

## Celebrating Diversity and Heritage

<b><u>Objective</u></b>	<ul style="list-style-type: none"><li>• Learn about his or her family heritage and celebrate the diversity of our class.</li><li>• Involve parents or guardians in the classroom community through family homework assignments.</li></ul>
<b><u>Environment</u></b>	<ul style="list-style-type: none"><li>• In a classroom with computers</li></ul>
<b><u>Students</u></b>	<ul style="list-style-type: none"><li>• Any student grades 3-6</li></ul>
<b><u>Standards</u></b>	<ul style="list-style-type: none"><li>• History 3.1 Students will describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past</li></ul>
<b><u>Materials</u></b>	<ul style="list-style-type: none"><li>• Computers</li></ul>
<b><u>Procedures</u></b>	<ul style="list-style-type: none"><li>• Day 1: We talk about everyone's different intelligences and contributions to class. What other ways are we different? One difference is that we all have different family stories. Teacher tells his or her own family story-where parents are from, how they came to the US, how they came to Phoenix. Students' homework is to go home and interview a family member about their own family story, finding out specific countries of origin, narratives, and symbols that represent their history. They can record their notes on <a href="http://doitdoitdone.com">doitdoitdone.com</a>.</li><li>• Day 2: Using classroom computers, students can pull up their family notes, look up flags from countries of origin. Students will make a heritage shield using symbols that represent their family, flags from their country/countries of origin, and a picture representing their story. Using the notes they put on <a href="http://doitdoitdone.com">doitdoitdone.com</a>, students will write out their family story in a narrative form. When class is finished, students will sit in a circle and share their heritage shields. Discuss similarities in</li></ul>

	stories: hardships, countries of origin, how families migrated here, etc.
<b><u>Application</u></b>	<ul style="list-style-type: none"><li>• Students completed family interview, allowed directions to make shield, and shared with the class.</li></ul>
<b><u>References</u></b>	<ul style="list-style-type: none"><li>• <a href="http://www.lessonplanspage.com/SSLAOMDCommunityUnit-CelebratingDiversityHeritageL36.htm">http://www.lessonplanspage.com/SSLAOMDCommunityUnit-CelebratingDiversityHeritageL36.htm</a></li></ul>