

Grade Level	Schedule	Table of Contents and Suggested Schedule of Activities for the Diversity Unit-France	Page Number
* Staff Background Information	A=Academic E=Enrichment S=SPARK	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.	
		Section 1 - Introduction to Diversity	
		<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 Hamsa 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
		Section 2 - Culminating Activities—Family Night Presentations	
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 & 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 two cultures.	2-23
		Section 3 – Research Cultures-	
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	3-3
4-8	A	<i>Big 6</i> —Research process	3-4
K-8	E	<i>French Flag Outline</i> —This can be colored or drawn.	3-5
K-8	E	<i>Handprint Wreath & Flag Bunting</i> —Flag art activities.	3-6
*K-8	A	<i>French Facts</i> —This is background information to help you become more familiar with France.	3-7
*K-8	A	<i>French Attractions and Major Cities</i> —This background information has pictures and descriptions of famous places.	3-11
K-2	A	<i>World Culture Scavenger Hunt</i> —Students find information about their country and record it down on the sheet.	3-14
3-5	A	<i>Country Fact Sheet</i> --Students find information about their country and record it down on the sheet.	3-15
6-8	A	<i>Cultural Investigation Worksheet</i> --Students find information about their country and record it down on the sheet.	3-16
2-8	A	<i>Research Key Events in History</i> —Students review important events in history and put them on a timeline.	3-17
K-8	A	<i>Historical Timeline Fill-in (worksheet)</i>	3-18
K-6	A	<i>Comic Scroll Through Time</i> —Students create a comic strip timeline.	3-19
		Section 4 – Learn About Italian Culture & Traditions	
K-8	A	<i>What is Culture?</i> —Students brainstorm and discuss what culture means.	4-1
*K-8	A	<i>French Culture</i> —This is background information about celebrations and traditions in France.	4-2
*K-8	A	Traditional French Music and Dance- Background information	4-7
*K-8	A	French Weddings—Background information	4-10
*K-8	A	Traditional French Clothing—Background information	4-12
K-2	E	Paper Dolls around the world—dress up paper dolls and coloring art activity	4-18
*K-8	A	French Foods—Background information	4-21
K-8	E	Create a Cookbook—Students create a cookbook of French recipes	4-25
K-8	A	French Sayings—Practice these basic French sayings	4-26
4-8	S	How to play Petanque—Students will learn about and play petanque, a French ball game which is similar to horseshoe	4-27
K-8	E	Bilboquet—Students will work together and play this popular French game	4-30
K-8	A/E	Tour de France—Students will design their own Jersey	4-32
2-8	A	Animal Fact Poster—Students research and present facts on animals that live in India	4-43

1-8	E	Folding a Paper Animal—Students color, cut out, and fold paper animals	4-46
K-8	E	Designing a Stained glass Window—Students will design cathedral windows using construction paper, chalk, and colored tissue paper	4-52
K-8	E	Mardi Gras Crown—Students will create a crown using craft materials	4-53
K-8	E	Painting the Shimmering Sky—Students will draw a Monet painting following the step by step instructions	4-54
K-8	E	Self Portrait—Students will create a portrait of themselves in the style of Modigliani using oil pastels	4-55
K-8	E	The Art and Science of Impressionist Color—Students will learn about impressionist painters and experiment with creating primary and secondary colors	4-56
K-8	E	Sunrise—Students will analyze impressionist style of painting	4-61
3-8	E	Shadow box Bedroom—Students will design and paint their own bedroom using a shoe box as their canvas	4-63
K-5	E	Hats Off—Students will learn about the painter Dega’s and paint and decorate their own hat	4-65
2-8	E	Reflections in Water—Students will create their own Impressionist painting using water colors and a paintbrush	4-67
K-3	E	Madeline Craft—Students will color and cut out a Madeline doll template design	4-68
4-8	E	Fashion Designer Tribute—Students will research famous fashion designers and create and present their designs to the class	4-71
K-8	E	Notre Dame Cathedral- coloring activity	4-84
K-8	E	How to Draw an Eiffel Tower—Students will draw and Eiffel Tower using a template	4-85
K-8	E	Eiffel Tower Craft—Students will color, cut out and fold the Eiffel Tower template	4-87
3-8	E	How to Build an Eiffel Tower from Toothpicks—Students will build an Eiffel Tower using toothpicks or popsicle sticks	4-88
5-8	E	Arc de Triomphe—Students will make a paper craft of Arc de Triomphe following step by step instructions	4-92
2-5	E	Travel size Paris—Students will color, cut out and fold miniature city of Paris	4-100
2-5	E	Eiffel Tower—Students will color , cut out and fold the Eiffel Tower	4-101
		Section 5 – Geography Skill Builders	
K-2	A	<i>Neighborhood Map</i> —Student practice reading maps.	5-1
3-8	A	<i>Hopeville Questions</i> —Map practice with challenge questions. Students can work in pairs or teams and compete to find answers.	5-3
3-8	A	<i>Hopeville Map</i>	5-5
K-3	A	<i>Using a Map Scale</i> —Students practice measuring distances.	5-6

K-3	A	<i>Royal Castle Floor Plan</i> —Students follow directions and draw symbols on the floor plan.	5-7
2-8	A	<i>How Far?</i> —Students measure distances and answer questions.	5-10
K-2	A	<i>Compass Rose</i> —Students learn compass directions.	5-11
6-8	A	<i>How to Draw a Beautiful Compass Rose</i> —Students draw a detailed compass rose.	5-12
3-8	A	<i>Compass Rose Map: France</i> —Students find out what geographic locations surround France from all directions.	5-14
3-5	A	<i>Latitude & Longitude Worksheet</i> —Students identify locations based on their latitude and longitude.	5-15
3-5		<i>Latitude & Longitude Answer Key</i>	5-16
6-8	A	<i>World Latitude and Longitude</i> —Students mark on the map locations listed in the activity.	5-17
4-8	A	<i>Getting Geographic</i> —Students determine the time zones and what time it is in different places.	5-19
K-3	A	<i>Continents</i> --Students color certain locations specific colors.	5-22
4-8	A	<i>Label the Continents</i>	5-23
K-8	A	<i>French Map</i> —This is a map of major places that students can use to learn about geographic locations.	5-25
4-8	A	<i>French Map Activities (blank)</i> —Students will locate key places on the blank map.	5-26
*K-8	A	<i>Habitats/Biomes</i> —Information regarding Habitats and biomes throughout the world.	5-27
K-8	A	<i>Climate Zones on Earth</i> —Students color the map based on the climate.	5-38
3-8	A	<i>Biome Description</i> —Students research one biome and list information about it.	5-39
2-8	A	<i>Climate: Charting the Statistics</i> —Students compare three climates to each other and fill in the chart.	5-40
4-8	A	<i>Comparing Climates</i> —Students compare three climates using a Venn diagram to show how they are alike and different.	5-41
		Section 6 – ELA & Math Activities	
		ELA	
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.	6-1
3-4	A	<i>Two Flat Friends Travel the World</i> —(Reader’s Theater) Student will identify the uniqueness of various cultures around the world and present an oral reading.	6-5
K-8	A	<i>Folktale Lesson Plan Guide</i> —Read folktales from Egypt, Ethiopia, France and India. Have students record information about the stories on one of four different note taking forms listed.	6-16
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.	6-17

2-8	A	<i>Note-taking Tree</i> —Students answer who, what, when, where and summarize the story.	6-18
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.	6-19
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.	6-20
K-8	A	<i>Folktale Enrichment Activity Guide</i> —This guide has ideas for activities you can do beyond the folktale stories.	6-21
K-8	A	<i>Produce a Play/Skit</i> —Students act out a folktale.	6-23
K-8	A	<i>Rhodopis (The Egyptian Cinderella)</i>	6-24
K-8	A	<i>Stronger Than Fate (Egyptian Folktale)</i>	6-26
K-8	A	<i>The Ungrateful Snake (Ethiopian Folktale)</i>	6-29
K-8	A	<i>The Jackal and the Leopard (Ethiopian Folktale)</i>	6-32
K-8	A	<i>Conquering Fear (Ethiopian Folktale)</i>	6-35
K-8	A	<i>Cinderella; or, The Little Glass Slipper (French Folktale)</i>	6-38
K-8	A	<i>The Sleeping Beauty in the Wood (French Folktale)</i>	6-43
K-8	A	<i>Quackling (French Folktale)</i>	6-50
K-8	A	<i>Anklet for a Princess: A Cinderella Story from India</i>	6-53
K-8	A	<i>The Bird With Two Heads (Indian Folktale)</i>	6-55
K-8	A	<i>How the Moon Was Created (Indian Folktale)</i>	6-56
4-8	A	<i>Acrostic</i> —Students make an acrostic out of the name of the country or region studied.	6-58
1-3	A	<i>My GEO Poem</i> —Students write poems using a scaffold about the country they studied.	6-60
4-8	A	<i>Geo Poem</i> -- Students write poems using a scaffold about the country they studied.	6-61
3-8	A	<i>Day in the Life Lesson Plan</i> —Students learn about Anouck from France, and complete a Venn diagram comparing themselves to her.	6-62
2-8	A	<i>Postcard Assignment</i> —Students decorate one side of a postcard and on the other side write as if they are French and tell about what they do.	6-65
		Math	
4-8	A	<i>The Metric System</i> —Students answer math questions using the metric system.	6-67
		<i>The Metric System Answer Key</i>	6-68
4-8	A	<i>The Metric System Measurement Chart</i>	6-69
2-8	A	<i>Roman Numerals</i> —This activity teaches students what the Roman numerals represent. Student practice identifying numbers.	6-70
2-8	A	<i>Roman Numerals Practice</i> —This is an additional activity to practice reading Roman numerals.	6-72
K-6	A	<i>Designing Dollars and Making Money With Value</i> —Students create currency.	6-73
5-8	A	<i>Activity: Currency Conversion</i> —Students learn how to figure out	6-77

		how much an American dollar is compared to another country's currency.	
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.	6-81
6-8	A	<i>Missiles and Math</i> —Using math, students figure out how they can hit their target using a catapult.	6-82
		Section 7- SPARK	
K-8		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 (bean bag)</i> --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 (Frisbee)</i> --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 (From Standing Start)</i> --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 as possible.	7-14
K-8	S	<i>Standing Long Jump</i> --Students will jump as far as they can.	7-16
		Section 8 – Add Your Activities	
		Week 7	
K-8	A/E	Invite school faculty, parents, and community to Family Night Post signs/pass out flyers	
		Week 8	
K-8	A/E	Walk through the program--Practice presentations—Make final preparations--Culminating Event/Family Night	