



# Everywhere, Everyone

## Background Information for Teachers

This program encourages students to think about culture in ways that may be new to them. Students will discover that culture is about more than race and ethnicity or the arts. Culture is defined as a way of life; it is something everyone has.

The four stories highlighted in Program 1, “Everywhere, Everyone,” show that culture is shared and preserved within families and other groups with similar goals or experiences. Students will realize that they are part of many cultures at once, and that their own cultural identity continually changes and evolves.

## Synopsis

In Program 1, viewers are introduced to several peer-age children and their facilitator, Mr. Kelly, in the Exploratorium. The children enjoy seeing a video clip of an ethnic dance performance, but they wonder if culture involves more than race, ethnicity, performance, and other visible manifestations. Mr. Kelly challenges each child to discover more about Wisconsin culture, as well as their own culture.



## Program Goals

*Correlations with Wisconsin Model Academic Standards for Social Studies appear in italics following each goal.*

After viewing Program 1 and engaging in supportive classroom activities, students will

- understand that culture involves more than race and ethnicity.  
*Grade 4: C.4.3, E.4.14, E.4.6*  
*Grade 8: E.8.6*
- begin to explore their own cultural identities.  
*Grade 4: C.4.3, E.4.9*  
*Grade 8: E.8.6*
- begin to consider how culture affects their daily lives.  
*Grade 4: C.4.3, E.4.4*  
*Grade 8: E.8.4, E.8.5, E.8.10*

## Vocabulary

**culture** — A way of life; something everyone has. It includes the behavior patterns, arts, beliefs, institutions, and all other products of human work and thought. Culture is complex and ever evolving.

**diverse** — Different; dissimilar

**diversity** — Variety

**ethnic** — A group of people sharing a common and distinctive racial, national, religious, linguistic, or cultural heritage

**ethnicity** — Manifestations of ethnic heritage

**heritage** — The connection people have to the generations of people who lived before them; can pertain to cultural heritage, family heritage, ethnic heritage, etc.

**race** — A group of people having the same ancestry, clan, family, or lineage; or, a biological division of people distinguished by color and texture of hair, color of skin and eyes, and physical stature

## Before-Viewing Activities

*To meet the needs of diverse learning styles, be flexible in using these activities. In addition to writing, offer other options for expression.*



### Focus Questions for Class Discussion

- What is culture?
- What does cultural diversity mean?

- Is Wisconsin a culturally diverse place?
- Can you name some ways in which you might experience Wisconsin's cultural diversity in your everyday life?

### **Focus Questions for Students' Culture Journals**

- What is culture?
- What does culture have to do with me?

*Teaching note:* This activity is referenced in the student assessment activity; see page 9 of the [Teacher Summary](#).

## **Viewing Activities**

### **National Culture/Exchange Student Segment**

*Relevant Academic Standards for Foreign Languages*

*Grade 4: D.4.1, D.4.2, D.4.3, E.4.3, J.4.3, K.4.3, K.4.4, K.4.5*

*Grade 8: D.8.1, D.8.2, D.8.3, J.8.3, K.8.3, K.8.4, K.8.5*

One of the best ways to learn about someone's culture is to spend time with that person. Miguel, a Brazilian exchange student who lives with a family in the United States, shares things about life in his home country. He and the host family's daughter, Nicole, also discuss the things they have in common, such as movies, music, and soccer.

#### *Viewing/Observation Points*

Pause the video before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video and ask the questions again to assess students' observations.

- What are some differences between the students from America and Brazil? (Responses might include language, driving age, the different continents they live on, Miguel has never seen snow before.)
- What do the students from America and Brazil have in common? (Responses might include strong family ties, soccer, music, movies.)
- How do Nicole and Miguel learn about each other's culture? (Responses might include sharing everyday activities, asking questions, photographs.)
- What learning strategies did the students use in this segment? (Responses might include questioning and compare/contrast.)

### **Family Culture Segment**

*Relevant Academic Standards for Health Education*

*Grade 4: A.4.2, F.4.2, F.4.3*

*Grade 8: F.8.1, F.8.2, F.8.3*

This segment on family culture features a mother and her three children, all of whom live in a shelter for homeless people. Rather than dwell on the family's homelessness, viewers learn that family culture doesn't depend on where people live, it involves doing things together and sharing family traditions.

#### *Viewing/Observation Points*

Pause the video before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video and ask the questions again to assess students' observations.

- What activities and traditions did this family share? (Responses might include reading together, discussing homework, and talking about how they felt during the day.)
- How did family members learn from each other? (Responses might include sharing time together, listening to each other, setting family rules, and cooperating during chores and play time.)
- What learning strategies did the children in this family use as they participated in family activities? (Responses might include listening and cooperating.)

#### **Deaf Culture Segment**

*Relevant Academic Standards for Dance*

*Grade 4: F.4.4, H.4.3, H.4.4, J.4.3*

*Grade 8: J.8.3*

This segment features Regina and Tara, two African-American women who belong to a dance troupe comprised of young people with hearing impairments. Viewers will see that Regina and Tara belong to three different cultural groups: the dance culture, the deaf culture, and the African-American culture.

*Teaching note:* This segment includes interviews that are presented in sign language with on-screen captions. You may want the class to view it at least twice; the first time to watch the action and the second time to read the captions. A **transcript** is provided on page 13.

#### *Viewing/Observation Points*

Pause the video before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video and ask the questions again to assess students' observations.

- What did the two young women seen in this segment have in common? (Responses might include being deaf, being dancers, being female, being African American.)

- How do people who are deaf communicate? (Responses might include sign language, e-mail, writing, dancing, speaking.)
- What experiences do deaf people share? (Responses might include knowing sign language, the way it feels to be deaf, learning how to communicate with hearing people.) Point out that deaf people share a culture of their own because of these shared experiences.
- What learning strategies did these students use? (Responses might include observing.)

### **Sports Culture/Basketball Team Segment**

*Relevant Academic Standards for Physical Education*

*Grade 4: A.4.1, A.4.2, D.4.1, D.4.2, D.4.3, D.4.4, F.4.1, F.4.5,  
G.4.1, G.4.2, G.4.3*

*Grade 8: A.8.3, A.8.4, B.8.4, D.8.1, D.8.2, D.8.4, F.8.1, F.8.6,  
G.8.1, G.8.2, G.8.3, G.8.4*

The values inherent to a sports team culture are explored in this segment about a girls' basketball league in Milwaukee. Team members talk about the importance of working together, sharing experiences, hard work and dedication, and sportsmanship. Not only do the girls share common values, they share a common goal: winning.

#### *Viewing/Observation Points*

Pause the video before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video and ask the questions again to assess students' observations.

- What aspects of teamwork and team culture are depicted in the video? (Responses might include sharing a common goal, learning to communicate on the court, learning from each other, sharing the joy of play, feeling a sense of accomplishment.)
- How does playing on a sports team affect other aspects of the players' lives? (Responses might include learning to work cooperatively with others, learning to accept defeat gracefully, improving communication skills and concentration skills, reinforcing a work ethic.)
- What learning strategies did the girls on the team use to achieve their goals? (Responses might include cooperative learning and listening.)

## **After-Viewing Activities**



### **Questions for Class Discussion**

- What did students learn about culture from viewing Program 1, "Everywhere, Everyone"?

- What strategies for learning about culture did students observe in Program 1?
- If students were planning to make a video showing culture in their classroom and community, what would they include?

### **Students' Culture Journals**

Ask students to open their journals and re-read their responses to the Before-Viewing focus questions on page 3. Ask them to update their journals, keeping in mind this question:

- What have I learned about culture?

### **Technology Link**

Coordinate with another teacher to establish e-pals between the two classes. Compare students' responses to the Before-Viewing focus questions on page 3 and note how they differ.

### **Student Activity for Assessment**

This assessment activity will give students the opportunity to explore their own cultural identities and discover ways to learn about other cultures. Details about the activity are provided in the [Teacher Summary](#) on pages 9 and 10.

### **Extension Activities**

*These activities correlate to the video segments cited in Viewing Activities (pp. 3-5) and allow for follow-up on particular themes.*

#### **National Culture/Exchange Student Segment**

Have students create a poster or collage that illustrates aspects of American culture they would choose to share with someone visiting from another country.

#### **Family Culture Segment**

Ask students to reflect in their culture journals the activities and traditions their family shares on a daily, seasonal, or yearly basis. Include both daily activities, such as chores, and special activities, such as birthday celebrations.

#### **Deaf Culture Segment**

Ask students to brainstorm some ways in which people communicate; record their responses on the chalkboard. (Examples might include speaking, singing, dancing, creating artwork, playing a musical instrument, writing poetry, smiling or frowning, waving, using e-mail or sign language.) Help students to understand that people with and without hearing impairments share many methods of communication.

Share with students the following story, told by a young woman featured in this segment:

“I got hearing aids in the second grade. I was excited about these new things. I got to school with my two hearing aids, and I saw one of my friends and waved. He came up to me and said, ‘What’s up with those?’ I said it was to help me hear better. He said, ‘That’s ugly.’ I was so let down! I took the hearing aids off and I don’t wear them any more. I just felt humiliation.”

How does this story make students feel? Ask students to describe an appropriate way to act if they see a schoolmate who is differently abled.

### **Sports Culture/Basketball Team Segment**

Ask students to attend a sports event and identify two cultural groups (e.g., fans, players, cheerleaders). Have them create Venn diagrams showing the characteristics that are specific to each group and characteristics that the two groups have in common.

## **References and Resources**

### ***For Teachers***

*An Introduction to Multicultural Education*, by James A. Banks.

Second edition. Allyn & Bacon, 1998. ISBN 0205277500 (paperback). Effective multicultural education empowers all students to become knowledgeable, caring, and active citizens in a diverse world. Includes teaching concepts and strategies, the characteristics of a multicultural school, and a checklist for evaluating informational materials.

*Iroquois Corn in a Culture-based Curriculum: A Framework for Respectfully Teaching About Cultures*, by Carol Cornelius. State University of New York Press, 1999. ISBN 0791440281. Chapter Four provides a conceptual model that educators may adapt to teach respectfully about any and all cultures.

*Multicultural Resources: ERIC Searches*, compiled by the Equity Mission Team, Wisconsin Department of Public Instruction, June 1999. Annotated lists of multicultural and equity education teaching materials.

*Teaching and Learning in a Diverse World: Multicultural Education for Young Children*, by Patricia G. Ramsey. Second edition. Teachers College Press, Columbia University, 1998. ISBN 0807737232 (hardcover), 0807737224 (paperback). Identifies ways to discover what young children think about race, social class, culture, gender, and differing abilities. Offers practical applications for parents and teachers to bring multicultural perspectives into everyday life. Includes a list of suggested books for children.

## CD-ROM Connections

*Navigation instructions for the Cultural Horizons of Wisconsin CD-ROM appear on page 18.*

The following **Visits** relate in various ways to segments featured in Program 1:

“Be Czech for a Day” — This annual ethnic festival celebrates Czechoslovakian heritage. (Hillsboro; Western Upland)

“Learning Together” — Ojibwe children preserve their native language by learning to speak it at an after-school class at the community center. (Lac du Flambeau; Northern Highland)

“Little United Nations” — A school with a diverse student population celebrates United Nations Day. (Madison; Eastern Ridges and Lowlands)

“On the Cranberry Marshes” — A boy named Rusty has learned much about raising cranberries. See why he thinks it’s more like fun than work. (Warrens; Central Sand Plain)

These assessable activities in the **My Discoveries** electronic notebook give students the opportunity to log the information they have learned on their Visits.

“Be Czech for a Day” — How is the Czech celebration in Hillsboro the same as the Belgian Days celebration in Brussels? (See the Visit titled “Belgian Days Parade.”) How is it different?

“Learning Together” — Explain what these children learn at their community center. Describe a place where you go to learn, other than your school. What do you learn?

“Little United Nations” — Choose one of the *10 Rights of the Child*. Explain what it means to you. How will you share it with your friends and family?

“On the Cranberry Marshes” — Describe the things Rusty has learned about raising cranberries. How has he learned what he knows?

Use the “All Groups” list in **Explorer** to learn more about the following groups of people who were represented in Program 1:

African American	Chinese
Asian Indian	Guatemalan
Brazilian	Hmong
Chilean	United States

## Everywhere, Everyone assessment activity

### Learning Goal

- Students will begin to explore their own complex cultural identity.

### Wisconsin Model Academic Standards Correlations

#### Social Studies (Behavioral Sciences)

- E.4.9. Explain how people learn about others who are different from themselves.
- E.8.6. Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals.

### Activity Overview

By learning how to explore their own cultural identities, students will discover ways to learn about others who are different from themselves. To complete this assessment activity, students will explore their own cultural identities using the **My Culture!** activity sheet, design a project that expresses their cultural identity, present the project to the class, and write in their Culture Journal.

### Materials Needed

- Students' Culture Journals
- Student copies of the **Everywhere, Everyone assessment rubric** (page 11)
- Student copies of the **My Culture! activity sheet** (page 12)
- Art supplies and computer software programs, as needed for student presentations

### Teacher Instructions

#### The Assessment Rubric

At the beginning of the assessment activity, distribute to students the rubric and explain how you will use it to measure their achievement. Since there are several components to this assessment, it's best to review pertinent sections of the rubric with students as you move through the activity. Be sure that they understand the relevance of the criteria before proceeding with each part of the assessment.

#### 1. Review

Ask students to review the responses they wrote in their Culture Journals to these Before-Viewing focus questions:

- What is culture?
- What does culture have to do with me?

### 2. Cultural Exploration

Distribute to students the **My Culture!** activity sheet and explain that they are about to explore their own culture. Review the statements on the activity sheet, providing an example for each response (see the Quick Version, below). Then, go through the portion of the rubric regarding Part A, making sure students understand the way in which their performance is being measured. Direct students to record their responses on the activity sheet; they also may record them in their Culture Journals.



#### Quick Version

Write the following statements on the board and ask students to respond to them in their Culture Journals. Or, direct each student to express his or her ideas in a drawing or collage, which may be posted in the classroom.

- Name five or more groups to which I belong.  
(*Examples:* family, classroom, community, Korean Americans, soccer team)
- Name five or more activities that I enjoy doing year-round.  
(*Examples:* learning karate, playing with a pet, fishing with a parent, reading, playing video games)
- Name five or more things that are important to me.  
(*Examples:* spending time with my best friend, eating meals with my family, living on a farm, dancing at powwows, attending Hebrew school)

### 3. Project Design and Presentation

Tell students that, for Part B of the **My Culture!** activity, they each are to create a presentation based on their responses they wrote on the activity sheet. Explain that they may use whatever type of presentation they wish, such as a poster, word web, poem, essay, artwork, photo collection, collage, HyperCard stack, or PowerPoint program.

Review the section of the rubric about Part B, ensuring that students know how you are measuring their performance. Schedule a time for the presentations, allowing students several days to prepare.

### 4. Journal Writing

Write the following questions on the chalkboard and direct students to record their responses in their Culture journals.

- What did you learn about yourself while doing this project? Give examples.
- How will you learn about people who are different from you? Give examples.

Review Part C of the rubric with students, making sure they understand the expectations. Then, ask them to write their responses in their Culture Journals.

**Everywhere, Everyone assessment rubric** Name \_\_\_\_\_  
 Explore your own cultural identity. Date \_\_\_\_\_ ID# \_\_\_\_\_

ACTIVITY	RESULTS			
	Just Beginning 1 point	On My Way 2 points	Almost There 3 points	Well Done 4 points
<b>Part A: Things about Me</b>	Named 3 things for each statement.	Named 5 things for each statement.	Named 7 things for each statement.	Named 9 things for each statement.
<b>Part B: Project Design Presentation</b>	My design did not relate to any statement in Part A. Classmates understood little of my presentation.	My design related to 1 statement in Part A. Classmates understood some of my presentation.	My design related to 2 statements in Part A. Classmates understood most of my presentation.	My design related to all 3 statements in Part A. Classmates understood all of my presentation.
<b>Part C: Culture Journal Writing</b>	Answered 1 question. Gave no examples.	Answered 1 question. Gave 1 example.	Answered both questions. Gave 1 example for each question.	Answered both questions. Gave 2 examples for each question.

*Wisconsin Social Studies Standards Correlations (Behavioral Sciences)*  
 E.4.9 Explain how people learn about others who are different from themselves.  
 E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals.

Name \_\_\_\_\_

Date \_\_\_\_\_ ID# \_\_\_\_\_

## My Culture!

**Directions:** Write answers to the following statements.

Name five or more groups to which I belong.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

Name five or more activities that I enjoy doing year-round.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

Name five or more things that are important to me.

(Do not repeat activities or groups named above.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

## Deaf Culture Video Segment

In the video segment on deaf culture, Regina and Tara, both members of a dance troupe composed of people with hearing impairments, communicate using sign language. Their conversation was captioned so viewers could understand what the girls were communicating. The following is a transcript of those captions.

**Tara:** "I was born deaf."

**Tara:** "It's not such a big deal."

**Tara:** "It's not a handicap."

**Regina:** "Hearing people use voices. I use signs."

**Regina:** "Signing makes things artistic. It's so beautiful."

**Tara:** "We point when we talk. Hearing people don't."

**Tara:** "Hearing people say 'hi' and 'bye' quickly. Deaf people talk on and on ...."

**Regina:** "It's neat doing things together."

**Tara:** "There are many deaf people, and we want hearing people to understand us."

**Regina:** "We're the same in many ways."

**Tara:** "Let's Dance!"

**Regina:** "When I'm dancing, I feel like I have an angel behind me. I feel so free."

**Tara:** "I communicate by using my talents. I dance because I love it!"

**Regina:** "I feel the vibrations. I feel the beat. The rhythm is always there inside of me."

**Tara:** "I want the world to accept me for me."

**Regina:** "Look at me, I can do it!"

**Regina:** "It's all there inside of you, in your wishes and desires."

# Teaching Plan for Program/Chapter 1: “Everywhere, Everyone”

Video Segment	Learning Strategies	CD-ROM Component	The English Language Learner	The Intermediate Learner	The Gifted and Talented Learner
National Culture/ Exchange Student	Comparing Contrasting	Explorer: Brazilian people	VOC: p. 2 BVA: focus questions, pp. 2-3 VA: viewing points, p. 3	BVA: focus questions, pp. 2-3 VA: viewing points, p. 3 AVA: discussion, pp. 5-6; Culture Journal, p. 6 SAA: pp. 9-12	AVA: Culture Journal, p. 6 Technology Link: p. 6 SAA: pp. 9-12 EA: art project, p. 6
<b>Foreign Languages Standards addressed in this video segment:</b> Grade 4: D.4.1, D.4.2, D.4.3, J.4.3, K.4.3, K.4.4, K.4.5 Grade 8: D.8.1, D.8.2, D.8.3, J.8.3, K.8.3, K.8.4, K.8.5					
Family Culture	Listening Cooperating	Visit: “On the Cranberry Marshes”	VOC: p. 2 BVA: focus questions, pp. 2-3 VA: viewing points, p. 4	BVA: focus questions, pp. 2-3 VA: viewing points, p. 4 AVA: discussion, pp. 5-6; Culture Journal, p. 6 SAA: pp. 9-12	AVA: Culture Journal, p. 6 Technology Link: p. 6 SAA: pp. 9-12 EA: writing, p. 6
<b>Health Education Standards addressed in this video segment:</b> Grade 4: A.4.2, F.4.2, F.4.3; Grade 8: F.8.1, F.8.2, F.8.3					
Deaf Culture	Observing	none	VOC: p. 2 BVA: focus questions, pp. 2-3 VA: viewing points, pp. 4-5	BVA: focus questions, pp. 2-3 VA: viewing points, pp. 4-5 AVA: discussion, pp. 5-6; Culture Journal, p. 6 SAA: pp. 9-12	AVA: Culture Journal, p. 6 Technology Link: p. 6 SAA: pp. 9-12 EA: brainstorming; discussion, pp. 6-7
<b>Dance Standards addressed in this video segment:</b> Grade 4: F.4.4, H.4.3, H.4.4, J.4.3; Grade 8: J.8.3					
Sports Culture/ Basketball Team	Cooperative learning	Visit: “Learning Together”	VOC: p. 2 BVA: focus questions, pp. 2-3 VA: viewing points, p. 5	BVA: focus questions, pp. 2-3 VA: viewing points, p. 5 AVA: discussion, pp. 5-6; Culture Journal, p. 6 SAA: pp. 9-12	AVA: Culture Journal, p. 6 Technology Link, p. 6 SAA: pp. 9-12 EA: Venn diagrams, p. 7
<b>Physical Education Standards addressed in this video segment:</b> Grade 4: A.4.1, A.4.2, D.4.1, D.4.2, D.4.3, D.4.4, F.4.1, F.4.5, G.4.1, G.4.2, G.4.3 Grade 8: A.8.3, A.8.4, B.8.4, D.8.1, D.8.2, D.8.4, F.8.1, F.8.6, G.8.1, G.8.2, G.8.3, G.8.4					
VOC – Vocabulary; BVA – Before-Viewing Activity; VA – Viewing Activity; AVA – After-Viewing Activity; SAA – Student Activity for Assessment; EA – Extension Activity					

## How to Use This Guide

This teacher guide will assist you in making best use of the *Cultural Horizons of Wisconsin* video series and its companion CD-ROM by offering ways to incorporate them into your curriculum. It also contains suggested activities designed to appeal to multiple learning styles and intelligences. Each chapter of this guide corresponds to a program in the *Cultural Horizons of Wisconsin* video series and offers activity suggestions and CD-ROM connections specific to that program.

The series is set in a spacious, learning-rich environment called the Exploratorium. There, a group of young people and their adult facilitators, Mr. Kelly and Miss White, examine each program's theme. Illustrating the topic at hand are magazine-style segments that provide real-life examples. These programs highlight Wisconsin's diversity and provide a springboard for classroom discussion and student reflection.

It is always worthwhile to preview each *Cultural Horizons of Wisconsin* program before sharing it with your class. In particular, look for points where you may wish to pause the videotape and discuss a question or idea with students. In addition to introducing and reinforcing content about the state's culture, *Cultural Horizons of Wisconsin* will help your students understand that culture pertains to them as individuals.

### Correlations with Wisconsin's Model Academic Standards

Instructional goals for each video program were developed in conjunction with the Wisconsin Model Academic Standards for Social Studies. Learning objectives and relevant social studies standards for fourth and eighth grades are noted under the heading of Program Goals in each chapter.

Many segments within the programs support academic standards in other disciplines as well. Those correlations are noted in the Viewing Activities section and on the teaching plans (see "Assisting Teachers, Enriching Student Learning," below).

Children in the Exploratorium will engage in a variety of learning activities that support the Model Academic Standards for Information and Technology Literacy. Each chapter also includes a "technology link" that is designed to help integrate technology into enrichment activities.

### Assisting Teachers, Enriching Student Learning

In addition to suggesting student activities that complement the *Cultural Horizons of Wisconsin* video series, this guide includes a set of teaching plans, one for each chapter. The teaching plan identifies main content areas covered in a particular program, learning strategies that were modeled, related CD-ROM components, and relevant cross-curricular academic standards. It also groups this guide's student activities into three graduated levels. The [teaching plan for "Everywhere, Everyone"](#) is on page 14.

As an ongoing activity, the Student Culture Journal plays an integral part of the *Cultural Horizons of Wisconsin* experience. References to its use are made throughout this guide. Each student creates a journal or scrapbook in which he or she can record responses to questions asked before and after viewing. The journal also can be used to collect artwork, photographs, or other materials. Students may wish to decorate their Culture Journals to reflect their own culture.

The items below outline the manner in which the chapters of this guide are organized and describe the information each section contains:

### **Background Information for Teachers**

This section lays the foundation in regard to the content of the video program. It explains why particular topics are covered and gives relevance to the manner in which they are presented.

### **Synopsis**

The Synopsis describes the action that takes place in a particular program and the issues that are raised.

### **Program Goals**

This section cites learning objectives for the program and correlates each one to specific Wisconsin Model Academic Standards for Social Studies.

### **Vocabulary**

This list is made up of terms, with definitions, that are used in the video program as well as those which may arise during classroom discussion.

### **Before-Viewing Activities**

This part of the chapter can be used to direct students' attention on the video program they are about to view. It includes focus questions for classroom discussion and journal writing. You may want to record students' responses to the discussion questions on the chalkboard and reflect on them after the class views the program.

### **Viewing Activities**

All *Cultural Horizons of Wisconsin* programs feature several segments that address a particular cultural aspect. Synopses, relevant cross-curricular academic standards, and follow-up questions for each segment can be found here.

### **After-Viewing Activities**

This portion of the chapter offers class discussion questions, class activities, and journal-writing topics.

### **Technology Links**

These activities suggest ways to incorporate the tools of technology into student learning, both within and beyond the classroom.

### **Extension Activities**

Venture a little further. These activities provide ideas to enhance or expand learning opportunities on themes and content presented within the segments seen in the video program. Some can be used as a means to integrate a topic across the curriculum.

### **Student Activity for Assessment**

Each chapter contains a classroom-ready student assessment activity; this section provides a brief description of it. Assessment activities are designed to engage students in applying the concepts presented in the video programs. Results can be used to assess students' grasp of basic ideas for each new topic.

In addition to student materials, each assessment activity includes a **teacher summary** and **assessment rubric**. Each rubric enables students to choose the level at which they wish to perform. Before students begin an assessment activity, review the activity's rubric with the class, ensuring that students understand how their performance will be measured and scored.

### **Guide Resources**

This section of the chapter lists the type and location of materials needed to conduct activities mentioned in the guide. These items can include images, maps, and reproducible masters.

### **References and Resources**

The books, teaching materials, Web sites, and educational tools cited in this section have been carefully selected for quality and appropriateness. Each entry is annotated.

### **CD-ROM Connections**

To help students and teachers make best use of the *Cultural Horizons of Wisconsin* CD-ROM, information in this section identifies components of the CD that relate to each video program.

The *Cultural Horizons of Wisconsin* video series, CD-ROM, and this teacher guide were developed with the generous involvement of a number of Wisconsin classroom teachers and other education professionals from across the state. Their contributions ensure that these materials truly reflect the collective best thinking in regard to the cultures that shape our state and our individual lives.

### **Kathleen Ernst, Kori Oberle**

Project Co-Directors

*Cultural Horizons of Wisconsin*

## CD-ROM Navigation

**Visits** on the *Cultural Horizons of Wisconsin* CD-ROM introduce students to children and adults who are learning about, celebrating, and preserving their cultural heritage. These Visits relate in various ways to segments featured in *Cultural Horizons of Wisconsin* video programs. Teachers and students can access the Visits in two ways:

- Click on the Wisconsin Map pocket in the Backpack to open the map. Explore the map to find the pop-up signposts that bear the titles of the Visits. Click on the signpost of the Visit you wish to experience.
- Click on the Tools pocket in the Backpack. Launch the “Navitron” — which includes an alphabetical list of all Visit titles on the CD — by clicking on its icon. View the list and click on the Visit title of your choice.

**My Discoveries** is an electronic notebook that students use to record what they learn on their Visits. The Index within My Discoveries assists teachers with tracking the progress their students make through this CD-ROM. My Discoveries is accessible through

- the last screen of any Visit. Click on the “Write in My Discoveries” link to go to the writing activity related to that Visit.
- the Backpack’s top pocket. Click on the My Discoveries pocket to open it. Next, click on the “Open” button on the cover of the notebook and then the “Index” tab to view the Visit titles. Click on the Visit of your choice to begin your journal entry.
- the Tools pocket, located on the Backpack below the Wisconsin Map pocket. Click on it and select the Navitron button, and then choose the My Discoveries option. To access a Visit read the sentence directly above that begins with “Next.”

**Explorer** is a database containing profiles of more than 70 ethnic population groups currently living in Wisconsin. Each profile provides four subsections of content: background information in *Who We Are*; details on foods, crafts, music, and dance in *Traditions*; *Recipes*; and examples of ways the group preserves and celebrates its cultural identity in *Getting Along*.

All profiles are accessible in two ways — either by ethnic group, under the heading “All Groups,” or by country of origin, under “Areas of the World.” CD users can access Explorer by clicking on

- a specific group name, cited on the last screen of any Visit because of its relevance to that particular Visit.
- the front pocket of the Backpack. Then, click on either the “All Groups” or “Areas of the World” button. Choose the group you wish to learn about by scrolling through the list and clicking on either the group name or the area of the world from where the group came. After opening a profile, you may read screen by screen or jump to a particular section by clicking *Who We Are*, *Traditions*, *Recipes*, or *Getting Along*.
- the Tools pocket, located below the Wisconsin Map pocket on the Backpack, and launching the Navitron. Choose the Explorer option and follow the instructions directly above, starting with the sentence that begins with “Then.”