
> > > LESSONS AND ACTIVITIES

LESSON OVERVIEW:

Students will listen to multiple stories about families of different cultural/ethnic backgrounds. Students will also personally evaluate how culture affects their own lives and complete written/artistic representations on “quilt pieces.” This pre-visit activity is a part of the Family Culture Project.

STANDARDS:

- Students write clear and coherent sentences and paragraphs that develop a central idea.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 1.0)
- Students write clear, coherent, and focused essays. Essays contain formal introductions, supporting evidence, and conclusions.
(California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 1.0)
- Students write compositions that describe and explain familiar objects, events, and experiences.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 2.0)
- Students listen critically and respond appropriately to oral communication.
(California Content Standards for English-Language Arts, Grades 3-4, Listening and Speaking Standard 1.0)
- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.
(California Content Standards for English-Language Arts, Grades 5-6, Listening and Speaking Standard 1.0)
- Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
(California Content Standards for History-Social Science, Grade 3, Standard 3.3)
- Students describe the continued immigration, migration, settlement, and growth of California and the United States.
(California Content Standards for History-Social Science, Grades 4-5, Standards 4.3, 4.4, 5.4, 5.8)

ASSESSMENT:

- Students listen to multiple stories about families of different cultural/ethnic backgrounds.
- Students discuss components of culture and investigate how their culture is represented in their daily lives and family activities.
- Students complete written/artistic representations on “quilt pieces.”

FAMILY CULTURE PROJECT: CULTURAL RESEARCH ACTIVITY

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Read several Family and Culture picture books to students that cover an array of cultures/ethnicities
2. Brainstorm in small groups what makes cultures similar and different from one another. Give examples from books heard this past week or from personal knowledge. Afterward, discuss as a class and make a group list on the board.
3. Give *Cultural Research worksheet* to students. Discuss instructions and assign. Tonight students should research all three topics, but they do not have to write in full paragraphs; notes will be fine.
4. In class, students write all of their cultural research in paragraph form on a “quilt piece.”

EXTENSIONS:

- Place students in groups and create displays/posters of each cultural topic, representing all students’ cultural backgrounds.
- Have students complete research on an ethnicity different than their own focusing on traditions and cultural backgrounds.

TIME ELEMENT:

1-3 days to read different Family and Culture books
1 day for class brainstorm
1 day to complete written/artistic representations

MATERIALS/RESOURCES:

- Four or more picture books about different families and cultures
- *Cultural Research worksheet*
- 3 “quilt pieces”



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CULTURE RESEARCH

Your job is to research important aspects of your family's traditions and cultures. You must choose 3 of the following ways that your family's traditions and cultures are represented and research what these customs are and how they are passed down through the generations.

Use these questions as a guide. If you have better questions, then please use them. You should learn enough information to write at least a paragraph about each topic.

Choices:

1. Language (What languages do people in your family speak and how do they represent your cultures and family?)
2. Religion and rituals (How does your family participate in religious rituals and what rituals have been passed down from older generations?)
3. Holidays and celebrations (What holidays does your family celebrate, what traditions are used during these holidays, what traditions have been passed down from older generations?)
4. Food (What food does your family make that represents family traditions and cultures, how is this passed down from older generations?)
5. Family traditions (What family traditions has your family made up and how are they passed down from older generations?)
6. Music and songs (What music or songs represent your culture or family, how have you learned them?)
7. Dances (What dances represent your culture or family, how have you learned them?)
8. Art (What art represents your culture or family, how have you learned about it?)

Three topics I want to research:
