We Are the Same / We Are Different
Thematic Unit

by

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T & L 819

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Overview of We Are the Same/We Are Different

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Grade Levels: K - 3

Through various activities, students in grades K - 3 are allowed to explore human feelings, theirs and other people's. Students come to realize that people have some universal characteristics. They also learn that people can have differences in the ways they look and live, but these qualities can be interesting.

The unit is flexible. It allows Kindergartners to explore things that are age-appropriate. The unit also allows primary children to engage in some of the more basic activities as well as more mature and higher-level activities that are academically- and emotionally-suited to their age group.

Objectives:

Content-Students will gain an understanding of similarities and differences in people and the importance of appreciating these.

Language-Students will communicate in social and academic setting as they explore understanding of people's differences and similarities.

All ESL Standards are met throughout this unit:
Goal 1 (Using English to communicate in social settings)
Goal 2 (Using English to achieve academically in all content areas)
Goal 3 (Using English in socially and culturally appropriate ways)

All Direct and Indirect Strategies are met throughout this unit:
Memory--Creating Mental Linkages, Applying Images and Sounds, Reviewing Well, Employing Actions
Cognitive--Practicing, Receiving and Sending Messages, Analyzing and Reasoning, Creating structure for input/output
Compensation--Guessing intelligently, Overcoming limitations in speaking/writing
Multiple Intelligences Used In This Unit:

Visual/Kinesthetic
- Participating in body experiments
- Imitating given facial expressions
- Baking and tasting bread
- Making 'friendship' bracelets
- Making stick puppets

Intrapersonal
- Understanding of what makes self feel particular emotions

Interpersonal
- Playing matching games in small groups
- Working well in small groups during collage and bread making activities
- Identifying what might have caused another person to feel a certain way through stories, situation solving

Visual/Spatial
- Body Tracing and Coloring
- Pictures of houses and favorite meals
- Ground-visual perspectives
- Using computer to see various countries
- Looking at maps/globes

Linguistic
- Participating in class discussions
- Describing physical characteristics of self to the group
- Naming emotions and situations that can cause particular feelings
- Describing favorite foods to the group
- Counting to 10 and saying hello in different languages
- Learning common phrases in different languages
- Autobiographies, letter writing
- Acrostic poems
- Reading letters from pen pals
Logical/Mathematical
• Providing categories and sorting people by attributes
• Graphing
• Tallying
• Venn diagrams
• Measuring

Musical
• Singing feelings version of *If You're Happy and You Know It*
• Singing *Continent Song*
• Singing *Hello Song*
• Singing *Japanese Number Song*
INTRODUCTION TO UNIT

- Students will be introduced to the idea that although people can have many things the same, they can have different viewpoints.
- Students will be introduced to the idea that they will be studying a unit on ways "We are the same/We are different"

Procedure
1. Show figure-ground visual illusion picture to the class.
2. Ask students what they see.
3. Explain that although we each have 2 eyes, we each can see with our 2 eyes, and we have the same picture to look at, we may see things differently.
4. Explain that we will be studying a unit on ways people around the world are the same and the ways they are different--"We are the same/We are different."
LESSON ONE--BODIES

ESL STANDARDS
  Goal 1. Standard 1--Activities B - F
          2--Activities A - F
          3--Activities A - F
  Goal 2. Standard 1--Activities B - F
          2--Activities A - F
          3--Activities A - F
  Goal 3. Standard 1--Activities B - F
          2--Activities A - F
          3--Activities A - F

LEARNING STRATEGIES
  Direct Strategies
    Memory--
      Creating Mental Linkages--Activities A - F
      Applying Images and Sounds--Activities A - F
      Reviewing Well--Activities A - F
      Employing Actions--Activities A - F
    Cognitive--
      Practicing--Activities B - F
      Receiving and Sending Messages--Activities A - F
      Analyzing and Reasoning--Activities A - F
      Creating structure for input/output--Activities A - F
    Compensation--
      Guessing Intelligently--Activities A - F
      Overcoming limitations in speaking/writing--Activities A - F

  Indirect Strategies
    Metacognitive--Activities A - F
    Affective--Activities A - F
    Social--Activities A - F
MULTIPLE INTELLIGENCES--
Bodily/Kinesthetic--Participate in 'body experiments'
Interpersonal--Playing matching games in small groups
Visual/Spatial--Body tracing & coloring class collage,
Ground/Visual Perspective
Linguistic--Participating in class discussions, Naming
categories for people sorting, Describing physical
characteristics of self to group
Logical/Mathematical--People sorting by attributes, Graphing
results of people-sort & body experiments
LESSON ONE-(A)-STORIES AND DISCUSSION

(Kindergarten)
Objectives
• Students will understand that although we all share human bodies, all people have physical characteristics that make them unique and different from everyone else.
• Students will understand that human skin tones can be many different colors.

Materials
• Intrater, R. (1995) Two Eyes, a Nose And a Mouth, New York: Scholastic

Procedure
1. Read Faces aloud, stopping at appropriate places to discuss how these faces are the same and different.
2. Read Two Eyes, A Nose, and a Mouth, once again stopping to notice similarities and differences.

Assessment
• Students will be able to pay attention to the story as it is read, and participate in class discussion about similarities and differences in people's faces and facial features.

LESSON ONE-(B)-MATCHING FACES GAMES

(Kindergarten)
Objectives
• Students will look at physical characteristics to find matching faces in a game format.
• Students will use sentence patterns to tell about pairs and non-pairs as they participate in the game.
Materials

- Matching cards made by enlarging photographs of about 10-15 selected faces from pages 19 and 20 of Two Eyes, a Nose And a Mouth. Enlarge photos to about 4 by 4 inches, laminate them, and mount them on foam board cut the same size as the photos. (Get permission from the publisher to make copies.)
- Matching cards of students' faces- Make these the same way you made the face matching cards from the book, but this time use photographs of the students in your class. (Often when school pictures are taken the office receives a strip of small pictures of each child at no cost.)

Procedure

1. Students work in small groups to play matching games with the cards. First, students simply match the pairs.
2. Then play "Concentration" by putting all cards face down on a table. Mix them up so pairs are not beside each other. Students take turns turning over two cards at a time to see if they can make a match. If a match is made, the student keeps it. If not, the cards are turned face down and the next player gets to turn over two cards. Play continues until all of the cards have been matched. Students can use these sentence patterns while playing the game "These faces are the same" and "These faces are not the same".

Assessment

- Students will be able to correctly identify and match identical faces.
- Students will be able to use correct sentence patterns to tell about matching and non-matching faces.

LESSON ONE- (C)- PEOPLE SORTING

(Kindergarten)

Objectives

- Students will understand that people have physical characteristics that make them unique.
- Students will think of attributes for people sorting.
• Students will use sentence patterns to verbally describe their own physical attributes.

Materials
• Pocket Chart for displaying sorting categories and student names
• Children's names written on large slips of paper (can be made by teacher or students)
• Large slips of blank paper for writing words that tell sorting categories

Procedure
1. Use the whole group to "People Sort". Teacher can begin by suggesting ways of people sorting, and then invite the class to give suggestions, as children become familiar with the activity. Write attributes on word cards and display the cards on the left and right sides of a pocket chart. Children can place their written name in the pocket chart under the corresponding attribute and then move to the corresponding side of the room to form a set of people. After students put their name under an attribute, they can verbally describe the attribute they have by using sentences that begin with "I have___" or "I am____"

<table>
<thead>
<tr>
<th>Some Ideas for People Sorting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hair color</td>
<td>Eye color</td>
</tr>
<tr>
<td>Hair length (long, short, medium)</td>
<td>Hair type (curly, straight, wavy)</td>
</tr>
<tr>
<td>Height (tall or short)</td>
<td>Sex (boys, girls)</td>
</tr>
<tr>
<td>Pierced ears, no pierced ears</td>
<td></td>
</tr>
</tbody>
</table>

Assessment
• Students will be able to provide ideas for ways to sort people.
• Students will be able to identify attributes that describe themselves.
• Students will be able to verbally describe attributes that apply to themselves.
LESSON ONE-(D)- BODY EXPERIMENTS:
GRAPHING/TALLYING RESULTS

(Grades 1 - 3)
Objectives
- Students will understand that people have differences that are totally unrelated to skin color, nationality, or gender.
- Students will understand that differences are 'ok'.
- Students will participate in creating a class graph of students' abilities: 'tongue-curling', 'wicked fingers', and 'coming & going' hands.
- Students will draw and label their graph correctly.

Materials
- Dry erase board
- Dry erase markers (red and black)
- Yard stick
- Large square graph paper
- 2 colored pencils (red and black)
- Ruler

Procedure
1. Teacher tells the class that they will be asked 3 questions and each student should attempt to show the skill requested.
2. Teacher asks students to curl their tongue. Teacher counts students that curl their tongue and writes the number on a tally chart: Can/Can't.
3. Teacher asks students to make wicked fingers (double-jointed crooked fingers). Teacher writes the number on the tally chart.
4. Teacher asks students to make 'coming & going' hands (left hand in a circular motion towards the body, right hand in a circular motion away from the body.) Teacher writes the number on the tally chart.
5. Teacher creates a bar graph called "Abilities of Students in Dr. Garcia's T & L 819 Class". He/she writes this at the top of the bar graph.
6. Teacher has the class write the title of the graph at the top of their graph paper.
7. Teacher draws and labels the horizontal (X) axis--"Skill Attempted" with 'Tongues Curl', 'Wicked Fingers', and 'Coming and Going' Hands under each set of bars.
8. Teacher has the class draw and label the horizontal axis (shorter side at bottom. Each bar will need 2 squares width.
9. Teacher draws and labels the vertical (Y) axis--"Numbers of Participants"
10. Teacher has the class draw and label the vertical axis. Hash marks will be at the 0, 2, 4, 6, ... to 26. Label vertical (Y) axis--"Numbers of Participants" and space them by two's: 0, 2, 4, 6, etc.
11. Teacher draws and labels 2 boxes: Red box=Can Do, Black box=Can't Do
12. Teacher has the class draw red and black box symbols on graph.
13. Using the tally chart, teacher draws bars to match number of people that Can and Can't Do the various skills.
14. Teacher has the class draw bars to match the number of people that can and can't do the various skills.

Assessment
- Students will label horizontal axis of the graph correctly.
- Students will label vertical axis of the graph correctly.
- Students will draw bars correctly according to the tally chart.
- Students will select and use 2 colors for the bars on the bar graph.

100% accuracy = 5 points
90% accuracy = 4 points
80% accuracy = 3 points

LESSON ONE- (E)-CLASS COLLAGE OF PEOPLE

(Kindergarten)
Objectives
- Students will locate and cut out pictures of many different people.
- Students will work in small groups to create collages.

Materials
- Large poster board
- Old magazines that contain many pictures of people
- Glue
Procedure
1. Students work in small groups to look through magazines for pictures that show all different types of people, and glue them to a large piece of paper to form a collage. Encourage students to find pictures that are faces only, and some that are whole bodies.
2. Be sure to let students add a picture of themselves and their families to the collage.
3. Display the collages.

Assessment
• Students will include people with many different skin tones and physical characteristics on the class collage.
• Students are able to effectively work in small groups to create collages.

LESSON ONE-(F)- BODY TRACING AND DRAWING

(Kindergarten)
Objectives
• Students will become aware of their own body shape and physical characteristics.
• Students will represent these characteristics on a paper person.
• Students will use sentence patterns to verbally describe themselves to the group.

Materials
• A length of white bulletin board paper for each child, cut long enough to trace child's entire body
• 2 or 3 full length mirrors]
• Multicultural skin tone crayons (available at U. S. Toy, Leawood, Kansas)
• Box of 24 crayons for each child
• Scissors for each child
Procedure
1. As each student lies on the floor on a large piece of white bulletin board paper, trace around the outline of his body.
2. When all outlines have been done, tell the students that they are going to color the paper to look like themselves.
3. Provide full length mirrors and show the students how they can look at their own hair, eyes, noses, mouths and other body parts before drawing.
4. Point out that the paper they have is white and that no one really has white skin. Introduce multicultural crayons. Demonstrate how to hold a crayon next to your skin to find a color that is "just about" the color of you. Students use skin tone crayons and regular crayons to make the outline look like themselves, wearing the clothes they have on.
5. When all the bodies have been made, each student can show the class his drawing, and tell 3 sentences that describe himself, using the sentence pattern "I have ________________ ."

Assessment
- After examining their own physical characteristics in a mirror, students will be able to accurately represent those characteristics on paper.
- Students will be able to give a three sentence description of themselves Beginning each sentence with "I have..."

Optional Activities to Accompany Lesson One
- Read The Colors of Us  by ..........
- Review/learn the names of body parts. Students can point to the body part on their drawing as it is named by the teacher.
- Make a hand wreath. Trace students' hands on white paper. Students use a crayon that represents their skin tone to color the handprints. Cut out the hands. Use hand cut outs of the entire class to form a large circle and mount in the room.
- Offer skin tone paints along with black and white.  Show students how to mix white and black into the paints to create a variety of skin tones. Paint pictures of people using these paints.
- Add dolls of various ethnic backgrounds to the dramatic play center. Before they are placed in the center, display them before the group and discuss the ways they are alike and different. (Be sure to have male and female dolls as well.)
• Thumbprints: Make thumbprints by pressing thumb on ink pad and then on paper. Label each print with the child's name. Display prints for all to see. Talk about how everyone has patterns of lines on the skin of their fingers, how each person has a different pattern, and how each person's fingerprints are different from everyone else's. No two are alike. Set out the prints and a magnifying glass so children can examine similarities and differences in fingerprints.
LESSON TWO--FEELINGS

ESL STANDARDS-
  Goal 1. Standard 1--Activities A - D
  2--Activities A - D
  3--Activities A - D
  Goal 2. Standard 1--Activities A - D
  2--Activities A - D
  3--Activities A - D
  Goal 3. Standard 1--Activities A - D
  2--Activities A - D
  3--Activities A - D

LEARNING STRATEGIES-
Direct Strategies
  Memory--
    Creating Mental Linkages--Activities A - D
    Applying Images and Sounds--Activities A - D
    Reviewing Well--Activities A - D
    Employing Actions--Activities A - D
  Cognitive--
    Practicing--Activities B - D
    Receiving and Sending Messages--Activities A - D
    Analyzing and Reasoning--Activities A - D
    Creating structure for input/output--Activities A - D
Indirect Strategies
  Metacognitive--Activities A - D
  Affective--Activities A - D
  Social--Activities A - D
Multiple Intelligences

- Bodily/Kinesthetic- Imitating given facial expressions, Making stick puppets
- Intrapersonal- Understanding what makes one feel a certain way
- Interpersonal- Identifying what might have caused another person to feel a certain way, Determining correct stick puppet
- Linguistic- Describing emotions, and situations that cause those feelings, Participating in situation-solving
- Musical- Singing feelings version of "If You're Happy and You Know It"
LESSON TWO- (A)- LISTING EMOTIONS

(Kindergarten)
Objectives
• Students will learn/review names for feelings
• Students will understand that there are many feelings people have.

Materials
• Intrater, R. Two Eyes, a Nose And a Mouth, New York: Scholastic
• White board, Chalk board, or large sheet of paper for listing emotions, and writing utensil

Procedure
1. Turn to pages 19 and 20 in Two Eyes, A Nose and a Mouth that shows all the different faces. (The text on these adjacent pages reads "millions and millions of faces, yet no one looks just like you.") Tell the students that our faces can show how people are feeling. Point out that many of the faces are smiling. Ask, "How do you feel when you are smiling?" Ask students if they can make a guess about how these smiling people might be feeling. Point out other faces that are more somber. How do you think these people are feeling? The students will probably answer that the other people are not happy. Ask students if there are other ways to feel besides happy and sad. List other feelings that students offer on a white board, chalkboard, or large sheet of paper.

Assessment
• Students will be able to contribute at least one feeling to the list

LESSON TWO-(B)- FACES SHOW FEELINGS

(Kindergarten)
Objectives
• Students will listen to a story read aloud to understand the feelings of the main character.
• Students will be able to verbally describe times when they have experienced given emotions.
• Students will use facial expressions to accompany given emotions.
• Students will understand that all people share similar feelings.

Materials
• Perfect Picture Chartlet "Emotions" (Available at U.S. Toy)

Procedure
1. Read the story On Monday When It Rained. In each example, notice that the boy's face is showing how he is feeling. Have students make their faces look the same as the boy in the story as you are reading. After the story ask students if they have ever felt any of these same feelings.
2. Discuss several of the emotions from the story, allowing students to tell of times they felt the same emotion. Print words using poster-maker.
3. Ask students if they think all people have feelings. Look at the poster "Emotions". Point out that the children on the poster have different colors of skin, hair, eyes, noses, kinds of hair, and their own special face, but they all have feelings. Look at each child and name the emotion written under their picture. Ask students to tell what might have happened to make the child in the picture feel that way.
4. Ask children to tell how they would feel and how their face might look if...

Someone said they were nice.
Someone said they had funny hair.
Someone said they had muddy skin.
Someone calls you stupid.
Someone says they won't be your friend.
Someone asks you to play a game with them.

Add questions that are appropriate for your classroom.
5. Sing a version of the song "If You're Happy and You Know It" Start the first verse with "If you're happy and you know it...", then use the pages of On Monday When It Rained to begin each verse

Show the pictures of the boy's face in the order they are presented in the book and sing about the feeling and facial expression.

If you're happy and you know it, give a smile.
If you're happy and you know it, give a smile.
If you're happy and you know it,
Then your face will surely show it,
If you're happy and you know it,
Give a smile.

If you're disappointed and you know it
Look like this (make disappointed face)
If you're disappointed and you know it,
Then your face will surely show it.
If you're disappointed and you know it
Look like this (make disappointed face).

Repeat with other faces and feelings in On Monday When It Rained

Optional: Repeat, using feelings and faces from Emotions Poster

Assessment
• Students will be able to participate in class discussion about feelings.
• Students will be able to provide appropriate facial expressions to accompany emotions.
• Students will participate in singing the song.

LESSON TWO -(C)- HOW IT FEELS TO BE "NEW"

(Grades 1 - 3)
Objectives
• Students will understand the way other people might feel in a given situation.
• Students will understand that they can help a person in a difficult situation.

Materials
• Lifesavers or other 5 flavored candies.
• Container for holding candy. (Should not be able to see color of candy.)
• Stickers
• Small box or container
• Pieces of paper with situation written on it.

Procedure
1. Place stickers of one kind on 1 of each of the colors of candy.
2. Place a 2nd kind of sticker on 1 of each of the colors of candy.
3. Place a 3rd kind of sticker on 1 of each of the colors of candy.
4. Place all candy in the container.
5. Each student draws one candy from the jar.
6. Students with the same color of candy go to a certain area of the room.
7. Students with the first stickers are the leaders for their group discussion.
8. Students with the 2nd stickers are the reporters for their group.
9. Students with the 3rd stickers are to draw a situation for the box.

   (Situations in the box are as follows):
   There is a new student in the classroom.
   There is a student that doesn't speak English.
   There is a student who does not celebrate Christmas.
   There is a student who wears different-looking clothing than other members of the class.
   There is a student whose skin color is different than other members of the class.

10. Group is responsible for discussing how the student feels and how the group could help the student feel more comfortable.
11. Reporter reports to the class what the group decided.

Assessment
• Students will participate in the group discussion.
• Students will recognize the feeling of the student in the situation.
• Students will contribute appropriately to the situation's solution.
LESSON TWO-(D)-BEING DIFFERENT

(Grades 1 - 3)

Objectives

• Students will listen to the story Molly's Pilgrim by Barbara Cohen.
• Students will color drawings of main characters in the story.
• Students will make stick puppets.
• Students will appropriately determine the characters feelings as described in the story.

Materials

• Molly's Pilgrim by Barbara Cohen.
• Drawings of main characters in the story.
• Popsicle sticks
• Glue
• Colors

Procedure

1. Teacher reads Molly's Pilgrim.
2. Teacher asks the students questions about the characters feelings.
3. With publisher's permission, copy drawings of Molly, her mother, Mrs. Stickley, & Elizabeth.
4. Students color drawings, cut out & glue to popsicle sticks to create stick puppets.
5. As teacher reads the following, students hold up the correct puppet:

   'I'm worried about Molly. The kids tease her. She wants to go back to Goraduk.'

   'I don't want the kids to see my mother. She doesn't talk like other mothers.'

   'This doll is beautiful. I'm going to put it on my desk. It will remind us that Pilgrims still come to America.'

   'You talk funny, Molly. You look funny, Molly.'
'I'll talk with Molly's teacher. She'll make the other students stop teasing her.'

'How can anyone be so dumb. That's not a Pilgrim!'

'My face felt hot as fire. I looked at my desktop. I shoved the doll back into my desk.'

'I'd like to meet your mama, Molly. Please ask her to come to see me one day after school.'

Assessment
- Students will participate in the discussion of the story.
- Students will raise the appropriate stick puppet when the character's thoughts and feelings are described.

Follow-up activities
- Read Gooseberries to Oranges by the same author, Ellis Island by Steven Kroll, and From Far Away by Robert Munsch and Saoussan Askar.
- Compare and contrast feelings of immigrants long ago (Gooseberries to Oranges) and those of today. (From Far Away)

Leave these books in the classroom for students to reread at their leisure.

Optional Activities for Lesson Two
- Make a classroom book by having each student demonstrate an emotion with their face. Take individual photographs of students and then let them dictate or write a sentence about a time they felt this way. Include each page in a class book. Keep the book in the classroom for students to read. Make black and white copies to send home with individual students. This can be done using the format of On Monday When It Rained.
- Make another matching game by buying 2 of the "Emotions" posters. Cut out the individual pictures and back them with the same color of construction paper. Match and play "concentration" games with these photographs.
LESSON THREE--PEOPLE IN OTHER PLACES ON THE EARTH

ESL Standards
Goal 1. Standard 1--Activities A - F, H, I
   2--Activities A - I
   3--Activities A - I
Goal 2. Standard 1--Activities A - F, H, I
   2--Activities A - I
   3--Activities A - I
Goal 3. Standard 1--Activities A - I
   2--Activities A - I
   3--Activities A - I

LEARNING STRATEGIES
Direct Strategies--
   Memory
      Creating Mental Linkages--A - J
      Applying Images and Sounds--A - J
      Reviewing Well--A - J
      Employing Actions--A - J
Cognitive--
      Practicing--A - J
      Receiving and Sending Messages--A - J
      Analyzing and Reasoning--A - J
      Creating structure for input/output--A - J
Indirect Strategies--
      Metacognitive--A - J
      Affective--A - H, J
      Social--A - J

MULTIPLE INTELLIGENCES
• Bodily/Kinesthetic- Baking Bread, Tasting Bread, Making 'friendship' bracelet
• Interpersonal- Working well in small groups- baking bread, peer-editing, partnering
• Linguistic- Verbal Interactions- group discussions, counting to 10 in different languages, Saying hello in different languages, Word board, Acrostic poem, Autobiography, Letter-writing, Listening to language CD-Rom, Answering questions about pen pal's country, Reading pen pal's letter, Repeating common phrases in a different language
• Logical/Mathematical- Graphing favorite breads from taste test, Graphing residences, Venn diagram, Measuring
• Musical- Singing Continent Song, Hello Song, Japanese Number Song
• Visual/Spatial- Drawing pictures of houses and favorite meals, Pictures of self, family, class, Pictures and maps on computer
LESSON THREE-(A)- MAP AND GLOBE

(Kindergarten)
Objectives:
• Students will understand that a map and globe represent the water and land that make up planet Earth.
• Students will understand that the land on earth is divided into 7 continents.
• Students will memorize the names of the continents.

Materials
• Large globe and map of the world
• Copy of the continents song

Procedure:
1. Look at a globe and discuss the fact that it is a model of the earth. Find land and water.
2. Explain that a map is like a flattened out globe- it also shows where the land and water are located on planet Earth. Find land and water on a map.
3. Explain that the land on the Earth has large pieces of land called continents, and that each continent has a special name. Use a map that shows each continent in a different color. Point out the continent on which we live.
4. Teach children the song "Tell Me the Continents" to help them learn the names of the continents. Point to each continent on a map of continents only as the name is sung in the song. Sing the song throughout the remainder of the unit for review.

Tell me the continents. Tell me the continents. Tell me the continents, if you can. North America, South America, Europe, Asia, Africa. Don't forget Australia. Don't forget Australia. Don't forget Australia, and Antarctica.

Assessment
• Students will be able to locate land and water on a map and globe
• Students will be able to name all 7 continents as they sing the "Continent Song".

LESSON THREE-(B)- CHILDREN FROM DIFFERENT CONTINENTS

(Kindergarten)

Objectives
• Students will understand that people live all over the Earth, and in some ways their lives are like ours, and in some ways they are different.
• Students will predict the ages of the children in the photographs.

Materials
• Choose 1 child per continent to use for this lesson. Choose from children in the book Children Just Like Us. Make enlarged color copies of the children you have chosen. Also make enlarged color copies of the way they write their names, their favorite food, and their home.
• 7 pieces of poster board

Procedure
1. Use a map of the world that clearly defines continents, but also defines countries within the continents. Show how the continents are divided up into countries.
2. Display the pictures of the children one at a time, noticing differences in their faces, hair, skin tone. Tell the class that each of these children lives in a country on a different continent. Tell the children the names of the places each child is from and find each place on a map of the world. Have students tell what continent each country is on.
3. Have students guess the age of each of the children pictured, then tell the age of each child and write the age on a card that can be displayed with the children's pictures. Keep these photographs of children displayed in the room in such a way that more items can be added by each individual child. (One posterboard per child would work well.)
4. Tell the students you will look at ways these children are the same and different from each other and from them.
5. Keep these photographs of children displayed in the room in such a way that more items can be added by each child's picture.

Assessment
- Students will be able to notice differences among the photograph children in facial features, hair, and skin tone, and participate in a group discussion about these differences.
- Children will participate in predicting the ages of the children in the photographs.

LESSON THREE- (C)- LANGUAGES

(Kindergarten)
Objectives
- Students will understand that people all over the world use language to talk to each other, but that there are many different languages in the world.
- Students will be able to count to 10 in 3 different languages.
- Students will be able to say hello in several different languages.
- Students will listen to several different languages being spoken.

Materials
- Pictures of children from different countries used in activity 2
- Enlarged copies of each child's written name by them (write phonetic pronunciation on the back).
- Kidding Around CD by Greg and Steve (Youngheart Music)

Procedure
1. Direct the student's attention to the pictures of the children from different continents. Introduce the photograph children by telling their names one
at a time and placing their written name card beside their picture. Practice pronouncing the different names and notice how the letters in their language may be the same as and different from the letters in our language.
2. Read the book *People Say Hello*. Practice saying hello in different Languages. Read back through the book and find the continent where people use that language. Point out the fact that even on each continent people speak many different languages.

Sing "Say Hello" from Greg and Steve's *Kidding Around* CD. Sing verses of the song, substituting "hellos" in other languages throughout the lyrics.

3. Learn to count to 10 in 3 different languages. Have 10 objects you can use as counting manipulatives. Practice counting in these languages one at a time, until children can count to 10 in all three languages.

4. Listen to CDs of people speaking different languages.

Assessment
- Students will be able to say hello in at least 3 different languages.
- Students will be able to count to 10 in at least 3 different languages.
- Students will be able to listen attentively to the CD-Rom of different languages.

LESSON THREE-(D)- CLOTHING

(Kindergarten)

Objectives
- Students will understand that people wear many different types of clothing.
- Students will name types of clothing worn on different body parts.
- Students will listen to a story about hats worn in many different places on the Earth.
- Students will locate continents or countries on a map where the pictures of the hats in the story were taken.

Materials
- Photographs of children used in previous activities
- White board, chalk board, or large piece of white paper for listing
Procedure
1. Draw the children's attention to the display of children's photographs. Notice the clothing they are wearing. Discuss how it is the same and different from clothing the students in the class wear. Question children and help them "discover" the idea that climate influences clothing.
2. Talk about the names for clothing we wear. When children have offered suggestions, tell them you will make a list of items that are worn on different body parts.

Use a white board, chalkboard, or large piece of white paper to make lists of things we wear on our bodies, our feet, our hands, our ears, and on our heads. As the list is made for headwear, the list will include many types of hats. Tell children that people all over the world wear things on their bodies, feet, hands, ears and heads.

3. Introduce the story Hats, Hats, Hats by telling children that it shows hats from many places on the earth. Read the story. Look at a map to find the places where the pictures in the story were taken. Younger students can name the continent the picture was taken on. Older students can name the country the picture was taken in.

Assessment
• Students will be able to add to the list of types of clothing.
• Students will be able to participate in class discussion about similarities and differences in clothing worn by paper children and by them.
• Students will correctly name continents or countries where the photographs from the book were taken.
• Students will listen attentively as the story is read.
LESSON THREE-(E)-HOMES

(Kindergarten)
Objectives
• Students will understand that people live in many types of houses.
• Students will learn/review their own addresses.
• Students will listen to a story about houses in other parts of the world.
• Students will use different languages to say "This is my house" while listening to the story.

Materials:
• Large pieces of drawing paper and crayons for each child
• Each child's address written on paper so that it can be copied by the child
• Dorros, A. *This Is My House*, 1992, New York: Scholastic

Procedure
1. Discuss the types of places children in your class live. Does anyone live in a house, an apartment, a condominium, a duplex, a trailer?
2. Allow children to draw a picture of their house and label it with their address. Have addresses printed on paper for students to copy if necessary.
3. Read the story *This Is My House*. Discuss the different types of houses as you read the story. (You can also try to say "This is my house" in the different languages on each page.) Be sure to read the part on the dedication page at the beginning of the book that says, "The houses pictured in this book are not the only types to be found in the respective countries. In any country many types of housing can be found."

Assessment
• Students will be able to draw a picture of their own house.
• Students will memorize own address.
• Students will be able to name the type of residence they live in.
• Students will listen attentively as the story is read.
• Students will participate in saying "This is my house" in different languages as the story is read.
LESSON THREE-(F) LANDS, LANGUAGES, CLOTHING, HOMES

(Grades 1 - 3)

Objectives

- Students will generate a class descriptive word board.
- Students will write an acrostic poem describing themselves.
- Students will write an autobiography.
- Students will write complete sentences.
- Students will create paragraphs.
- Students will write sentences that follow the rules for capitalization.
- Students will use correct punctuation.
- Students will type acrostic poem and autobiography using a WORD computer program.

Materials

- Paper
- Pencil
- Word board
- Computer
- Colored construction paper
- Glue
- 1 picture of themselves (Get parental permission)
- 1 picture of their families in front of their residence (Get parental permission)

Procedure

1. Students write complete sentences supplying the following information:
   - Name, age, pets, favorite sports, hobby, entertainment, favorite things about school, information about your family, description of home, town, weather where you live, and favorite foods.
2. Students write sentences following rules for capitalization and punctuation.
3. Students convert these sentences into paragraphs.
4. Students print their autobiographies on computer using their favorite font.
5. Using the word board, students create an acrostic poem of their name.
6. Students type this on size 16 or 18 font size & print.
7. Students mat their poems on construction paper.
8. Using the same color, students mount their autobiographies.
9. On a third piece of construction paper, students mount picture of themselves, and picture of their family in front of their residence.
10. Students staple the first, second and third papers together.
11. Teacher displays each.

Assessment
- Students write in complete sentences.
- Students use correct capitalization.
- Students use correct punctuation.
- Students create paragraphs.
- Students create an acrostic poem.
- Students type and print poem and autobiography using correct size font.
- Students mount these on construction paper.

100% accuracy = 5 points
90% accuracy = 4 points
80% accuracy = 3 points
70% accuracy = 2 points

LESSON THREE-(G)-LANDS, LANGUAGES, CLOTHING, HOMES

(Grades 1 - 3)
Objectives
- Students will write a pen pal letter to a student from another country.
- Students will research information about that student's country/province.
- Students will answer questions concerning that research.
- Students will listen to pen pal's native language.
- Students will make a 'Friendship' bracelet.
Materials
• Computer
• Autobiography
• Heavy cord/thread
• Several medium beads
• Scissors
• Ruler
• Class picture
• Typing paper
• Envelopes
• 1 postage stamp
• All-in-One Language Fun! CD-Rom by Syracuse Language Systems
  Programs Integrating Technology into the Language Arts Curriculum by
  Teacher Created Materials, Inc., pg. 90.

Procedure
1. Teacher copies pg. 90 of Integrating Technology into the Language Arts
   Curriculum on the postermaker machine.
2. Students are told that they will be writing to pen pals in another country.
3. Students are divided into 2 groups: those who have Japanese pen pals and
   those who have Quebecean (Canadian) pen pals based on names found at
   http://www.stolef.edu/network/iecc/
4. Teacher hands students their pen pal's name, address, etc.
5. Based on large poster of friendly letter (pg. 90) and their autobiography,
   students write a letter to their pen pal.
6. After teacher checks their letters, students type and print them.
7. Student measures and cuts (3) 12-inch pieces of colored cord for a
   friendship bracelet.
8. Student selects 8 - 10 medium colored beads.
9. Student slides beads over the 3 cords and centers them.
10. Student ties knots next to both ends of beads. (Teacher may need to make
    sure knots are secure.)
11. Older students can lash several knots on both ends by braiding cord.
12. All students can place bracelet on their own wrist and cut the cord 3
    inches longer than their own wrist.
13. Students should tie knots at each end of bracelet based on the length of
    their own wrist.
14. Teacher cuts typing paper in half (long way) and gives each student one half sheet of paper.
15. Using the whiteboard, teacher demonstrates how to address an envelope.
16. On their practice paper, students write their return address (school's) and their pen pal's address.
17. After teacher checks all practice envelopes for accuracy, teacher passes out real envelopes.
18. Students address their pen pal's real envelopes.
19. Teacher shows students how to fold their letters.
20. Students fold letters.
21. Students place letters, 'friendship' bracelets, a picture of themselves, a picture with their families, and a picture of their class in the envelope, place postage stamp on envelope and seal.

Assessment
- Students use correct format for friendly letter.
- Students use complete sentences.
- Students use rules for capitalization.
- Students use rules for punctuation.
- Students use correct format for addressing envelopes.
- Students type and print letters.
- Students complete 'friendship' bracelet.

100% accuracy = 5 points
90% accuracy = 4 points
80% accuracy = 3 points
70% accuracy = 2 points

LESSON THREE (H)-LANDS, LANGUAGES, CLOTHING, HOMES

(Grades 1 - 3)
Objectives
- Using the internet, students research pen pal's native country.
- Students will answer questions about pen pal's country.
- Students will locate pen pal's city on map and color map.
- Students will listen to some of pen pal's native language.
- Students will learn some basic expressions in pen pal's language.
Materials
- Computer
- Website--www.lonelyplanet.com/
- Maps! The World and United States by Teacher's Friend Publications
- All-in-One Language Fun! CD-Rom by A Syracuse Language Systems Program (at public library)
- A Trip Around the World by Carson-Dellosa Publishing Company, Inc.

Procedure
1. With a partner, students click on to www.lonelyplanet.com/, then click on Worldguide.
2. Students write down the area, population, capital city, information regarding the people, language, religion and government at the introduction of their pen pal's country.
3. Students answer the following questions:
   How would you get there?
   What are some of its large cities?
   What are some of its events?
   What was on the slideshow?
4. Teacher copies maps of Canada (pg. 36) and Japan (pg.21) of Maps! The World and United States.
5. Students locate pen pal's city based on internet website above.
6. Students draw a writing pen with its point close to pen pal's city.
7. Students label major cities on map.
8. Students color map.
9. Students listen to All-in-One Language Fun! CD-Rom in pen pal's language.
10. Teacher copies pgs. 78 and 96 in A Trip Around the World.
11. Students use these pages as a reference to say several everyday expressions.
12. Teacher says the expression. Student repeats the expression.
13. Teacher leads the class in the Japanese number song. (pg. 78)

Related activities
- Leave books like Homes Keep Us Warm by Lee Sullivan Hill in the room for students to refer to later.
Students may play one of 27 games in Spanish, French, German, Japanese, or English using All-in-One Language Fun! CD-Rom by A Syracuse Language Systems Program.

Assessment
- Students locate website.
- Students answer questions concerning pen pal's country.
- Students label and color pen pal's country accurately.
- Students listen to CD-Rom for pen pal's language.
- Students join in practicing several expressions of pen pal's language.

100% accuracy = 5 points
90% accuracy = 4 points
80% accuracy = 3 points

LESSON THREE-(I)-LANDS, LANGUAGES, CLOTHING, HOMES

(Grades 1 - 3)
Objectives
- Students will read letter from their pen pals.
- Students will recognize similarities and differences in the lives of they and their pen pals.
- Students will make a Venn diagram comparing their pen pal's lives and their own.
- Students will have a peer check their work before turning in to teacher.

Materials
- Pen pal's letter
- Paper
- Pencil
- Round cottage cheese container lid

Procedure
1. Student reads pen pal's letter.
2. Teacher tells students to list ways he and his pen pal are the same and ways they are different. (language, homes, clothing, food, country, anything they can think of)
3. Student makes lists of similarities and differences.
4. On separate paper, student draws a Venn diagram using round lid for making circles.
5. Student titles Venn diagram--"My Pen Pal and Me".
6. Inside top of left circle, student writes Pen Pal.
7. Inside top of right circle, student writes Me.
8. Using lists of similarities and differences, students place these items correctly on Venn diagram.
9. Peer checks student's work.

Related activities
• Students journal-write about what they enjoyed learning about their pen pals.
• Students journal-write about what they enjoyed learning in this unit.

Assessment
• Student lists similarities and differences of lives of they and pen pals.
• Student draws Venn diagram, labeling accurately.
• Student places similarities in correct position and differences in correct position.

100% accuracy = 5 points
90% accuracy = 4 points
80% accuracy = 3 points
70% accuracy = 2 points

Other related activities
• Make a class haiku poem.
• Create origami figures.
• Read-a-loud children's books that are about Japanese and French Canadian children.
• Watch videos about the lives of the Japanese and French Canadians.
LESSON THREE-J-FOODS

(Grades K - 3)

Objectives

• Students will understand that all people eat foods, although what they eat may be the same as or different from what they are used to eating.
• Students will listen to a story about bread that is read aloud.
• Students will understand that people all over the world eat bread.
• Students will taste types of bread from a variety of cultures.

Materials

• 1 paper plate and set of crayons for each child
• Morris, A.  Bread, Bread, Bread
• Assortment of breads for tasting
• Bread Around the World (Grades 1 - 3) by Evan-Moor Educational Publishers
• A Trip Around the World by Carson-Dellosa Publishing Company, Inc.
• Graph worksheet for each child
• Food Pyramid Poster or copy poster at: http://www.nal.usda.gov/fnic/etext/000023.html
• Ingredients and Utensils for Baking Bread

Procedure:

(Kindergarten)
1. Discuss the kinds of foods the children in your class eat for breakfast, lunch, dinner and snacks.
2. Children draw their favorite lunch or dinner meal on a paper plate and tell the class about their favorite foods.

(Kindergarten with Grades 1 - 3)
3. Draw students' attention to the display of paper children. One at a time, show and add copied pictures of the paper children's favorite foods. Discuss differences and similarities in the foods they eat and the foods we eat.
4. Tell the students that you are going to read a story about a kind of food everyone around the world eats. Show the cover of the book and let the students tell what that food is. Read the story Bread, Bread, Bread by
Ann Morris. Use the information in the back of the book to locate the
country or continent each pictured bread is from.
5. Teacher hands a copy of pg. 16 Breads Around the World to older
students.
6. Provide an assortment of some of the breads mentioned in the book for
the students to taste.
7. Teacher makes a graph that shows which bread was each student's
favorite.
8. Add a breadbasket of breads from different cultures to the dramatic play
area. Introduce this to the group and discuss the breads before adding
them. (This is available from U. S. Toy Company)
9. Introduce the Food Pyramid. Let children see that bread is a food that is
good for you. Look at the different types of items pictured that are in the
bread "family"- pastas, cereals, etc.
10. Divide each class into 2 groups. Teachers will have previously decided
who the Kindergarten/1st - 3rd pairs will be. Have each group work with
a parent volunteer to supervise the activity.
11. Using recipe from A Trip Around the World, pg. 6 (tortillas) or pg. 88
(damper bread). Older children will read recipe, and help mix
ingredients for their kind of bread. The 2 groups can share bread with
each other.

Recipe for Tortillas

Ingredients:
4 cups of corn, wheat or white flour
3/4 cup hot water
1 tsp. salt
1 cup shortening

Directions:
Mix flour, salt and shortening. Add hot water a little at a time (more than
3/4 cup may be needed). Mix until firm and let stand. Roll a heaping
tablespoon of the dough with a rolling pin until it is smooth and thin.
Cook on a hot griddle over a low flame until moderately brown. Butter
and serve as bread with meal or as a snack.
Recipe for Damper Bread

Ingredients:
6 cups self-rising flour
3 teaspoons salt
3/4 cup margarine
1 cup milk
1 cup water

Directions:
Mix flour and salt in a bowl. Cut in margarine and mix well. Add water and milk. Mix until well blended. Set aside in a bowl covered with a damp cloth and let rise for 35 - 40 minutes. Put on a floured board and knead lightly. Shape into two round loaves and put on a greased cookie sheet. Before baking, cut an "x" on the top of the loaves about 1/2" deep. Brush the tops of loaves with milk. Bake for 10 minutes in a 400 degree oven. Reduce heat to 350 degrees for 15 minutes. Let cool and enjoy.

12. Take pictures during the activity and afterwards have students sequence the pictures in the correct order and tell the story of how they made bread.

Assessment
• Students will be able to actively participate in class discussions.
• Students will be able to accurately draw foods they like.
• Students will listen attentively as the story is read.
• Students will be able to locate and name the countries or continents where the photographs in the story were taken.
• Students will be able to choose which bread is their favorite from the taste test options.
• Students will be able to make a graph that shows the favorite breads from the taste test of the whole class.
• Students will understand that bread is a healthy food choice.
• Students will participate effectively in group cooking experience.

Culminating Activities
RESOURCES
WE ARE THE SAME/ WE ARE DIFFERENT UNIT

Literature Selections:
Dorros, A. This is My House. 1992, New York: Scholastic.

CD-Rom:

Trade Books:
Integrating Technology into the Language Arts Curriculum, Primary. Teacher Created Materials, Inc.
Integrating Technology into the Social Studies Curriculum, Challenging. Teacher Created Materials, Inc.

Charts:
Perfect Picture Chartlet "Emotions". (Available at U.S. Toy).
Websites:
http://www.stolef.edu/network/iecc/