

## Objectives

- Learn about the different cultural groups living in California.
- Describe the ways cultural groups interact, including how other cultures helped develop the culture of America.
- Discuss how diversity is positive for all citizens in the United States

### Quest Project Based Learning: Create a Cultural Quilt

	Description	Duration	Materials	Participants
<b>STEP 1</b> Set the Stage	Read a blackline master as an introduction to the project.	10 minutes	<b>Blackline Master:</b> Quest Kick Off	Whole Class
<b>STEP 2</b> Launch the Activities	Watch a video with background information.	5 minutes	<b>Video:</b> How Is Culture Shared? <b>Student Activity Mat:</b> 4A Let's Talk/How Many?	Whole Class
<b>Activity 1</b> Explore California Cultures	Read to learn about the main cultural groups in California.	30 minutes	<b>Leveled Readers:</b> California Cultures; The Worlds Around Us; One World	Small Groups
<b>Activity 2</b> Investigate and Write	Plan and write an informative paragraph about a cultural group.	30 minutes	<b>Leveled Readers:</b> California Cultures; The Worlds Around Us; One World <b>Graphic Organizer:</b> Web	Small Groups
<b>Activity 3</b> Compare Celebrations	Read to learn about the different ways cultural groups celebrate holidays and events.	30 minutes	<b>Blackline Master:</b> Compare Celebrations, <b>Graphic Organizer:</b> Venn Diagram, <i>Throw Your Tooth on the Roof</i> by Selby Beeler	Small Groups
<b>Activity 4</b> Create Cultural Art	Create art in the style of a cultural group.	30 minutes	<b>Blackline Master:</b> Create Cultural Art, art supplies	Small Groups
<b>STEP 3</b> <b>ELL</b> Complete the Quest: Create a Cultural Quilt	Use one completed piece to add to classroom cultural quilt and tell about the cultural group.	30 minutes	At least one completed activity piece from previous activities	Individuals
Answer the <b>Compelling Question</b>	Discuss the compelling question.	15 minutes		Whole Class

## Quick Activities

	Description	Duration	Materials	Participants
<b>Tell About Your Traditions</b>	Draw and write to tell about traditional foods in your family.	10 minutes	Art supplies	Individuals
<b>Nominate a Symbol</b>	Nominate and illustrate your choice for top American symbol.	15 minutes	<b>Blackline Master:</b> American Symbols, art supplies <b>Student Activity Mat:</b> 2A Did You Know?	Individuals
<b>Identify Shared Culture</b>	Identify things from other cultures that are now part of our shared American culture.	15 minutes	<b>Leveled Readers:</b> California Cultures; The Worlds Around Us; One World; art supplies	Individuals
<b>Write a Story</b> 	Write a narrative about a child immersed in a new culture.	30 minutes	<b>Blackline Master:</b> Family Reunion	Individuals
<b>Readers Theater:</b> Pecos Bill Rides a Tornado	Perform a brief skit based on an American tall tale.	15 minutes	<b>Blackline Master:</b> Pecos Bill Rides a Tornado	Small Groups

# Project-Based Learning: Create a Cultural Quilt

## Compelling Question

## How does our state benefit from many cultures?

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Welcome to Quest 6, Create a Cultural Quilt. In this Quest, your children will research to learn more about the major cultural groups present in the United States. Through their investigations of cultures and identification of elements present in American culture, children will be prepared to discuss the compelling question at the end of this inquiry.

### Objectives

- Learn about the different cultural groups.
- Describe the ways cultural groups interact, including how other cultures helped develop the culture of America.
- Discuss how diversity is positive for all citizens in the United States.

### **STEP 1** Set the Stage 10 minutes

Begin the Quest by distributing the blackline master, **Quest Kick Off**. It will bring the world of the Quest to life, introducing a story to interest children and a mission to motivate them.

#### Story

It's a big world out there! Our nation is made up of many cultures, each of which brings its own special flavor to the United States of America.

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#### Mission

Children have been chosen to create a cultural quilt to display for the city. Their mission is to create pieces of a quilt which tell about different cultures.

## STEP 2 Launch the Activities 5 minutes

The following four activities will help children prepare their quilt squares by giving them the information necessary to learn about cultural groups. Note that all four can be done independently of the larger Quest.

Begin by showing the chapter video, *How Is Culture Shared?* Provide children with the following listening prompt: Listen to learn ways that different cultures are celebrated. After children watch the video, have them discuss what they learned using Student Activity Mat 4A *Let's Talk*.

### Activity 1 Explore Different Cultures 30 minutes

**Materials:** Leveled Readers

Explain to children that part of what makes America special is our diversity. People from many different cultural groups call America home.

Divide the class into small groups and assign the appropriate leveled reader for this chapter. The leveled readers provide information about different cultural groups. Have children read and discuss what they learned about each of the cultural groups. As children converse, have them discuss information specific to each culture, such as historical facts or traditional foods.

Note: Additional cultures other than those highlighted in the leveled reader may be used for this and all other Quest activities as needed and/or requested. If children from another culture are present within your class, consider using their culture as a basis for research as well. Talk to your library media specialist for assistance in locating source material on additional cultural groups.

### Activity 2 Investigate and Write 30 minutes

**Materials:** Graphic Organizer: Web, Readers

Invite children to choose a cultural group from the leveled reader that they would like to use as a focus for the activity. Then place children in small groups based on their cultural choices.

Tell children that in this activity they will be working together to plan and write a paragraph about the culture they chose. Distribute copies of the graphic organizer, **Web**. Instruct children to reread the information specific to the culture they chose and list interesting information on their webs. Remind children that the information they place on their webs will be used in their informative paragraphs to tell others about the cultural group.

When children have completed their webs, have them write an expository paragraph presenting information about the cultural group. Informative paragraphs should introduce the culture, present facts about the culture, and provide a concluding statement about the culture.

### Activity 3 Compare Celebrations minutes

**Materials:** Blackline Master: Compare Celebrations,  
Graphic Organizer: Venn Diagram,  
*Throw Your Tooth on the Roof* by Selby Beeler

To introduce the activity, read aloud the book *Throw Your Tooth on the Roof* by Selby Beeler. After reading, talk about how different cultures celebrate similar holidays or traditions in ways that may be the same, sort of the same, or different from the way we celebrate them in our own culture.

Distribute the blackline master, **Compare Celebrations**, which shows ways that different cultural groups celebrate similar holidays or traditions. Have children read and briefly discuss with a partner or group.

Next, have children return to the small groups they worked in during the previous activity and remind the groups of the cultures they chose. In these small groups, have the children discuss the similarities among the culture's celebrations with their own culture's celebrations.

Distribute copies of the graphic organizer, **Venn Diagram**. Tell children to use the venn diagram to show ways that their own culture's activities are similar and different than those of the differing culture.

Note: If necessary or desired, choose a cultural group from *Throw Your Tooth on the Roof* and model the completion of a venn diagram to compare and contrast the ways the two cultures deal with a lost tooth.

### Activity 4 Create Cultural Art minutes

**Materials:** Blackline Master: Create Cultural Art, art supplies

Explain to children that cultures “speak” through their art. The materials, techniques, and subjects chosen all tell something about the culture. Tell children that in today's activity they will create a piece of artwork in a specific cultural style.

Have children return to the small groups they have been working in throughout the Quest. Distribute the blackline master, **Create Cultural Art**, which contains images of artwork from four major cultural groups. Ask children what they notice about the four pieces of artwork, for example, the type of material used in the artwork (paint, clay, pen), the technique(s) used in the artwork (broad or narrow strokes, dark or light shadows, hard or soft edges), or the subjects chosen for the artwork (people, places, things, animals).

Distribute art supplies and instruct children to create a piece of art from their own culture. Then ask children how their art is similar to the art produced by other cultures.

## STEP 3 Complete the *Quest*

### Part 1 Create a Cultural Quilt 30 minutes

**Materials:** At least one activity piece completed during Quest: informative paragraph, venn diagram, or cultural art

Have children return to their small groups and choose (at least) one completed item to contribute to the classroom’s cultural quilt. Have children add the item(s) to a display space provided in the classroom. Instruct children to give a brief explanation of the item and culture.

When all children have added their pieces to the classroom’s cultural quilt, have the children come together as a whole class to discuss diversity. Allow volunteers to share what they’ve learned about diversity, including why it’s important to learn about other cultures and how diversity helps us as Americans.

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### Support for English Language Learners

**Listening** Remind children that when others are speaking, they should listen attentively in order to learn about key ideas and details and to enable them to ask questions if they do not understand.

**Entering:** As children are adding their quilt squares, watch for evidence of active listening. Then have children echo details about the classroom quilt.

**Emerging:** As children are adding their quilt squares, watch for evidence of active listening. Then have children answer basic questions (with prompting) about the additions to the classroom quilt.

**Developing:** As children are adding their quilt squares, watch for evidence of active listening. Then have children ask and answer detailed questions (with occasional prompting) about the additions to the classroom quilt.

**Expanding:** As children are adding their quilt squares, watch for evidence of active listening. Then have children ask and answer detailed questions (with minimal prompting) about the additions to the classroom quilt.

**Bridging:** As children are adding their quilt squares, watch for evidence of active listening. Then have children ask and answer detailed questions about the additions to the classroom quilt.

### Part 2 Answer the Compelling Question 15 minutes

After children complete the classroom quilt and discussion, encourage them to reflect on what they learned. As a class, discuss the compelling question for this Quest “How does our state benefit from many cultures?”

Children have learned about different cultural groups. Children have also learned about the ways that different cultures add to our American culture. Children should use what they learned to answer the compelling question.

# Quick Activities

## Tell About Your Traditions

Individuals  10 minutes

**Materials:** art supplies

Define the word *tradition* for the class as something that is passed on by repeating it again and again. Explain that many cultures have traditions surrounding the foods that they eat. Tell children that even in our own families we develop traditions surrounding particular foods.

Distribute art supplies and instruct children to fold construction paper into quadrant squares. Then have the children use each square to draw a picture and write a caption explaining the food-based traditions in their families. For example, children may draw a birthday cake in a square and write a caption such as “My family celebrates birthdays by eating birthday cake.” Other examples include “Taco Tuesday” or holiday foods such as Thanksgiving turkey.

## Nominate a Symbol

Individuals  15 minutes

**Materials:** Blackline Master: American Symbols, art supplies, Student Activity Mat 2A Did You Know?

Begin by leading a brief discussion of national symbols and their importance in defining our American culture. Show major national symbols (in printed books, printed photos, or digital photos found through internet search) such as the bald eagle, the Statue of Liberty, the White House, the Lincoln Memorial, and/or the United States flag. As you show each symbol, explain its significance to our American culture. Also have students refer to the symbols on Student Activity Mat 2A

### **Did You Know?**

Distribute the blackline master, **American Symbols**. First, tell children to choose and draw a picture of the symbol they would nominate to be the top symbol of the United States. Then, have children complete the scaffolded paragraph to justify their nomination.

## Identify Shared Culture

Individuals  15 minutes

**Materials:** Leveled Readers, art supplies

Assign the appropriate leveled reader if it has not been read in a previous activity.

Tell children that American culture has often been referred to as a “pot” of mixed cultures. Different cultural groups have brought their foods, dress, traditions, and customs. Many of these have become part of what we now consider “American.”

Using background knowledge of differing cultures or information from the leveled reader, have children draw and label pictures of things that were once part of a different culture but are now also part of American culture. For example, foods such as spaghetti, pizza, tacos, and even sandwiches have their origins in other countries but are now well known foods to American people.

Provide a cutout or image of a large cooking pot, and allow children to add their drawings to the pot.

## Write a Story

Individuals  30 minutes

**Materials:** Blackline Master: Family Reunion

Distribute the blackline master, **Family Reunion**. Instruct children to read along silently as you read aloud.

Next, tell children that they will write a narrative from the point of view of the main character as she adjusts to a new culture and her new life in America.

As children begin to write, remind them to give the reader an idea of the sequence of events by using temporal words such as *first*, *next*, *then*, and *finally*. Remind children to use details to describe the character’s actions, thoughts, and feelings about adapting to a new and different culture.

Children may be encouraged to use technological tools to publish their writing. After narratives have been published, allow children to read their narratives aloud.

## **ELL** Support for English Language Learners

**Writing** Remind children that temporal words such as *first*, *next*, *then*, and *finally* provide a sequence of events for the reader. These words give a signal that time is changing or that a step is complete. Tell children that using these words in their writing helps the reader better understand the events in the story.

**Entering:** Place entering children within a small group of peers. Allow the group to work together to develop one narrative for the activity. Then provide the group with a scaffolded drafting tool consisting of the temporal words *first*, *next*, *then*, and *finally*. Have the children draw pictures or write words next to each of the temporal words to show a sequential order of events in the narrative. Then have the group of children work together to dictate the narrative in sequential order. As the children dictate, write their dictation down for them to use as a model draft. After drafting is complete, allow children to use technology to publish a copy of the draft for each child in the group.

**Emerging:** Place emerging children within a small group of peers. Allow the group to work together to develop one narrative for the activity. Then provide the group with a scaffolded drafting tool consisting of the temporal words *first*, *next*, *then*, and *finally*. Have the children draw pictures and write words next to each of the temporal words to show a sequential order of events in the narrative. Then have the group of children work together to draft phrases using these temporal words to show a sequential order of events. After drafting is complete, allow children to use technology to publish a copy of the draft for each child in the group.

**Developing:** Place developing children within a small group of peers. Allow the group to work together to develop one narrative for the activity. Provide the group with a scaffolded drafting tool consisting of the words *first*, *next*, *then*, and *finally*. Then have the group of children work together to develop and write basic sentences using these temporal words to show a sequential order of events. After drafting is complete, allow children to use technology to publish a copy of the draft for each child in the group.

**Expanding:** Pair expanding children with partners to work together to develop one narrative for the activity. Remind children to use temporal words such as *first*, *next*, *then*, and *finally* to help develop the plot for their narrative. Then have pairs develop the narrative in sequential order using the temporal words. After drafting is complete, allow children to use technology to publish a copy of the draft for each of the partners.

**Bridging:** Have bridging children develop a narrative for the activity. Remind children to use temporal words such as *first*, *next*, *then*, and *finally* to help develop the plot for their narrative. Then have them develop the narrative in sequential order using the temporal words. After drafting is complete, allow children to use technology to publish a copy of the draft.