



Lesson 1

Lesson 1;

American Flavor...A Cultural Salad of Diversity

Objectives:

1. Students will understand who we are (as a country) by examining the different foods and customs that represent the different cultures and geographic areas of the country.
2. Students will understand that their families (ancestors) participated in making the country what it is today.
3. Students will examine the diversity within their own class and in other locations throughout the country.

Materials:

Book: *I Am America* by Charles Smith

We the Civics Kids student magazine for lesson one

“What's for Lunch?” Venn Diagram and Sample Menu

Creating a Class Quilt direction sheet

White paper

Colored construction paper

Markers, crayons, glue, tape

Roll of bulletin board paper (optional)

Student Voice Bulletin Board Activity

Literacy Link Book with bookmark: *Everybody Cooks Rice* by Norah Dooley

Common Core Standards:

- CCSS-ELA-Literacy RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS-ELA-Literacy RI 4.3 Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- CCSS-ELA-Literacy SL 4.1 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

National Standards for Civics and Government

NSS-C. K-4.2 Values and Principles of Democracy

What are the Basic Values and Principles of American Democracy?

- What are the benefits of diversity in the United States?
- How should conflicts about diversity be prevented or managed?
- How can people work together to promote the values and principles of American democracy?

NSS-C. K-4.5 Roles of the Citizens

What are the Roles of the Citizens in American Democracy?

- What does it mean to be a citizen of the United States?
- How does a person become a citizen?
- How does it protect the individual rights and promote the common good?



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Lesson Procedures: Session 1

1. Read *I Am America* by Charles Smith to the class. Ask students what is meant by the children's words. What does it tell you about America?
2. Explain to the class that America is sometimes referred to as the *Land of Immigrants*. Originally Native Americans were the only people living in what is now the United States. Over the years people from other countries came to settle in our country. Today, people still come here to make their home.
3. Play the School House Rock video, "Great American Melting Pot", from YouTube or the *America School House Rock* DVD.
4. Ask students why people came to America? What did they bring with them? What is meant that America is a "melting pot"?
5. Ask students to share what they know about their heritage; that is, what they know about their customs and traditions.

Lesson Procedures: Session 2

1. Distribute the We the Civics Kids magazine for lesson one. Discuss the cover and title captions. Before reading the narrative for lesson one, ask students the following questions:
 - 🌐 What are some of your favorite foods?
 - 🌐 Do you know from where these foods originally came?
2. Share some of your own personal foods as well.
3. Read and discuss *American Flavors: A Cultural Salad of Diversity* and identify any of the foods that they recognize. Give students the opportunity to share any stories about times they tried one or more of these foods.
4. Introduce the *Sticky Situation* and brainstorm with the class all the possible actions one could take. Decide on the best action and how to execute it.

Lesson Procedures: Session 3 - 4

1. Recall or reread the book *I Am America*.
2. Ask students if they were to write a page in this book about themselves, what would it say? (You might give some ideas to help students understand the pattern.)
 - a. I am soccer
 - b. I am ballet
 - c. I am a Snickers bar
 - d. I am my Mom's eyes
3. Distribute the direction sheet for making a class quilt and discuss.
4. Set up a materials center or distribute materials directly to the student. Have them first make a practice copy, then a final copy for the quilt.
5. Let the students know that the quilt can be constructed on a bulletin board and hung with tape on the back,, or the squares can be mounted on a large piece of paper. By leaving a six inch border at the top, you can fold the top down and staple to make a pocket. This will allow for a dowel or meter stick to be threaded through the pocket for hanging.
6. When complete, explain how this *I Am America* quilt shows our diversity. It shows how different we can be in what we do or like, but how we are the same in that we are all members of this class just like we are all citizens in our country.

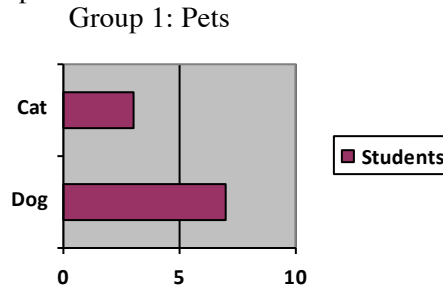
Lesson Procedures: Session 5

1. Distribute the Student Profile sheet. Explain that students will not have to provide their names to the activity sheet, but we would like to get a "snapshot" of the students in class, their likes and dislikes.
2. Ask each student to complete the sheet.
3. Collect and cut the questions apart into strips. Organize students into 8 groups. Each group will receive the strips with the same question number (All the # 1 strips for group one: All the #2 strips for group two, etc.)



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4. Student groups will organize the data from their strips and present the information on a bar graph: For Example:



5. Student groups will present their data to the class and discuss. Post all the graphs so students can review the findings.
6. (*See Extension Lesson*)

Lesson Procedures: Session 6

1. Distribute the activity and menus for *What's for Lunch?* After providing the instructions, have students work in small group or individually.
2. Ask students to report out what items they found were the same on both menus. What does that tell you about you and the other school students?
3. Ask students to report out what items were different. Locate the school on a US map. Does its location give you any hints for why these foods appear on their menu and not yours?

Lesson Extension:

1. Join a project or post one of your own on **e-Pals Global Community**. Your students will be able to interact with students from across the United States. This site provides an opportunity for students to develop an understanding of what it is like to live in other regions, and an appreciation of the diversity in the US.
2. The Lesson 5 activity has applications for an e-pals project. Using the student profile sheet, other classrooms can complete the project as done in Lesson 5. If graphs are computer generated, classrooms can share their completed graphs electronically. Your students could add the data from the other classrooms to their own bar graph.
3. Students in the project could share information regarding their location in the US. In addition to the diversity noted between groups, a comparison of results could be studied regarding the location, climate, etc., for instance - a location in an urban area such as New York City would explain a high number in apartment living.

Literacy Links:

- *One Green Apple* by Eve Bunting
- Literacy Link book with bookmark: *Everybody Cooks Rice* by Norah Dooley

Tech Connections:

- <http://www.pbskids.org/bigapplehistory/immigration/index-flash.html>
- <http://www.teacher.scholastic.com/activities/immigration/>
- YouTube "Great American Melting Pot"