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Oregon International Council
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Final Project based on ethnic relations

Unit Focus: Same and Different
Target audience: first grade
Social studies strands: Individual development and identity / people, places and environments / global connections / culture

1. What's Your Name?

Objective: Students identify how their name changes depending on various roles, locations and preferences.

Spanish sentences: ¿Cómo te llamas? Me llamo

Warm-up: Sing "Everybody Has a Name" until group begins to join.

Lesson: Actually all of us have several names. Do you have a nickname? What is the name you are called when you are in trouble? Do you have a special name only used by a friend or relative? What is the name on your birth certificate? Do you know your name in another language? Did you ever try to change your name? Sometimes, like today, you get a chance to pick what name you want us to call you. Let's read the poem we were learning at the beginning, and add the last part. Now decide which name you think would work best and write it in the blank. Which name did you pick? If you picked the same name as someone else, what could you write on your paper to let me know which person you are?

Wrap up: Student asks neighbor, "¿Cómo te llamas?" Neighbor answers, "Me llamo ..." Continues around circle. Review the poem page and put into reading notebooks.

2. School Supplies

Objective: Students sort supplies into leave-at-school and use-at-home piles. They use Spanish name for a few common items, and compare their supplies to what Puebla students take to school.

Spanish words: el lápiz, la goma, el cuaderno, la mochila

Realia: lápiz bicolor

Warm-up: Students bring backpack to rug filled with brand new school supplies.

Lesson: As I call out an item in Spanish we will use at school, students guess and pull that item out of their backpacks. A pile is made of things we will use at school. Other items brought will be shown, and then encouraged to be used at home. I will pull items from my pack that children in Puebla bring to school to compare and contrast.

Application: Leave-at-school items are placed in the desk, and take-home items are returned to the backpack which is hung on the back of the chair for now.

3. When We Eat What We Eat

Objective: Students compare and contrast food and meal times in Puebla with eating at their house.

Spanish words: el desayuno, el almuerzo, la cena

Realia: Zucaritas box, Spanish poster of food

Warm-up: What if you didn't get to eat lunch until you got home from school?

Lesson: What and when we eat depends somewhat on where we live, and how much money we have to spend on food. Students compare and contrast foods eaten in Puebla.

4. What Kids Do

Objective: Students compare and contrast amusements and lifestyles of children in other times and places.

Spanish words: trompo, tabla

Realia: trompo, tabla, pollo paddle, serpentine

Warm-up: Students watch a Puebla top in action.

Lesson: As students handle toys from Puebla, they suggest things they have alike and different to play. They identify two of the toys also used by pioneer children in the United States (pecking chickens and tabla). Without money, children make own fun with what they have. With money and extensive trade, children around the world enjoy many of the same things. Without money, children experience child labor and deprivation.

5. ¿Es grande, mediano o pequeño?

Objective: Students compare using Spanish words

Realia: children's book *Tomaño*

Contenido y funciones: etapa 1—tomaños: expresar tomaños

Warmup: Students explore a collection of container tops/lids.

Pequeño diccionario

grande	mediano	pequeño
¿Es grande?	¿Es mediano?	¿Es pequeño?
Sí, es _____.	No, no es _____.	Éste es _____.
o	y	¿Cuál es _____?

Presentación de parte del maestro e input de parte del estudiante:

(showing large lid) "Es grande." (shows another) ¿Es grande? ¿Sí' o no? Sí', es grande." (shows a small cap) "¿Es grande? No, no es grande. Es pequeño." (another lid) "¿Es grande? No, no es grande. ¿Es pequeño? Sí', es pequeño." (3 lids, small,

medium & large) “¿Cuál es grande? Éste es grande.. ¿Cuál es pequeño? Aquí? Sí, éste es pequeño. (middle one) ¿Es grande? No, no es grande. ¿Es pequeño? No, no es pequeño. Es mediano. Y mediano, y mediano, y mediano” (as gather others). Point to each size as class identifies grande, mediano, or pequeño. Point to things in the room asking “¿Es.... to elicit either “Sí, es.....” or “No, no es.....”? Read appropriate pages from book, *Tomaño*.

Output de parte del estudiante: Each student chooses 3 lid sizes. Partner points to one size and asks “¿Es.....?” Partner responds correctly either with “Sí, es.....” or “No, no es.....?”

Comunicativo:

1. Student gives mini-tour of classroom, pointing to objects and saying, “Es(grande, o pequeño, o mediano).”
2. Students points to an object and asks the question: ¿Es grande/mediano/pequeño? and chooses someone to answer.
3. Triad of students with each member picking three objects, asking members of the group to identify the sizes of the three items.

Evaluation

Draw a line from the word to the correct size.

grande

mediano

pequeño

#

#

#

scoring guide: 1 point for each correct answer /3

6. Friends Come In All Shapes and Sizes

Objective: Whoever we are, we can be kind.

Warm-up: Teach "Friends come in all shapes and sizes, all kinds of colors, all languages, too; friends come from all kinds of families, whoever you are, well, I'm glad that you're you." or "I don't care if you're blue or green, or if you're short or tall. If I can't say something nice, I won't say nothin' at all."

Lesson: We are different sizes and different lots of stuff. Because each of us is different, that makes each of us very special. Sometimes we're a little different, and sometimes we're very different. Care, share, and do not stare.

Wrap-up: Teach "I'm Very Special, You're Very Special."

7. Where We Live

Objective: What one's living place is like depends on money, resources, location, and customs.

Spanish words: casa

Warm-up: Students find examples of housing from magazines.

Lesson: This summer I saw houses with roofs made of palm leaves. Why doesn't your house have palm leaves for a roof? I lived in a house made of 2 houses: the grandparents lived on the main floor and the son and wife and their kids lived upstairs. Do you have a house like that? I saw a book with a family living in a car. Do you think they like living in a car with no bathroom? Why do some neighborhoods have tall walls and bars on windows and broken glass on tops of fences? Why do some people live in apartment buildings instead of huge mansions with swimming pools and servants? Why do some houses in the world only have heaters, and others only have air conditioners? Why are some neighborhoods painted in very bright colors? Why do some people sleep on the street? All kinds of factors affect where people live, what their house is made of, or whether a family even has a house.

8. Celebrations Around the World

Objective: Students compare and contrast celebrations.

Spanish words: quinceañera, cumpleaños, el dieciséis de septiembre, fiesta

Realia: plastic streamers, Mexican Independence poster

Warm-up: Decorate the room for September 16th, and ask the students what the special occasion is.

Lesson: What are some special celebrations at your house, or that people around here celebrate? Families, people groups and religions have special celebrations. Some are the same, but may be celebrated in different ways. Others are only celebrated by certain families or people groups. Include quinceañera, Ramadan, Los Días de los Muertos. Talk about special clothes only worn for some of these celebrations. Some of these costumes were part of earlier times, so wearing them now gives us a glimpse of history--Pilgrim and Indian clothes for example.

Wrap-up: Invent how you would like to celebrate a made-up holiday.

9. I Pledge Allegiance

Objective: Students compare flags and learn history of Mexican and American flags.

Spanish words: bandera

Realia: Mexican flag

Warm-up: Students do regular Friday flag salute.

Lesson: Students examine chart of national flags, noting special attributes. What do you know about why the US flag looks like it does? What is that picture about in the middle of the Mexican flag?

Wrap up: Design a family flag. What shape, what colors? Special picture? Why?

10. Water

Objective: Water plays a critical part in the survival and everyday life of people.

Spanish words: el agua

Warm-up: I start to take a drink from the faucet in the classroom, but spit it out.

Lesson: How long can you live without water? Relate news story of children held hostage at the school without water. Water can keep you alive or make you sick. Problem of pollution in the Willamette River, especially after sewage overflows. Because of affluence, US spends lots of money to make clean tap water vs. countries where water source is not very clean or safe. What to do with the sewage water? Can give money to help provide clean water for a community, or volunteer to help dig the well.

Wrap-up: So, what could you do to conserve water? Can you help stop the dumping into the storm drains?