

Unit 1: Journey Filipinas

Lesson 1: Who Am I?

Background

As students seek to understand the complexities of the world, they soon come to find, that they too, play a part in the dynamics of human diversity. Wanting to fulfill the need to “belong,” they become vulnerable to their surrounding influence, including one’s culture, peer and interest groups, and institutional influences. By having a clear understanding and value of one’s culture, race, ethnicity, and nationality, students can grow to understand and appreciate their historical and cultural roots, and develop a healthy sense of belonging and personal pride.

Connections to NCSS Standards

Culture: The students explore and ask questions about the nature of culture and specific aspects of culture, and the influence of those aspects on human behavior.

Time, Continuity, and Change: The students expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.

Individual Development and Identity: The students begin to explain self in relation to others in the society and culture.

Individuals, Groups, and Institutions: The students examine the ways in which institutions change over time, promote social conformity, and influence culture.

Civic Ideals and Practices: The students analyze and evaluate the relationships between ideals and practice.

Lesson Objectives

The students will be able to:

- explore diversity as it relates to one’s cultural, ethnic, and social backgrounds.
- analyze one’s unique self in a diverse world and to accurately create a visual representation of oneself
- interpret oneself through a “Metaphor Box” with tangible and intangible items that metaphorically represent him or her

Time: 1-2 weeks

Materials

Teacher

- chart papers
- markers
- “Metaphorically Me” sheets (pdf)

Student

- large sheets of butcher paper (5’ to 6’ long)
- color tools
- personally decorated shoe box into “Metaphorically Me Box”

Procedure

A. Opening: Diversity in Culture, Ethnicity, Race, Nationality

1. Before the students begin class, post up charts on different walls of the room, each labeled with one of the following words:
 - a. Culture
 - b. Ethnicity
 - c. Race
 - d. Nationality

2. When the students are settled, write the four words on the board and ask: "What is culture, ethnicity, race, and nationality?"
3. Write down the students' thoughts under the word they address, then have them look at their collective comments:
 - a. Culture – your lifestyle, interests, values, practice, of a particular people, dress, language, food
 - b. Ethnicity – your lineage, bloodlike, ancestry, roots, heritage, trace roots
 - c. Race – groupings based on physical characteristics – skin color, hair texture, facial features, build
 - d. Nationality – nations whose laws you follow, citizenship, political label, where one is born
4. After the students have reviewed the descriptions of each of the words, invite the students to move around the room to demonstrate their understanding of each word by writing a description about themselves on each labeled chart.
5. After the class has settled back into their seats, ask the students if they can see similarities and differences on each of the charts:

Example:

Cultures can include people who like to play sports, as well as, people who like to play specific sports

6. Explain to the students that there is a special word that explains how people can be "the same, yet, different," at the same time. This word is called: DIVERSITY.

7. Have the students explain how diversity is important in our school, our community, and society in general.
8. Allow the students to share.

B. The Colors of Us

1. Read Karen Katz, The Color of Us.
2. After reading the book, have the students share the message they learned from the author.
3. Tell the students that, in order to celebrate our diverse "colors," they will create a life-size drawing of themselves that will reveal one's Voice, Deeds, Appearance, and Thoughts and Feelings, including features that symbolize one's culture, ethnicity, race, and nationality.
4. Pair the students up. One student can lie down in the middle of the butcher paper to be traced. Then have them switch.
5. After tracing, each student can outline their "body" with a black marker and begin working on the details of their drawing.
6. After the students have drawn in the details of their physical appearance, have them add to their picture, the following:
 - a. Voice – words, phrases, statements that convey one's thoughts, beliefs, personality, and/or attitude
 - b. Deeds (Culture) – reveals one's personality, attitude, beliefs, interests, traditions
 - c. Appearance (Race) – the physical details of oneself - hair color, eye color, skin color, height, facial features, as well as, distinguishing features

- d. Thoughts and Feelings – reveals one's inner self, one's mind and heart
 - e. Ethnicity – heritage, ancestral roots (family name)
 - f. Nationality – citizenship
7. After a student finishes his or her drawing, he or she can help another peer. *Note: This activity may take about a week, if class time is limited on a daily basis.
 8. Allow time for students to present their life-size drawing to the class; encourage the audience to ask questions to learn more about each other.
 9. To end, have the students join again with their partner to compare and contrast the facts about each other.

C. Closing: Metaphorically Me!

1. Tell the students that they will need to take their "Metaphorically Me Box" home to fill it with items that represent them metaphorically, in terms of their culture, ethnicity, race, and nationality.
2. Pass out the "Metaphorically Me" sheet for the students to view. Explain to the students that as they place items into their box, they will need to write on their sheet how it represents them.
3. Encourage the students to be creative and thoughtful, as they think about what items they choose to put into their box. They may look for items around the house, ask family members to help them find specific items, and draw a picture if an important item cannot be found.
4. After all students have brought in their boxes, allow time for sharing.

Suggested Assessment

In written format, the students are able to identify the terms: culture, ethnicity, race, and nationality, and provide general, as well as, specific examples for each.

In small groups, the students can develop a persuasive video presentation on how their school can support a "Celebration for Diversity," which will include the diversity of culture, ethnicity, race, and nationality.

Enrich/Extend

Have the students study George Ella Lyon's poem, "Where I'm From". Then have the students write their own "Where I'm From" poem using significant experiences, thoughts and feelings, and personal knowledge from their own life. When done, encourage the students to present their poem in a "Poetry Slam" at their school.

Resources

Print

1. The Colors of Us, Karen Katz
2. "Where I'm From" poem by George Ella Lyon
3. Christensen, L. (2001). "Where I'm From: Inviting Students' Lives into the Classroom in Rethinking Our Classrooms, Milwaukee: Rethinking Schools Ltd. Volume 2, pp. 6-10.
4. "Metaphorically Me!" sheet (pdf)