if they are the person.	2-7
3-8	A/E	<i>Travel Around the World Game</i> —Students create a board game based on facts about the countries/cultures studied.	2-9
K-8	A	<i>Mini-Books</i> —Students create books about the country/culture studied.	2-12
K-8	A	<i>Place-to-Place Pop-Ups</i> —Students create pop-up books based on the culture/country studied.	2-13
K-8	A	<i>Flora &amp; Fauna Poster</i> —Students create posters that reflect the animals and plants found in the region they studied.	2-17
K-8	A/E	<i>We Are the Children</i> —Students create paper figures of people dressed in ethnic clothing.	2-18
K-8	A/E	<i>Paper Quilt</i> —Students create paper quilt squares of symbols or pictures that reflect the culture studied. All the pieces are then assembled into one large paper quilt.	2-22
4-8	A	<i>Comparing Cultures</i> - Students use a Venn Diagram to compare	2-23

		two cultures.	
		<b>Section 3 – Research Cultures-</b>	
K-8	A	<i>Research and Websites</i> —Information about the research process and suggested websites to visit.	3-1
K-3	A	<i>Super 3</i> —Research process	3-4
4-8	A	<i>Big 6</i> —Research process	3-5
K-8	E	<i>Japan Flag Outline</i> —This can be colored or drawn.	3-6
K-8	E	<i>Handprint Wreath &amp; Flag Bunting</i> —Flag art activities.	3-7
*K-8	A	<i>Japan Facts</i> -This is background information to help you become more familiar with Japan.	3-8
*K-8	A	<i>Famous Places in Japan</i> —This background information has pictures and descriptions of famous places.	3-11
*K-8	A	<i>Japanese Historical Figures</i> – This is a list of important Japanese and a short description of their contributions.	3-14
K-2	A	<i>World Culture Scavenger Hunt</i> —Students find information about their country and record it down on the sheet.	3-16
3-5	A	<i>Country Fact Sheet</i> --Students find information about their country and record it down on the sheet.	3-17
6-8	A	<i>Cultural Investigation Worksheet</i> --Students find information about their country and record it down on the sheet.	3-18
2-8	A	<i>Research Key Events in History</i> —Students review important events in history and put them on a timeline.	3-19
K-8	A	<i>Historical Timeline Fill-in</i> (worksheet)	3-20
K-6	A	<i>Comic Scroll Through Time</i> —Students create a comic strip timeline.	3-21
		<b>Section 4 – Learn About Kenyan Culture &amp; Traditions</b>	
K-8	A	<i>What is Culture?</i> —Students brainstorm and discuss what culture means.	4-1
*K-8	A	<i>Types of Japanese Art</i> - This is background information on the different types of Japanese art.	4-2
*K-8	A	<i>Musical Instruments</i> - Students will learn the three general types of instruments in traditional music.	4-7
*K-8	A	<i>Traditional Costumes</i> - Background Information	4-11
K-8	E	<i>Kimono Stencil</i> – Student decorate a kimono (traditional Japanese clothing)	4-14
K-8	E	<i>Kimono Paper Weaving</i> - Students will weave together a Kimono using assorted construction paper.	4-17
K-8	E	<i>7 Basic Sayings</i> —Practice these basic Japanese sayings.	4-19
3-8	A	<i>Day in the Life: Japan</i> - Student will explore the day in the life of a Japanese 10 year old.	4-20
*K-8	A	<i>Japanese Food</i> - Background Information	4-22
4-8	A	<i>Map of Japan art project</i>	4-26

K-8	E	<i>Origami – Students will learn Japanese art of paper folding.</i>	4-28
K-8	E	<i>Origami Talking Dog – Students will create a talking dog.</i>	4-31
K-8	E	<i>Origami Fortune Teller- Cootie Catcher</i>	4-32
K-8	E	<i>Japanese Purse- Students will create a purse to store their valuables.</i>	4-33
K-8	E	<i>Origami Cranes – Background information</i>	4-34
K-8	E	<i>1000 Paper Cranes- Students will learn the story of Sadako Sasaki.</i>	4-35
4-8	E	<i>Origami Crane Folding Instructions</i>	4-36
4-8	E	<i>Star Wars Origami- May the force be with you.</i>	4-38
4-8	E	<i>Millennium Falcon- You've never heard of the Millennium Falcon? It's the ship that made the Kessel run in less than 12 parsecs.</i>	4-39
4-8	A/E	<i>Haiku- Students will learn to write a three line poem.</i>	4-40
4-8	A/E	<i>Haiku Art – Student will combine nature and poetry.</i>	4-42
4-8	E	<i>How to do Sudoku Puzzles- Student will use logic to solve a puzzle.</i>	4-43
4-8	E	<i>Sudoku 4x4 Puzzles</i>	4-48
4-8	E	<i>Sudoku 6x6 Puzzles</i>	4-50
K-8	E	<i>Sam Samurai- Samurai background information</i>	4-52
6-8	A/E	<i>Write a Renga- Haiku battle</i>	4-54
4-8	A/E	<i>Japanese Storytelling Cards- Students will research information on life in 17<sup>th</sup> century Japan and then present there information.</i>	4-57
4-8	E	<i>Samurai on the Battlefield- Students will design a Samurai helmet.</i>	4-59
4-8	E	<i>Design your Crest- Students will design a crest to create their samurai identity.</i>	4-62
4-8	E	<i>Design Your Military Banner- Create your own banner and decorate it with your crest.</i>	4-63
K-8	E	<i>Create Your Own Suit of Armor</i>	4-65
4-8	E	<i>Design your Sword Guard</i>	4-69
4-8	E	<i>Samurai Sword – Students will create a Samurai sword (Swords are for decorative purposes, do not allow students to play with them)</i>	4-71
4-8	E	<i>Woodblock Printing- Student will learn the art of woodblock painting using Styrofoam.</i>	4-72
K-8	E	<i>Geisha Paper Plate Craft – Students will design a Geisha mask.</i>	4-77
K-3	E	<i>Geisha Coloring Sheet</i>	4-81
K-8	E	<i>Paper Doll- Students will decorate a paper doll.</i>	4-82
4-8	E	<i>Japanese Paper craft- Student will construct a Juuni-hitoe a native Japanese costume.</i>	4-83
K-8	E	<i>Koi Fish Kites- Students will create a Koi Fish Kite to celebrate Children's Day.</i>	4-88
K-8	E	<i>Japan Paper Fan Craft- Students will create a paper fan.</i>	4-93
<b>Section 5 – Geography Skill Builders</b>			
K-2	A	<i>Community Map—Students practice reading maps.</i>	5-1
K-2	A	<i>Neighborhood Map—Student practice reading maps.</i>	5-3
3-8	A	<i>Hopeville Questions—Map practice with challenge questions.</i>	5-5

		Students can work in pairs or teams and compete to find answers.	
3-8	A	<i>Hopeville Map</i>	5-7
K-3	A	<i>Using a Map Scale</i> —Students practice measuring distances.	5-8
K-3	A	<i>Royal Castle Floor Plan</i> —Students follow directions and draw symbols on the floor plan.	5-9
2-8	A	<i>How Far?</i> —Students measure distances and answer questions.	5-12
K-2	A	<i>Compass Rose</i> —Students learn compass directions.	5-13
6-8	A	<i>How to Draw a Beautiful Compass Rose</i> —Students draw a detailed compass rose.	5-14
3-8	A	<i>Compass Rose Map: Japan</i> —Students find out what geographic locations surround Italy from all directions.	5-16
3-5	A	<i>Latitude &amp; Longitude Worksheet</i> —Students identify locations based on their latitude and longitude.	5-17
3-5	A	<i>Latitude &amp; Longitude Answer Key</i>	5-18
6-8	A	<i>World Latitude and Longitude</i> —Students mark on the map locations listed in the activity.	5-19
4-8	A	<i>Getting Geographic</i> —Students determine the time zones and what time it is in different places.	5-21
K-3	A	<i>Continents</i> --Students color certain locations specific colors.	5-24
4-8	A	<i>Label the Continents</i>	5-25
K-8	A	<i>Japan Map</i>	5-27
4-8	A	<i>Japan Map Activities</i> —Students will use their map skills to answer questions about Japan.	5-28
4-8	A	<i>Kenya Map Activities (blank)</i> —Students will locate key places on the blank map.	5-29
K-8	A	<i>Climate Zones on Earth</i> —Students color the map based on the climate.	5-31
3-8	A	<i>Biome Description</i> —Students research one biome and list information about it.	5-32
2-8	A	<i>Climate: Charting the Statistics</i> —Students compare three climates to each other and fill in the chart.	5-33
4-8	A	<i>Comparing Climates</i> —Students compare three climates using a Venn diagram to show how they are alike and different.	5-34
*K-8	A	<i>Habitats/Biomes</i> —Information regarding Habitats and biomes throughout the world.	5-35
		<b>Section 6 – ELA &amp; Math Activities</b>	
		<b>ELA</b>	
3-5	A	<i>Passage to Freedom</i> -(KidzLit) Students will learn the story of Hiroki Sugihara.	6-1
3-5	A	<i>Hiroimi Hands</i> -(KidzLit) Student will learn about Hiroimi Suzuki a Japanese female sushi chef.	6-4
3-8	A	<i>This Same Sky</i> —(KidzLit) Students will learn that poetry is a universal language for use to express and understand what we feel. Students will read poems from various cultures.	6-7
3-4	A	<i>Two Flat Friends Travel the World</i> —(Reader's Theater) Student	6-11

		will identify the uniqueness of various cultures around the world and present an oral reading.	
K-8	A	<i>Folktales Lesson Plan Guide</i> —Read folktales from Japan, Kenya, Italy and Puerto Rico. Have students record information about the stories on one of four different note taking forms listed.	6-22
K-8	A	<i>Storyboard</i> —Students choose four important events from the story. Then, they sketch the scene and write a one or two sentence summary about the event.	6-23
2-8	A	<i>Note-taking Tree</i> —Students answer who, what, when, where and summarize the story.	6-24
2-8	A	<i>Elements of a Folktale</i> —Students list the characters, problems, and describe the story and lesson or moral learned from the story.	6-25
4-8	A	<i>Story Grammar Map</i> —Students tell who, what, where, what occurred in the story. In addition, they tell what happens in the beginning, middle and end, and finish with the theme.	6-26
K-8	A	<i>Folktales Enrichment Activity Guide</i> —This guide has ideas for activities you can do beyond the folktale stories.	6-27
K-8	A	<i>Produce a Play/Skit</i> —Students act out a folktale.	6-29
K-8	A	<i>The Story of the Lightning, and the Thunder</i> (African Folktale)	6-30
K-8	A	<i>The Ape, the Snake, and the Lion</i> (African Folktale)	6-31
K-8	A	<i>The Clever Girl</i> (Italian Folktale)	6-34
K-8	A	<i>Giricoccia</i> (Italian Folktale)	6-36
K-8	A	<i>Kasajizou</i> (Japan Folktale)	6-39
K-8	A	<i>Momotaro the Peach Boy</i> (Japanese Folktale)	6-41
K-8	A	<i>The Song of Coqui</i> (Puerto Rican Folktale)	6-42
K-8	A	<i>Abuelita Zapatonera</i> (Puerto Rican Folktale)	6-46
4-8	A	<i>Acrostic</i> —Students make an acrostic out of the name of the country or region studied.	6-51
1-3	A	<i>My GEO Poem</i> —Students write poems using a scaffold about the country they studied.	6-53
4-8	A	<i>Geo Poem</i> -- Students write poems using a scaffold about the country they studied.	6-54
K	A	<i>Haiku Plan for Kindergarten Students</i> - Students will discover Japanese poetry.	6-55
1-3	A	<i>Haiku Awareness Plan 1-3</i> - Students will discover Japanese poetry.	6-57
1-3	A	<i>Haiku Reading Plan 1-3</i> - Students will learn how to read Japanese poetry.	6-60
1-3	A	<i>Haiku Writing Plan 1-3</i> - Students will learn how to write Japanese poetry.	6-63
4-6	A	<i>Haiku Awareness Plan 4-6</i> - Students will discover Japanese poetry.	6-70
4-6	A	<i>Haiku Reading Plan 4-6</i> - Students will learn how to read Japanese poetry.	6-75
4-6	A	<i>Haiku Writing Plan 4-6</i> - Students will learn how to write Japanese poetry.	6-79
7-8	A	<i>Haiku Awareness Plan 7-8</i> - Students will discover Japanese poetry	6-88

7-8	A	<i>Haiku Reading Plan 7-8</i> -Students will learn how to read Japanese poetry.	6-92
7-8	A	<i>Haiku Writing Plan 7-8</i> -Students will learn how to write Japanese poetry.	6-96
		<b>Math</b>	
4-8	A	<i>The Metric System</i> —Students answer math questions using the metric system.	6-108
		<i>The Metric System Answer Key</i>	6-109
4-8	A	<i>The Metric System Measurement Chart</i>	6-110
2-8	A	<i>Roman Numerals</i> —This activity teaches students what the Roman numerals represent. Student practice identifying numbers.	6-111
2-8	A	<i>Roman Numerals Practice</i> —This is an additional activity to practice reading Roman numerals.	6-112
K-6	A	<i>Designing Dollars and Making Money With Value</i> —Students create currency.	6-114
5-8	A	<i>Activity: Currency Conversion</i> —Students learn how to figure out how much an American dollar is compared to another country's currency.	6-118
6-8	A	<i>How Tall Is That Tree?</i> —Leonardo da Vinci used this method to figure out how tall something was when he could not physically measure it. Have students figure out how to do the same.	6-121
6-8	A	<i>Missiles and Math</i> —Using math, students figure out how they can hit their target using a catapult.	6-122
		<b>Section 7 - SPARK</b>	
K-8	S	SPARK Overview—Activities connect with the Olympic Field Day Culminating activity.	7-1
K-8	S	<i>Stick With Me</i> --Students work as team to cross the finish line keeping their inside feet together at all times.	7-2
K-8	S	<i>Moon Ball</i> --Students keep the ball up in the air as long as possible by cooperating with their group.	7-3
K-8	S	<i>Houdini Hoops</i> --Students move their hoop around the circle without letting go of their hands.	7-4
K-8	S	<i>Throw for Distance</i> (bean bag)--Students will use their best throwing technique and strength to throw a beanbag as far as they can.	7-5
K-8	S	<i>Throw for Distance</i> (Frisbee) --Students will use their best throwing technique and strength to throw a Frisbee as far as they can.	7-6
K-8	S	<i>Target Frisbee</i> --Students will throw their Frisbee into a hula hoop.	7-6
K-8	S	<i>Sprint</i> (From Standing Start)--Students will run as fast as they can from a standing start.	7-9
K-8	S	<i>5 Second Sprint</i> --Students will sprint for 5 seconds trying to go as far as they can.	7-10
K-8	S	<i>50 Yard Dash</i> --Students will sprint 50 yards	7-12
K-8	S	<i>Shuttle Run</i> --Students will sprint and change direction as quickly	7-14

		as possible.	
K-8	S	<i>Standing Long Jump</i> --Students will jump as far as they can.	7-16
		<b>Section 8 – Add Your Activities</b>	
K-8	A/E	<b>Week 7</b>	
		Invite school faculty, parents, and community to Family Night	
		Post signs/pass out flyers	

# Diversity

## Steps To Follow for Planning and Scheduling a Unit

**STEP 1:** Begin with the End in Mind-- What do you want students to be able to do after learning about DIVERSITY and a different culture? How will they show others what they learned?

**STEP 2:** Teach to Topic—What is Diversity? What is culture?

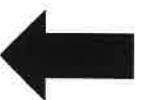
**STEP 3:** Assist students in learning what they need to show. What activities will you use to teach them?

**STEP 4:** Prepare/practice/present what students learned

**STEP 1:**

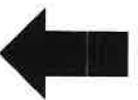
### Culminating Activity

- World Fair
- Scrapbook
- Interactive Group Projects
- Create Living Statues



**STEP 2:**

What does diversity mean?



**STEP 3:**

Activities that show diversity and cultural awareness  
Learn language, history, traditions of other groups



**STEP 4:**

Show What You Know



## STEP 5: Plan & Schedule Activities

### Week 1: Teach what Diversity means (EXAMPLE)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Academic Hour</b>	Review Rules, Routines & Responsibilities (30 min.) KWL Chart (15 min.)	Research Italy, Japan, Kenya, or Puerto Rico	Research Italy, Japan, Kenya, or Puerto Rico	Research Italy, Japan, Kenya, or Puerto Rico. Work on Country Fact Sheet	Research Italy, Japan, Kenya, or Puerto Rico. Work on Country Fact Sheet
<b>Enrichment</b>	Join Hands to Celebrate Diversity	Join Hands to Celebrate Diversity	Celebrate Diversity with Multicultural Banners	Celebrate Diversity with Multicultural Banners	Celebrate Diversity with Multicultural Banners
<b>SPARK</b>	Stick with Me	Houdini Hoops/Moon Ball	Stick with Me	Moon Ball	Throw for Distance

### Week 2: Activities that teach about another culture (EXAMPLE)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Academic Hour</b>	Research Key Events	Research Key Events make timeline	Research Key Events make timeline	What is Culture? Explore traditions, etc.	Explore traditions, etc.
<b>Enrichment</b>	Flag activity	Hopeville Map Questions	Hopeville Map Challenge	Comic Scroll Through Time	Comic Scroll Through Time
<b>SPARK</b>					

### Week 3: Activities that teach about another culture

Monday	Tuesday	Wednesday	Thursday	Friday
KidzLit-The Same Sky	Currency Conversion/Math practice	KidzLit-The Same Sky	KidzLit-The Same Sky	How Tall is the Tree or Missiles and Math
Map Activities	Designing dollars and making money with value	Compass Rose/Latitude Longitude	Continents	Designing dollars and making money with value

### Week 4: Activities that teach about another culture

Monday	Tuesday	Wednesday	Thursday	Friday
Folktales	Folktales	Folktales	Folktales	Folktales
		Folktales Enrichment Activities	Folktales Enrichment Activities	Folktales Enrichment Activities

**Week 5: Activities that teach about another culture**

Monday	Tuesday	Wednesday	Thursday	Friday

**Week 6: Activities that teach about another culture**

Monday	Tuesday	Wednesday	Thursday	Friday

**Week 7: Practice/Prepare to present --Advertise Event/invite school and families**

Monday	Tuesday	Wednesday	Thursday	Friday

**Week 8: Show what you know--Remind all to attend**

Monday	Tuesday	Wednesday	Thursday	Friday