

TITLE OF LESSON

Multiculturalism Unit 1 Lesson 4 – “What Makes a People?” Introduction

TIME ESTIMATE FOR THIS LESSON

One class period

(This lesson may take two class periods. If you find that time is running short and you are only on Step 8 in the *Activities Section*, end the lesson there and begin tomorrow’s lesson with Step 9.)

ALIGNMENT WITH STANDARDS

California History- Social Science Content Standards: Grades 9-12 Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Historical Research, Evidence, and Point of View

2. Students identify bias and prejudice in historical interpretations.

MATERIALS

Butcher Paper, Markers

Dictionaries

2000 US Census Form – Student Page

Personal Coat of Arms Project Rubric – Student Page

Census Questionnaire Sheet – Student Page

Coat of Arms Revision sheet – Student Page

Blank Coat of Arms – Student Page

LESSON OBJECTIVES

- To use the Coat of Arms discussion/activity to address the central question, “What makes a people?”
 - To take the US 2000 Census
 - To begin to discuss and discern the difference between individually and socially created identity
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Agenda – Have students copy the agenda you have written on the front board.
 - 2) Greeting – As students enter the class, greet them at the door, remind them of the routine of getting their folder and call their attention to the focus quote and question on the front board.
 - 3) **Journal 3** – Write the following journal on the board: What makes a people?
Ask students to journal in answer to this question. Remind them that a journal means they write for ten minutes straight without stopping.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Homework Check – As students are writing, the teacher should once again check the homework from the night before and collect ALL of the assignments (be sure that students’ names are written on them). Initial completed assignments only so that you can give full credit for those. Incomplete assignments receive only partial credit. Quickly peruse/scan the various sketches of the Coat of Arms’ projects and choose four or five that both share very similar images and some that are very unique. Number each of them and cover the names, if they are on the front.
2. Collect Journals – At the end of ten minutes, call time. Collect all journals and grade them tonight.

3. Student Images – Display the Coat of Arms images and mottos from last night’s homework anonymously so that the class can see them. Ask the students to take a minute to examine the images quietly. Then ask if any students have any clarifying questions about what a Coat of Arms is (this may be important because some of the drafts may be difficult to see or confusing to most students). Don’t tell the names of the students whose Coat of Arms are displayed and ask the students to please keep the secret to themselves, if they see theirs up on the board.
4. Class Discussion – Use the following questions to discuss what the students see in the sketches. What images/symbols are there? What colors (if any) are used? What do you think these mean? What similarities do you see among the Coat of Arms? What differences are there? By focusing on one Coat of Arms (#1, for instance) – what can you say about this person? What is a good thing about having a Coat of Arms? If the Coat of Arms is always unique and original, how do you expect groups and/or cliques to form? Why? What groups and/or cliques might you form with the Coat of Arms that are displayed?
5. Summarize – Have students summarize the key points of the discussion you just had. Ask students them to identify the four main points. Write them on the front board. Have students write them down in their folders.
6. **Group Definition** – Create a **Group Definition** with the students. Place students in groups of four quickly. Ask them to define the term “people” in the context of the journal question, “What makes a people?” Give them five minutes to agree upon a definition. At the end of five minutes, call time. Randomly, call on a student from each group to present their definition. Write them on the board as the students present them. Tell the class, you must take each of these definitions and create one definition for the whole class. Ask them if there is any way to combine them. Take volunteers and write out their attempts at a definition. When a volunteer finishes, ask the class if that definition is acceptable or if there is something missing. If someone objects, ask them to give you a way to change it so that it includes what they would like the definition to say. Continue in this manner until the whole class can agree. Then ask a student to write it down on a piece of butcher paper to be displayed in the class. Have the rest of the class write the definition down on the sheet of paper they used for the discussion points.
7. Dictionary Definition – Once the class has arrived at a sufficient definition for the word “people” and only then, have a student “check” it by looking up the definition in the dictionary and reading aloud. What is similar? What is different? Do not replace or add to the definition that the class developed, however, unless they want to add something. Otherwise, use this class definition as the one you will refer to for the remainder of the course.
8. Discuss – Lastly, the teacher should conclude this discussion by asking the central question—so, what makes a people? Students will most likely answer that individuals do through their common beliefs, ideas and interests (this answer will suffice for now).
9. Census Intro – Ask students to clear everything from their desks. Now they will be working on a different way of looking at the same central question, “what makes a people?” Ask the students if they know what a “census” is and what it is used for. Take a couple of volunteers. Tell them that they will be filling out a short version of the 2000 US Census. The information they provide will remain confidential, but they must be honest and take this seriously since this is an official government document.
10. Complete Census – Pass out the abridged **2000 US Census Form** and have students complete it. A full copy of the form is available at: <http://www.census.gov/dmd/www/infoquest.html> Give them five minutes to finish.
11. At the end of five minutes, call time. Check to make sure that everyone is done. If anyone is not finished, ask how much time they need to complete the census. If time allows, give some extra time. If it does not, have the students who are not finished continue while you move on.
12. **Round the Clock** – Once everyone is done, the teacher should collect all of the forms. Make sure you pull out the Census forms of the students whose Coat of Arms Images you posted on the board. Ask students to take out their **Round the Clock** forms. Review the rules again (this time ask students to tell you the two rules). Choose a random time and ask students to get into pairs quickly and quietly.

13. Paired Work – As students get into pairs, pass out the **Census Questionnaire Sheet**. Ask students to answer the questions with their partner as best they can in five minutes. While students are working, use the 2000 Census forms of the students whose Coat of Arms are displayed on the board to create a “profile” of each student from the information on their census. A profile should include Race, Age, Gender, Household Size. Write these four or five “profiles” randomly up on the board.
14. **Read Aloud** – At the end of five minutes, call time. Read each question and ask for volunteers to answer them.
15. Matching Self Identity with Government Identity – If students have not already done so, challenge the students to try to “match” the two different types of identity posted on the board – the individual Coat of Arms and the social 2000 Census profiles you have created.
16. Discuss – Ask students to explain their “matches.” Remember that what may come up for students is their own stereotypes and judgments. Set the stage for respect by pointing it out. Tell them that the purpose of this exercise is to have them begin to look at their own opinions, judgments, stereotypes of others. How else can we begin to discuss them or even potentially change them? This discussion may take some time. Allow for that.
17. Question – Finally, ask students if they believe that a Census captures the essence of what makes a people. Why or why not?
18. **Peer Revision** – Hand out the sketches you collected to students. Make sure that nobody has their own. Then hand out the **Coat of Arms Revision** sheet (found in the *Student Pages* portion of this unit). Review with students the instructions found in it. Take any questions. Tell students they will be interpreting and making suggestions for the Coat of Arms they have in front of them. They may not switch and they may not revise their own. Tell them they will have ten minutes to complete this portion of the assignment. There should be no talking. Anything they have to say should be written down. Have them begin.
19. Creating a Second Draft – At the end of ten minutes, call time. Ask students to staple their **Coat of Arms Revision** sheet to the back of the Coat of Arms. Collect them and initial all completed revision sheets. Return the Coat of Arms with the revision sheet to the author. Allow them to quickly browse the responses. Tell them they will be using these sheets to revise and create a final draft of their Coat of Arms tonight. Remind them that these are simply suggestions. Ultimately, it is the author’s decision whether to use them or not to create a better, more effective piece in order to receive a better grade. Remind them that all assignments can stand to be improved no matter how good they may think it is. AND images like text are created to communicate an idea or thoughts to others. If your partner did not get your intended message, then you need to make some changes so that others will understand. Keeping this in mind, they should take both sheets home and make changes to their piece in the form of a final draft that they will turn in tomorrow for a letter grade, as this is their first formal project. Tell them that they should ask themselves, “Was my partner’s response the image or message I was trying to convey about myself? If not, how can I improve it to make it represent what I would like it to represent?”
20. Grading – Post the following on the front board:

GRADING PROCEDURE:		YOUR GRADE:
Draft Coat of Arms	5 points	_____
Coat of Arms Revision	5 points	_____
Final Draft	5 points	_____
Rubric Grade	5 points x 2	_____
Total possible <u>25</u>	YOUR TOTAL	_____

Tell students this is how they will be graded on the work they have done for this first project. Hand out the **Personal Coat of Arms Project Rubric**. Tell students this is how they will be graded on the quality of their work. Tell them you are giving this to them now so that they will be able to identify the grade they would like to

earn and then work to achieve it. Point out that the rubric grade will become part of their overall grade. Ask them to write their name at the top of their rubric, circle the grade they are aiming for, and turn the rubric in to you. Keep the rubrics and use them to grade the students when they make their presentations in Lesson 10.

21. Homework Review – Finally, pass out the **Blank Coat of Arms** sheet. Tell students they should place their revised images and their motto on this sheet. Remind the students that their homework for tonight is to create a final copy of their Coat of Arms. This project will become part of their class portfolio. So they should take their time and make sure it looks great.
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HOMEWORK

Create a final copy of your Coat of Arms that is unique, creative and professionally done, using the suggestions and feedback from the **Coat of Arms Revision** sheet. Ask yourself, "Was my partner's response the image or message I was trying to convey about myself? If not, how can I improve it to make it represent what I would like it to represent?"

GROUP ROLES

Recorder – The recorder for each group will be responsible for making sure all written records are complete and handed in. He or she does not have to write everything, just make sure all writing activities are assigned to someone and are completed.

Facilitator – The facilitator will guide the group through each group activity and keep group members focused on the activities. If an assignment has to be located on the computer, the facilitator will be prepared to look it up as class starts so the group does not have to wait for him.

Illustrator – The illustrator will be responsible for making sure all drawings, graphics, maps, and the like are turned in as due and that the whole set is completed and turned in with the full project by the final date of the project. The illustrator is also responsible for supervising the overall display for the group presentation.

Manager – The manager is responsible for getting rulers, magic markers, colored pencils, and other materials the group needs and for notifying the teacher when the group needs materials that are not available in the classroom. If the group needs to check a book out of the library, the manager will get it

DOCUMENTATION FOR PORTFOLIO

None