

Teacher's Guide

N I E W E E K 2 0 0 5



All Together Now

*Living and Learning in
A Multicultural Society*



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All Together Now
Living and Learning in a Multicultural Society

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Use The News Foundation

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Introduction

NIE Week 2005 Partners

Newspaper In Education Week is a joint program of the Newspaper Association of America Foundation, the International Reading Association and the National Council for the Social Studies. It is observed the first full week of March; for 2005, NIE Week takes place March 7–11. The goal of the program is to reinforce a positive and relevant lifetime reading habit in students by engaging them with an authentic text—the newspaper.

About the Organizations

Newspaper Association of America Foundation

The NAA Foundation is dedicated to developing future readers by encouraging them to acquire and value information from newspapers and other media. The Foundation will achieve this mission by:

- Promoting and operating programs that encourage newspaper use by young people
- Forming strategic alliances
- Bestowing targeted grants to leverage Foundation resources
- Improving youth literacy through family and community initiatives.

The Foundation supports local Newspaper In Education efforts through curriculum development, consultation, conferences, awards programs, training, a newsletter and computer services. The Foundation works cooperatively with state and local reading and social studies councils and newspapers throughout North America to promote NIE Week.

The International Reading Association

The International Reading Association is an organization of 90,000 members, including teachers, reading specialists, librarians, university professors, administrators, researchers, psychologists and others interested in promoting reading and better reading instruction. The IRA serves as an advocate and leader in the universal quest for literacy and is dedicated to service on an international scale. It has more than 1,300 councils functioning at the national, state and local levels. The IRA achieves its outreach through publications, conferences, journals and committees.

The National Council for the Social Studies

The National Council for the Social Studies is the largest association in North America devoted solely to social studies education. The NCSS serves as an umbrella organization for elementary and secondary-level teachers of history, geography, economics, political science, sociology, psychology, anthropology and law-related education. The NCSS has more than 26,000 individual and institutional members in all 50 states, the District of Columbia, Canada and 69 other countries. Membership is organized into a network of more than 110 affiliated councils representing professionals such as classroom teachers, curriculum designers, curriculum specialists, university faculty and leaders in the various disciplines that constitute the social studies.

Additional information about NIE Week programs is available from each sponsoring organization:

Newspaper Association of America Foundation

1921 Gallows Rd., Suite 600
Vienna, VA 22182
(703) 902-1728
www.naa.org/foundation

International Reading Association

P.O. Box 8139
Newark, DE 19714-8139
(302) 731-1600
www.ira.org

National Council for the Social Studies

8555 16th St., Suite 500
Silver Spring, MD 20910
(800) 336-7323
www.ncss.org

About Newspapers and Multicultural Literacy

Multicultural literacy is not about helping minority cultures adapt to a majority culture — it is about all of us learning together. We all come from different cultures and backgrounds. We benefit in personal, social and educational ways when we learn from the cultures of others. This teacher’s guide looks at the role the newspaper can play in developing children’s literacy skills in a multicultural society. The activities are based on accepted education theories about the way children learn and the resources children bring to the learning setting.

How We Learn

Learning is an active process. We do not just sit and absorb new information; we consciously and actively integrate it into our existing knowledge base. Current educational theories describe how we construct meaning from text by making connections between new material and our previous knowledge and experience. The term “schema” is used to identify the system by which we organize what we know into meaningful constructs. Many effective instructional practices are based on the work of psychologist Lev Vygotsky, who emphasizes the social nature of learning: we learn by interacting with others. The term most frequently associated with Vygotsky is “zone of proximal development” (ZPD). Our ZPD is the theoretical distance between what we can learn on our own and what we can learn through interacting with others. Vygotsky states that we use social processes and cultural resources of all kinds to construct knowledge. The more we can bring to the learning task, the more easily we can integrate new information into our existing schema. Diversity, then, plays a powerful role in expanding our personal knowledge base — our schema for the way we organize language, learning and the world. Activities that engage students with other cultures provide those students with valuable cultural resources and experiences they will bring to new learning situations.

‘Funds of Knowledge’

Louis Moll, a noted expert in multicultural education, also stresses the importance of the social and cultural knowledge children bring to the learning situation. He refers to these resources as “funds of knowledge.” Funds of knowledge include familiar histories, family networks, educational history, language use and child-rearing ideologies. An understanding of the funds of knowledge that exist for individual students, cultural/ethnic groups and communities helps teachers select appropriate teaching strategies and instructional materials for their students. Students who are engaged in experiences with other cultural/ethnic groups expand their own funds of knowledge. Teachers, too, expand their funds of knowledge when they provide opportunities for students to teach each other about their home cultures.

Multicultural Aspects of Reading and Writing

Children's funds of knowledge, previous experiences and comfort with different languages affect their ability to comprehend written text. It is challenging, for example, for children who have lived only in the American Southwest to truly understand the dangers of traveling on snowy, ice-covered roads because they have never experienced severe winter weather. These children might have difficulty answering inferential comprehension questions from a text passage about a blizzard. Similarly, children from the Northeast might have difficulty answering questions from a passage about a family in the Southwest making tamales.

It is not possible for all children to travel everywhere in the world and to experience every type of climate or taste every kind of food. However, they can learn from students in their classroom who have different cultural backgrounds and experiences. They can participate in community activities hosted by different cultural groups. They can learn words and phrases from other languages.

In reading instruction, teachers design activities to "activate students' prior knowledge" so they are ready to make connections between what they already know and new information. The more prior knowledge children have, the easier it is for them to integrate new information into their existing schema. It is important for children from majority and minority groups to share each other's cultures and languages so they all will be equipped to understand the world in which they live.

The Newspaper as an Instructional Tool for Multicultural Literacy

As students' experiences with the cultural diversity in their community grow, so do the "funds of knowledge" they bring to the learning experience. The newspaper is perhaps the best reflection of a community's cultural, ethnic and linguistic diversity.

- Students will find celebrations, special events and language related to cultural groups other than their own.
- Newspaper coverage affirms the value of diverse cultures in the community.
- Many newspaper stories and features address family-related issues. Newspaper content provides opportunities for families and children to learn together.
- Newspaper content provides many opportunities for teachers to teach within students' zones of proximal development. That is, teachers can use activities to guide students to learn materials they could not learn on their own.
- Newspaper activities for small groups provide the social interaction necessary for children to learn from each other.

National Standards and Multicultural Literacy

The principles of multicultural literacy reflect the goals of national standards in many different content areas. These standards are reflected in the content standards of individual states. These standards include:

Standards for the English Language Arts

(Sponsored by the National Council of Teachers of English and the International Reading Association)

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.
- Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.

National Standards for Arts Education

- Students know and compare the characteristics of artworks in various eras and cultures.
- Students describe and place a variety of art objects in historical and cultural contexts.
- Students analyze, describe and demonstrate how factors of time and place (such as climate, resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art.

National Standards for Civics and Government

- What is the relationship of the United States to other nations and to world affairs?
- How is the world organized politically?
- How has the United States influenced other nations and how have other nations influenced American politics and society?

The National Council for the Social Studies

- Social studies programs should include experiences that provide for the study of culture and cultural diversity.
 - Human beings create, learn and adapt culture. Culture helps us to understand ourselves as both individuals and members of various groups. Human cultures exhibit both similarities and differences. We all, for example, have systems of beliefs, knowledge, values and traditions. Each system also is unique. In a democratic and multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. This understanding will allow them to relate to people in our nation and throughout the world.
- Social studies programs should include experiences that provide for the study of individual development and identity.
 - Personal identity is shaped by one's culture, by groups and by institutional influences. How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? Questions such as these are central to the study of how individuals develop from youth to adulthood.
- Social studies programs should include experiences that provide for the study of the ideals, principles and practices of citizenship in a democratic republic.
 - An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. All people have a stake in examining civic ideals and practices across time and in diverse societies as well as at home, and in determining how to close the gap between present practices and the ideals upon which our democratic republic is based.

A Message to Educators:

Using This Teacher's Guide

It has been said that we are all immigrants at some point in our lives. Traditionally, we think of an immigrant as someone who has moved from a home country to another country, where the language, customs and culture may be new and challenging. One can be an immigrant within a country as well. People who move from the Northeast to the Southwest often encounter a different culture. People who move from a rural area to a city often feel they are entering a new and unfamiliar world. The “immigration” route may be as short as moving from one school district to another. When people emigrate from another country or geographic region to another, they find linguistic and cultural differences. An empanada in one state is a turnover in another. This guide is designed to help you help your students not only to expand their awareness of other cultures around them, but also to use that knowledge to improve their own ability to understand what they read. The newspaper is a tool that transcends cultures in a community and provides countless learning opportunities.

How This Guide Is Organized

This teacher’s guide contains 12 detailed lesson plans to help students understand their own culture and the cultures of others. The lesson plans are accompanied by student activity pages. There is also a section of activities specifically directed toward students for whom English is not their first language.

Lesson Plans

Each lesson plan contains:

- **Background**

This section explains the purpose of the lesson and provides suggestions for guiding students through the activity.

- **Before Reading**

This section provides suggestions for activating students’ prior knowledge related to the topic.

- **During Reading**

This section explains how to direct students' attention as they read the newspaper and complete the assignment.

- **After Reading**

This section provides suggestions for helping students reflect on multicultural issues and assimilate new information.

Activity Pages

Each lesson plan is accompanied by an activity page where students can record the data they collect from the newspaper and reflect on their findings.

Activities for English Language Learners

This section includes additional newspaper activities to help English language learners develop their English literacy skills.



Lesson Plans: Personal Resources

Background

The purpose of this lesson is to help students become aware of the multicultural resources they have around them — their friends and classmates. Most of the time, students are busy trying to fit in, trying to be part of a common classroom culture. They may not realize that a classmate may have personal experience living in a place with a totally different climate. Another classmate may have lived in a country under authoritarian rule. When classmates share their differences as well as their common experiences, they all grow. Each child's knowledge base is expanded through interactions with other classmates.

Before Reading

1. Explain to students that they know more than they think they know. How? What they've done, trips they've made, people they know — all of this helps them when they encounter new information. If they have visited New York City, or Washington, D.C., they have a good understanding of why driving in a big city is difficult and why people want to ride buses or subways. If they have visited the Southwest, where many towns are small and separated by many miles, they have a good personal understanding of why having a car can be so important.
2. Explain how students learn from family members and friends. Even if a student did not personally have a particular experience, he/she may have heard stories about such experiences from a family member.
3. Discuss how learning is not simply memorizing information, but a process of making connections between what we already know and new information. The more we know, the easier it is to make good connections.
4. Orient students to your town/location. Ask them to talk about the history of the area. Then ask them if they've ever visited a historic site or battlefield anywhere else. Have students share experiences. Discuss with them how their experiences will help them in social studies classes.
5. Ask students if they know any words or expressions from a non-English language. Have students share and write the expressions on the board. Discuss briefly how knowing other languages can help them develop their vocabularies.

During Reading

1. Direct students to the “Personal Resources” activity page. Explain that their goal is to find examples of different cultures, languages and experiences in their own classroom.
2. You could present this activity as a team “game” to see who can complete the activity page first.

After Reading

1. Have students share their findings with the class. Make a list of the different states, countries, and languages students found in the class.
2. Ask students to suggest ways the information they learned might help them in other classes. Ask them to discuss how they can serve as resources for each other.

Activity Page **Personal Resources**

Name _____

Personal Resources

Learning is all about making connections between what we already know and new information. The more we know, the easier it is to learn. The people around us are a valuable resource from which we can learn. A person from another state can help us understand geography. A person from another country can help us understand how a different government works. A person with a different family heritage can help us understand how we all share common values, experiences and goals.

Use this list to develop your personal resource list. Find a classmate for each activity below.

Find someone:	Ask:	Write down what you've learned
Who has lived in a different state	How was that state different from this state?	_____
Whose ancestors came from a different country	How is that country different from this country?	_____
Whose family moved to this country in the last few years	What was the biggest surprise about this country?	_____
Who speaks a another language	The person to teach you a useful phrase in that language.	_____

Share your chart with other students. How has this experience helped you grow as an individual?



Lesson Plans: Family Parties

Newspaper sections: *News and feature stories*

The purpose of this activity is to help students see how family celebrations and activities define their personal identities and connect them to their own family or ethnic culture. Family histories, experiences and values provide what multiculturalists call “funds of knowledge” — knowledge students can draw on when they need to comprehend text or classroom lessons. Students have different funds of knowledge depending upon their ancestry, ethnicity, religion and family. It is important that every student’s funds of knowledge are recognized and valued in the classroom. When students reach out to others who are different from them in some way, they expand their own funds of knowledge and develop an understanding of others. Students can learn more efficiently when they are in touch with their own cultural heritage and when they are open to the cultural heritage of others.

Before Reading

1. Ask students to share what they like about family parties, picnics or special occasions. What do they eat? What activities do they share? What family members do they see only at special get-togethers? Write responses in categories on the board: food, events, special people.
2. Now ask students if they have ever attended a friend’s family event. How was that event different from their own family events? What new experiences did they have?

During Reading

1. Direct students to the “Family Parties” activity page. Explain that their first task is to look in the newspaper for people who are like their own families in some ways.
2. Explain that their second task is to find people in the newspaper who would add new experiences to a family get-together.

After Reading

1. Have students meet in small groups to discuss their lists.
2. Have students share their selections with the whole class. Make a list on the board of the different ways they think they could learn from other people (e.g., they might say that a sports figure would help them improve their game, an official from another country could teach them more about that country, etc.). Emphasize that interacting with others can help students learn and grow.

Activity Page Family Parties

Name _____

Family Parties

Many times when we have parties, we like to invite people who are like us, people who share our culture or experiences. Other times, we want to spend time with people who come from different cultures or backgrounds. We can learn about ourselves with each group.

1. Find three people in the newspaper who are like you in some way. List the people below and explain what you have in common with each one.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Now find three people in the newspaper whose experiences or backgrounds differ from yours — people who would help you learn more about other people’s histories, culture or language. List the people below and explain why you would like them at your party.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Share your lists with other students. Discuss what you could learn by meeting and talking with the people on your lists.

3

Lesson Plans: Reflections in the Arts

Newspaper section: *Entertainment stories and listings*

Background

The purpose of this lesson is to help students realize how the arts reflect human experiences and values. The arts are instrumental in preserving the cultural identity of groups. In this activity, students are asked to find an arts event that reflects their heritage. Students who have family roots in Western European culture may identify with traditional classical music or art. Students from Hispanic/Latino, Asian or Pacific Island cultures may find events that reflect their personal culture.

Before Reading

1. Ask a music educator in your school/district for a CD with examples of different instrumental ethnic music.
2. Tell students you are going to see how music-wise they are. Tell them you are going to play brief music selections and they will write down the name of the country or culture they think the music represents.
3. Play various selections. Choose obvious examples: mariachi music, Japanese five-tone music and Hawaiian/Pacific Island music. You might choose to add examples of modern country or rock music.
4. Have students share their responses and explain what they used to make their decisions (e.g. what instruments did they hear?).
5. Discuss how music and visual arts reflect and identify their cultural roots.
6. You may want to expand the before-reading activities by repeating the activity with art prints that reflect different cultures.

During Reading

1. Direct students to the “Reflections in the Arts” activity page. Explain that students are to find a musical or visual art event that reflects their culture or heritage.
2. Explain that they are also to find an event that reflects a different culture and an art form they would like to explore.

After Reading

1. Have students discuss their selections. On the board, list the different cultures represented.
2. Ask students to explain how they identify personally with their first selection.
3. Ask them to discuss what they may already know about their second selections and what they would like to learn by attending that event.

Activity Page

Reflections in the Arts

Name _____

Reflections in the Arts

Look in the arts or entertainment section of your newspaper. Find a visual arts or musical event that reflects your own heritage. Then find an event that represents a culture or heritage different from yours.

Write the headline of each story and discuss why you made that particular selection.

Event #1: Your heritage or culture

Headline: _____

What do you already know about the art/music in this event? What connection do you have to this art/music?

Event #2: A new experience

Headline: _____

Why would you like to attend this event? What would you hope to learn from your experience?

Share your selections with classmates. Discuss your choices.

4

Lesson Plans: The Sports Mirror

Newspaper section: *Sports*

Background

Sports teams draw their names from a variety of origins. Some teams are named for powerful animals, but many reflect something about the history, geography or culture of the cities where they began. A study of sports team names can expand students' sensitivity to the culture and history of areas beyond their own hometowns. Some names reflect the influence of other languages. In El Paso, Texas, there is a minor league team called the Diablos, which is Spanish for "devils." The Idaho Falls Chukars carry a Hindi name for an Indian partridge which now populates the American West. When the Cleveland Browns moved to Baltimore, Maryland, in 1995, they changed their name to the Ravens, in honor of Baltimore native Edgar Allan Poe. (A new Cleveland Browns franchise was established in 1999.) Minor league teams often reflect their hometowns more directly than do major league teams. There are numerous Internet sites that provide information on team names. Studying team names provides an entertaining way to discuss cultural connections.

Before Reading

1. Discuss your school mascot's name with students. Why do they think that name was selected? Does the name reflect anything about your town or area?
2. Have students brainstorm the names of other teams they know. List the names on the board. Have students identify and discuss any names that reflect the history, culture or geography of their towns.

During Reading

1. Direct students to "The Sports Mirror" activity page. Instruct students to look for team names in all sports and on all levels.
2. Remind students to seek names that have a historical, cultural, geographical or language connection.

After Reading

1. Have students share the names they've found.
2. Create a class list of team names by categories on the board.
3. Have students share and explain the original team names they've created.

Activity Page **The Sports Mirror**

Name _____

The Sports Mirror

Professional, minor league and community sports teams often select names that reflect the identity of their community in some way. Sometimes, the name reflects the geography of the team's hometown. Other times, the name reflects the history or culture of people in the team's home area.

1. Collect team names from the sports section of your newspaper. Classify the names according to the categories below. Select only teams that fit into one of these categories.

Names that reflect history

_____	_____	_____
_____	_____	_____
_____	_____	_____

Names that reflect cultural identity

_____	_____	_____
_____	_____	_____
_____	_____	_____

Names with origins in a language other than English

_____	_____	_____
_____	_____	_____
_____	_____	_____

Names of animals associated with the area

_____	_____	_____
_____	_____	_____
_____	_____	_____

2. In a small group, create a list of team names that reflect your own family heritage or place of origin. Include names that reflect your culture and language.

5

Lesson Plans: Language and Culture**All newspaper sections****Background**

The English language has depth, richness and complexity because of the many immigrants who moved to this country and added elements of their language to English. This complexity makes possible a popular school tradition: the spelling bee. Students who have familiarity with the sounds of other languages have an advantage when they encounter new words. Students who have experience with different orthographies, such as the “ll” in tortilla or the “eau” in plateau, have linguistic tools that can unlock new vocabulary. Many words derived from non-English words can be found in restaurant and grocery ads.

Before Reading

1. On the board, write words reflecting different languages. Select words that students may recognize, such as: adios, auf weidersehen, au revoir, sayonara.
2. Tell students that these words are all different ways of saying “good-bye.” Ask if any students recognize or can read any of the phrases. If they can, let them demonstrate.
3. Tell students you’re going to read the words and have them guess the language of origin of each word. Students should accurately determine several of the words.
4. Discuss with students how words from different countries have become part of the American culture. Ask students to suggest words they think come from other languages. List on the board and discuss.

During Reading

1. Direct students to the “Language and Culture” activity sheet. Tell them their task is to locate words that have origins in different languages.
2. Suggest that students begin with restaurant and grocery store ads.

After Reading

1. Have students share some of the words they’ve found. List words on the board and discuss.
2. Have students write words/phrases from their heritage on the board. Discuss.

Activity Page Language and Culture

Name _____

Language and Culture

People in this country can trace their ancestors and roots to many other countries of the world. This coming together of different cultures has enriched and expanded the English language. Many of the words we use today came from non-English languages.

1. Look through the newspaper for at least ten words that have their origins in non-English languages. Compile your findings on the chart below. Use a dictionary to verify your answers.

Word				
Language of origin				
What does it mean?				

2. Look over your list.

- How many different languages are represented? _____
- How have other languages added to your understanding of other cultures?

3. List three words or phrases that come from your family's heritage language. Compare your personal list with those of your classmates.



Lesson Plans: Community Concerns

Newspaper section: *Editorial page*

Background

The purpose of this lesson is to help students realize that citizens can come together on common concerns even if they come from different backgrounds. Two individuals may have different points of view on expanding a school library, but they share a common interest in education. In this activity, students will be identifying people from different political or social positions; the emphasis is not on cultural or ethnic backgrounds.

Before Reading

1. Tell students that you want them to learn to look at issues from different points of view. Write a sentence on the board that you feel all students would support, e.g., “Teachers should not assign homework on weekends.”
2. Ask students to raise their hands to indicate whether or not they agree with the statement.
3. Now write two different sentences on the board that may generate differences: “Teachers should be free to assign homework any night,” and “Teachers should assign homework on alternating days, i.e., social studies on Mondays and Wednesdays, math on Tuesday and Thursdays.” Have students vote.
4. Explain how students share a common value, learning, but they differ on ways teachers should assign homework.

During Reading

1. Direct students to the “Community Concerns” activity sheet. Tell them to identify columns or letters to the editor about a local community concern.
2. Remind students that they are looking for opposing points of view. Remind students that the writers’ values might not be stated directly; they may be inferred from the writers’ comments.

After Reading

1. Have students share the columns/letters they’ve analyzed. Discuss with them how people in the community share many concerns and values, but they see solutions in different ways.
2. Discuss how a reader can understand an issue better by listening to opposing points of view.

Activity Page Community Concerns

Name _____

Community Concerns

The editorial page of your newspaper provides a forum for citizens to share their opinions about local, state and national issues. Find two letters to the editor that reflect different views about something that is of concern to your community. Discuss the points of view here:

1. What is the local issue?

2. Headline from column/letter with first point of view:

What points are made?

_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Headline from column/letter with second point of view:

What points are made?

_____	_____	_____
_____	_____	_____
_____	_____	_____

Look at the two letters carefully. While the writers may take different positions on a specific decision, they share a concern for the topic. Discuss the values that the letter writers share.



Lesson Plans: Comic Situations

Newspaper section: *Comics page*

Background

The purpose of this activity is to have students discuss the common characteristics and qualities of family life. Families vary in some specific ways—who works outside the home, who is responsible for household chores, who makes the family laugh, and who plans the family’s social activities. However, there are common threads that run through all healthy families: caring for others, assuming responsibility for household activities, and supporting individual family members. One student may complain about a spoiled younger brother; another may fight with a bossy older sister. However, each would probably protect the offending sibling from outsiders. The guidance you provide students depends upon their individual family lives. It is important for you to be sensitive to individual as well as cultural situations. You may decide to have students look at peer relationships instead of family relationships.

Before Reading

1. Have students turn to the comics page of the newspaper. Ask them to identify their favorite comic strip and explain why they like that strip. Encourage discussion about any comic strip that reflects students, family life, etc.
2. Collect several comic strips over several days that show students in everyday situations. Show three or four of your comic strips to students. Have them discuss the content of the strips — do they reflect situations that your students experience? How are their lives the same? How are their lives different?

During Reading

1. Direct students to the “Comic Situations” activity page. Have them find a strip that revolves around family (or peer) relationships.
2. Remind students that they are looking for situations that are similar to experiences they have had themselves.

After Reading

1. Have students share the strips they created in small groups.
2. Have students discuss why cartoonists choose to feature family (peer) relationships.
3. Have students discuss what they can learn from these comic strips.

Activity Page **Comic Situations**

Name _____

Comic Situations

Comic strips are often based on everyday experiences with families, friends or jobs. They show the humor in relationships between people.

1. Find a comic strip that shows how family members or friends interact. What is the name of the comic strip?

2. What is happening in the comic strip?

3. What personal relationships are shown in the strip? How are people acting?

4. Create a comic strip showing how members of your family would act in the same situation.

5. Share your comic strip with classmates. Discuss the differences in the way each of your families would act.



Lesson Plans: The Democracy Club

Newspaper section: *International news*

Background

The purpose of this activity is to help students explore principles common to democracies. Help students identify countries that are democracies, even though they differ in some way from this country. For example, some countries have prime ministers while others have presidents. Some have parliaments or coalition governments, but they are still democracies. This activity encourages students to understand the contributions democracies make to humankind.

Before Reading

1. Have students brainstorm the benefits of living in a democracy (elections, freedom of speech, etc.). Write their responses on the board.
2. Discuss with students the three branches of this government: executive, legislative and judicial. Briefly review the checks and balances among the three branches.
3. Ask students to identify other democracies in the world. List them on the board. Have an almanac or Internet access available to verify facts concerning any countries about which students have questions.

During Reading

1. Direct students to “The Democracy Club” activity page. Remind them that they are limited to news stories that do not involve this country.
2. Encourage students to find news stories that deal with major decisions made by another democracy.

After Reading

1. Have students share their responses on the activity sheet.
2. Have students discuss differences between democracies and authoritarian governments.
3. Ask students what citizens of authoritarian governments can do if they disagree with their government (protest, revolt) and what consequences they would face for their decisions.
4. Discuss the serious and sometimes drastic measures people take to leave authoritarian regimes and to immigrate to democracies (some get student or work visas to leave their countries; some leave illegally under threat of punishment or death).

Activity Page **The Democracy Club**

Name _____

The Democracy Club

One role of government is to make decisions about the lives and well-being of its citizens. Authoritarian governments make all the decisions, without regard to the wishes of the people. Democracies provide a system in which the citizens make decisions affecting their own lives.

1. Find two news stories about the activities of democracies other than your own. Compare the two countries using the chart below.

Headline	Country #1	Country #2
List the facts of the story:		
What does the story tell you about the country's values?		

2. In what ways are these countries like the United States?

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Lesson Plans: Tasty Choices

Newspaper sections: *Restaurant and grocery advertisements*

Background

The purpose of this lesson is to let students explore an obvious multicultural experience — food. Many people have their first experience with another culture when they visit an ethnic restaurant. The decor and ambiance of a restaurant reflects the culture of the country. An Asian restaurant may feature bamboo and silk prints. A Hawaiian restaurant might be decorated with leis, grass skirts and orchids. A French restaurant may have impressionist prints hanging on the walls. The foods on the menu represent fruits, vegetables and meats common to the country of origin. An alert individual can develop a sense of a culture just by dining out. Talking about ethnic foods is an easy and engaging way to develop cultural awareness.

Before Reading

1. On the board, list different ethnic foods that are familiar to students in your school (hamburgers, tacos, lasagna, egg rolls, hot dogs, Indian fry bread, etc.).
2. Take a quick “hands up” survey to see how many students like each item. Discuss other ethnic foods students like. List them on the board.
3. Discuss some multicultural contributions different ethnic groups have made to American dining.
4. As an alternative, you may want to show students pictures of different foods and have them identify the dishes before they vote. Your district may prohibit the sampling of foods, so don't plan on any taste tests.

During Reading

1. Direct students to the “Tasty Choices” activity sheet. Have students work in small groups to complete the sheet.
2. Tell students you are going to conduct a newspaper survey to see how many different ethnic/cultural foods they can find in their community.

After Reading

1. Have students share their findings.
2. Have students discuss how food serves as a bridge between cultures.
3. Have students discuss what ethnic foods tell them about their respective cultures.

Activity Page Tasty Choices

Name _____

Tasty Choices

Eating food is a cultural experience. There are many food choices in this country because there are so many different cultural groups among its citizens. How many different kinds of foods can you find in your community?

1. Look at the restaurant and grocery store ads in your newspaper. Make a list of foods that you think had their origins in other countries. Put the foods in categories based on countries of origin.

Food	Country of Origin
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Now list foods you think originated in this country but can be found in other countries.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Create a multicultural menu for one day. Include foods from many different countries.

Lesson Plans: Multicultural Neighbors

Newspaper sections: *Local news, entertainment*

Background

The purpose of this lesson is to help students recognize the diversity present in their own community. The newspaper carries stories about the activities of ethnic/cultural organizations. Cultural events are listed and reviewed in the entertainment section. Students can expand their understanding of diversity by attending community cultural events.

Before Reading

1. Collect two or three newspaper headlines that feature specific ethnic or cultural groups in the community.
2. Show the headlines to students and ask them to predict what they might see if they attended each of the events.
3. Have students name other groups in the community with which they may be familiar.

During Reading

1. Direct students to the “Multicultural Neighbors” activity sheet. Remind them to look for news stories or announcements of entertainment events.
2. Remind students to read carefully. They may not immediately recognize a group by its name alone.

After Reading

1. Have students share their findings. Tally the number of different groups/events they found.
2. Have students brainstorm different ways they could learn more about their multicultural neighbors.

Activity Page

Multicultural Neighbors

Name _____

Multicultural Neighbors

You may be surprised to find the variety of culturally diverse neighbors you have. Look through your newspaper to discover the multicultural activities taking place in your community.

1. List the different cultural groups and their activities on the chart below.

Groups	Activities

2. Select an activity you might like to attend. Explain why you made that choice.

3. List three things you would like to learn about that culture.

4. If you lived in another country, what would you want people to know about the United States?



Lesson Plans: Celebrations!

Newspaper sections: *Local news, feature stories*

Background

The purpose of this lesson is to help students become aware of the history, culture and values of others through celebrations. You may find feature stories about specific historic, ethnic or religious celebrations in the lifestyles section of your newspaper. Many of these celebrations are connected to the calendar, such as the Fourth of July, Cinco de Mayo or Chinese New Year. A study of celebrations is a non-threatening way to help students discuss different cultures.

Before Reading

1. Collect stories about cultural holidays and celebrations over time so you have representative stories from a variety of cultures. You may need to use these to provide students with a variety of stories instead of having all of them read about the same celebration in one issue of the newspaper.
2. Ask students to name their favorite holidays or celebrations. List responses on the board.
3. Ask students to share how their families observe these holidays. What activities do they do? What special foods do they eat?

During Reading

1. Direct students to the “Celebrations!” activity sheet. Put students in small groups and give each group a different story.
2. Remind students to look for similarities between the celebrations they are studying and their own holiday activities.

After Reading

1. Have students share their findings.
2. Create a holiday calendar that shows the different ethnic/cultural observances in your community.
3. Have students discuss how they can learn about the values that are important to other cultures by studying their holidays and celebrations.
4. How are the celebrations they studied similar to their own celebrations?

Activity Page Celebrations!

Name _____

Celebrations!

One way groups of people respect and remember their heritage and culture is through the holidays and events they celebrate.

1. Read a news feature story about a cultural celebration in your community. Record the facts about the celebration below:

Holiday: _____

Group observing the holiday: _____

Why is this an important event? _____

2. What foods and activities are part of this celebration?

3. Discuss why you might like to be part of this celebration.

4. Describe your favorite family celebration.



Lesson Plans: You're in the Story!

Newspaper section: *Local news*

Background

The purpose of this lesson is to help students expand their thinking by imagining themselves in another person's situation. International, national and local news stories feature individuals who have made decisions. Some of the decisions are dramatic, such as the decision to rob a store; others are less intense, such as the decision to run for student council. Students should be able to evaluate the actions of others. One way to do this is to “become” part of the story. You may encourage students to focus on local stories, or stories about schools, if you choose. This activity also emphasizes writing skills.

Before Reading

1. Select a newspaper story to share with students. Choose a story in which an individual made an obvious choice, good or bad.
2. Read the story to students. Have them discuss the decision made by the individual in the story.

During Reading

1. Direct students to the “You're in the Story” activity sheet.
2. Tell students to find a story that interests them in which someone made a decision.
3. Encourage them to think carefully about the actions and motives of the individual in the story, and about the likely outcome.

After Reading

1. Have students share their stories and their endings.
2. Have students discuss their own values and the principles that led them to make their decisions in the story.

Activity Page You're in the Story!

Name _____

You're in the Story!

Sometimes you read a story in the newspaper and wonder, "Why in the world did that person make that decision?" Here is your chance to answer your own question.

1. Find a newspaper story that shows how an individual's decision affected that person's life in a positive or negative way. Write a brief summary of the story.

2. Write the rest of the story. Put yourself in the individual's place and write a story about what happens to you now.

3. Reflect on your story. What personal values led you to take the action you did? What have you learned about yourself in this writing?

Activities for English Language Learners

The newspaper is a natural tool to use with English Language Learners (ELL) because it directly reflects their new world. The activities in this section are based on instructional recommendations for working with English language learners:

- Use explicit instruction to teach decoding skills but always put the words studied back into a meaningful context.
- Help students find phonological and orthographic patterns in words.
- Encourage students to collect words they find unusual or intriguing.
- Engage students in meaningful linguistic experiences.
- Preteach specific vocabulary before students read technical content texts.
- Use visual materials to support instruction.
- Pair students with English language speakers.

Note: ELLs go through a silent period, a time when they are learning and understanding, but are not yet ready to speak. Allow these students options, such as drawing or writing, to demonstrate their understanding. English Language Learners may feel more comfortable speaking and working with another student than interacting in English with the teacher.

Read Alouds

Select a human interest story that is appropriate for students in your class. Read the headline to the class and have students predict what the story will be about. Read the story aloud to the class. Discuss the story with students. Make reading the newspaper aloud a regular activity in your classroom. Concentrate on oral language.

From Photos to Language

Most newspapers publish large photos on the front of each section. Collect photos of local scenes and events, school activities, and cultural festivals in your community. Pair an ELL student with an English speaker. Have the students select a photo that interests them. Have the students take turns talking about what they see in the photo — naming objects, describing actions, identifying colors, etc. Then have the students write several sentences about the photo.

Beginning Sounds

Have an ELL student and an English-speaking student work together to find and circle words that have the same beginning sound. You may use initial consonants or onsets. Have the students select three of these words and generate oral sentences using the words. If the activity is appropriate, have the students write a short story of several sentences using three of the words they've found.

Word Families

Have ELL and English-speaking students work together to look in the newspaper for words from specific word families. The students can first circle the words in the newspaper and then copy them into language journals. The most common word families in English are: -ack, -ail, -ain, -ake, -ale, -ame, -an, -ank, -ap, -ash, -at, -ate, -aw, -ay, -eat, -ell, -est, -ice, -ick, -ide, -ight, -ill, -in, -ine, -ing, -ink, -ip, -ock, -op, -ug, -ump, -unk. Give students only one or two families at a time, based on the phonics instruction that is part of your classroom program. Have the students write two-line rhyming couplets with the words they've found.

School Stories

Find a short newspaper story about a local school event, such as a parade, fundraiser or special program. First, speak with the class about your school. Have students generate sentences about your school. Write the sentences on the board. Have the students read the sentences aloud with you. Read the headline of the story to the class. Have students predict what the story will be about. Write any of their words relevant to the story on the board. Have students read the story. Have them take turns retelling parts of the story to each other in small groups.

Weather Geography

Use the weather map in the newspaper to teach about direction words and words related to geography. Make a transparency of the weather map and put it on the overhead. Let students follow along on the maps in their newspapers. Let students work in pairs. Discuss words like north, south, east, west, ocean, river, border, state as you point them out on the map. Put a weather map on the bulletin board and let students work together to make labels for parts of the map. Put the labels around the map with pieces of string connecting each word to the map element it identifies.

Comics Collaboration

Let students work in small groups to select their favorite comic strip. Have students read the comic strip together and then act it out. Let them perform their comic strips for the rest of the class.

Grocery Resources

Have ELL students and English-speaking students work in pairs to identify food items in the grocery store ads. Have the students select foods they would use for breakfast, lunch and dinner. Have them cut out the food pictures and/or words and paste them on pieces of paper representing the three meals. For older students, have them write the words in columns on a piece of paper.

For a math activity, have ELL students and their partners take turns reading the prices of items in the grocery store ads. Have them categorize prices in some way: more than \$1, less than \$1, even prices, odd prices, etc.

Capturing Cognates

Have older ELL students look in the newspaper to find cognates — words that have a similar spelling and meaning in the student's first language and in English. For example, English-Spanish cognates include nocturnal/nocturne/nocturno, thermometer/termometro. Remind students that some English and non-English words look similar, but they do not carry the same meaning, so they are not true cognates.

Community Leaders

Have an adult member of your ELL students' community visit the classroom to talk about his/her culture. Ask the adult to teach the class some common phrases and words from his/her language. Ask the individual to talk to the class about the culture, music or celebrations of their community. Have students write thank-you notes to the speaker after the event.

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Living and Learning in a Multicultural Society

