



Growing New Roots

Background Information for Teachers

People come to Wisconsin for many reasons, including economic, personal, professional, or academic opportunities. They may arrive as adoptees, refugees, exiles, migrants, or immigrants. Some hope to stay here permanently; others are temporary residents. This situation has existed for many years and will continue to exist. You may wish to remind students that, unless they are of certain American Indian ancestry, their families at one time experienced being newcomers, too.

In spite of their differences, all newcomers have feelings and choices about which aspects of their cultural identity they hope to maintain in their new home and which ones may be relinquished or lost. Program 4, “Growing New Roots,” looks at the experiences newcomers face when adapting to a new culture. It also introduces the concepts of *surface culture* (such as clothing, holiday observances, and folk arts) and *deep culture* (which includes faith, beliefs, and attitudes).

Synopsis

When Andy, who is of Mexican descent, brings a piñata to the Exploratorium to celebrate his birthday, some of the other children wonder how living in Wisconsin has affected Andy’s cultural identity. Mr. Kelly suggests studying several groups of recently arrived people to learn how their cultural identity has changed, and how it has stayed the same, since moving to Wisconsin. The children meet several Tibetan exiles and two Mexican-American families who travel north each spring to work on farms. They also learn to distinguish between aspects of surface culture and deep culture.



Program Goals

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

After viewing Program 4 and engaging in supportive classroom activities, students will

- understand the distinction between surface culture and deep culture.

Grade 4: E.4.2, E.4.3, E.4.4, E.4.5, E.4.6, E.4.7, E.4.8, E.4.11, E.4.13, E.4.14

Grade 8: E.8.1, E.8.2, E.8.3, E.8.5, E.8.6, E.8.9

- explore the push/pull factors that brought some recent arrivals to Wisconsin.

Grade 4: A.4.7

Grade 8: A.8.7

- consider the challenges and opportunities that arise when new arrivals settle among people from other cultures.

Grade 4: B.4.9, C.4.1, E.4.3, E.4.4, E.4.6, E.4.8, E.4.9, E.4.14

Grade 8: B.8.10, E.8.4, E.8.6, E.8.9, E.8.12, E.8.14

Vocabulary

Words preceded by an asterisk () were introduced earlier in the series and are included here for review.*

attitudes — Opinions and feelings about someone or something.

blessings — Gifts or good fortune that people believe came from God or their spiritual leader.

cultural identity — A person's unique blend of cultural traits.

***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.

deep culture — Aspects of culture that have to do with feelings, attitudes, beliefs, etc.

exiles — People who have left their homeland due to political turmoil or other trouble and cannot return.

***faith** — Trust or confidence in someone or something.

fiesta — A holiday or religious festival in Spanish and Latin American cultures.

His Holiness the Dalai Lama (dah-lee lah-mah) — The spiritual and temporal leader of Tibet. Most Tibetans are Buddhist and believe that the Dalai Lama is the manifestation of the God of Mercy born in this human realm to serve humankind.

immigrant — Someone who leaves one country and settles permanently in a new country.

invasion — Soldiers from one country entering another in order to take control.

migrant — Someone who moves in order to find seasonal work, such as picking vegetables or working in a canning factory.

piñata (pin-yah-tah) — A decorated container filled with candy and hung from the ceiling, to be broken with a stick by blindfolded children. Piñatas are popular at Latin American celebrations.

prayer flags — Small banners inscribed with positive symbols, prayers, and good wishes. Tibetan Buddhists hang them so the wind can carry the good messages across the countryside.

purity (of one's mind) — Innocent of guilt or bad thoughts.

refugees — People forced to leave their homes due to war, persecution, or disaster.

***spiritual** — Having to do with religion or faith.

surface culture — Aspects of culture that are tangible and easily observed, such as food, holiday observations, arts, folklore, and clothing.

***values** — People's beliefs and ideas about what is most important in their lives.

work ethic — Feelings about the importance of work. Migrant laborers travel to find work doing jobs that no one else wants because they have a strong work ethic.

Before-Viewing Activities

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



Focus Questions for Class Discussion

- Who are the most recent immigrants to Wisconsin?
- What has their experience been?
- What happens when people from another culture begin adapting to life in Wisconsin among long-established residents?

Focus Questions for Students' Culture Journals

- How would I feel to be in a new situation, such as attending a new church or school, or visiting distant relatives for the first time?
- If I had to move to another country, what would I want to take with me?

Viewing Activities

Tibetan Exiles Segment

Relevant Academic Standards for Foreign Languages

Grade 4: D.4.2, D.4.3, I.4.3

Grade 8: D.8.2, D.8.3, I.8.3

The Chinese government began an invasion of Tibet in 1959, and many Tibetans fled to India and other countries. In 1989, Congress allowed 1,000 Tibetan exiles to enter the United States. Only one member of any family was chosen. Between 1992 and 1994, the Tibetan Resettlement Project established cluster communities around the United States and helped the Tibetans settle into a new community and find work. These first arrivals often worked two or three jobs, trying to raise money to bring family members to join them in the United States. In 2000, about 80 Tibetan families lived in Madison.

Teaching note: This segment contains potentially sensitive information about two cultures in conflict, which may present challenges for students from China or of Chinese descent. Remind students that people involved in any conflict have different perspectives and experiences, and that a government's ideas and actions do not necessarily represent the opinions and feelings of every individual.

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 Tibetan culture did the Tibetan exiles bring to their new home? (Responses might include religious observances, holiday observances such as Tibetan New Year, customs such as hanging prayer flags, and music.)
- What challenges does the Tibetan community face in preserving its culture? (Responses might include keeping alive the Tibetan language among young people who speak English at school, preserving music, and blending Tibetan customs with fast-paced American lifestyles.)

Migrant Family Segment

Relevant Academic Standards for Agricultural Education

Grade 4: A.4.1, B.4.3, F.4.1, F.4.4

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

Between 6,000 and 8,000 migrant workers travel to Wisconsin every year in search of agricultural work. Many come from Texas, and most are Mexican-born or of Mexican descent. These migrant families choose to make the annual trip because they have a strong work ethic. Some travel on speculation, hoping to find work. Many field workers provide physically demanding “stoop labor.”

The migrant lifestyle presents a host of challenges. Many families are isolated in rural areas. Some housing opportunities are available only to single men, forcing workers to find alternative housing or leave their families behind. And, the education of migrant children is interrupted each semester by a move to a different state with different curricula. Migrant families often respond to these challenges with strong family ties, an emphasis on education and spiritual faith, and informal sharing of news about opportunities and services. In this segment, several migrant students talk about the disadvantages and advantages of their seasonal moves.

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 the migrant families’ culture travel with them? (Responses might include family ties, religious faith, work ethic, and food traditions.)

- What are some advantages and disadvantages of moving back and forth each year? (Responses for advantages might include learning about two different regions, getting to live in two different places, and strong family ties. Responses for disadvantages could include having to leave friends behind, switching schools twice a year and always having to catch up, and missing extended family members.)

After-Viewing Activities



Questions for Class Discussion

- What happens when people from another culture begin adapting to life in Wisconsin among long-time residents? What challenges and opportunities do they face?
- What strategies for learning about culture did students observe in Program 4, “Growing New Roots”?

Class Activities

- Ask students to brainstorm reasons people have to, or choose to, move to a new country. Create a word map on the board. Reinforce the concepts of immigrants, refugees, migrants, and exiles.
- In Program 4, Mr. Kelly asked the children in the Exploratorium to think about the belongings they would take along if they were moving to the United States from another country, keeping in mind they could only bring what they could carry. For example, Julia filled most of her space with clothes, but she also brought two silver ankle bracelets that were gifts from her grandmother.

Give your students the same challenge. What items could they fit in a suitcase or backpack? You may wish to give students an opportunity to design or draw the container they would use to carry their belongings. In addition to clothing, what special items would they bring? Save time for sharing, making sure to ask students to explain *why* they chose the items they did. Close the activity by reminding students that many children who leave the country of their birth can take only the things they are able to carry. They must leave behind many treasured belongings, even their pets.

- Reinforce the concepts of surface culture and deep culture by doing this sorting activity as a class:
 1. Make paper copies of the **Surface or Deep? activity** (page 17) for your students and a transparency for yourself. Before making the students’ copies, cover the answer key on the master.
 2. Distribute the activity and read through the directions as a class. Give students time to complete the activity.

3. After students finish, project the transparency. As a class, discuss whether each cultural element is an example of surface culture or deep culture. Mark the proper location of each element on the transparency. You may wish to allow students to correct their own papers.

Teaching note: This activity is referenced in the **Teacher Summary** on page 65.

Students' Culture Journals

Reinforce the ideas of exploring surface and deep culture presented in Program 4 by asking students to list examples of each in their Culture Journals. Then, have students re-read the responses they wrote in their Culture Journals for the focus questions (page 58).

Ask students to update their journals by responding to the following questions, making sure they include examples of both surface culture and deep culture.

- If I had to move to another country, what would I take to help others learn about me?
- What would I take to make me feel more at home?

Technology Link

Using the software program Inspiration or a similar product, have students organize into two categories — surface culture and deep culture — the things they have learned or know about any cultural group.

Student Activity for Assessment

After students reflect on cultural elements that influence their own cultural identity, they consider the ways in which such elements affect the cultures of two ethnic groups. Details about the activity are provided in the **Teacher Summary** on pages 11 through 13.

Extension Activities

These activities correlate with the video segments cited in Viewing Activities (pp. 4-6) and allow for follow-up on particular themes.

Tibetan Exiles Segment

Review the background information for this segment on page 4, then lead this class discussion: If only one member of your family could move to a new country, what might his or her experience be like? What could family members do to maintain their ties with this person?

Migrant Family Segment

Ask students to create Venn diagrams showing which aspects of the migrant children's lives are the same wherever they are and which aspects of their lives are unique to Texas and Wisconsin. Reinforce math and geography concepts by having students map the journey between southern Texas and Wisconsin, as well as calculate mileage and travel times.

Guide Resources

- **Surface or Deep?** sorting activity (p. 17)
- **Map from the Tibetan Exiles Segment** (p. 18)

References and Resources

For Students

Amelia's Road, by Linda Jacobs Altman; illustrated by Enrique O. Sanchez. Lee & Low, 1993, ISBN 1880000040; paperback, 1995, ISBN 188000027X. A young girl of a Mexican migrant family hates the road they travel, until she finds a place to call her own. Easy fiction.

Family Pictures (Cuadros de Familia), by Carmen Lomas Garza. Children's Book Press, 1993, ISBN 0892391081 (paperback); Econo-Clad Books, 1999, ISBN 0785714065 (library binding). Striking artwork portrays the artist's Mexican-American childhood in Kingsville, Texas, near the Mexico border.

Homeless Bird, by Gloria Whelan. HarperCollins Children's Books, 2000, ISBN 0060284528 (library binding); HarperCollins Juvenile Books, 2000, ISBN 0060284544 (hardcover)/0064408191 (paperback); Listening Library, 2001, ISBN 0807261815 (unabridged audiocassette). Like many girls her age in India, 13-year-old Koly is getting married — to a boy her parents have chosen for her. When Koly unexpectedly becomes a widow and finds herself alone in a strange city, she must find her own way to survive.

Hooray, A Piñata! illustrated by Elisa Kleven, edited by Joy Peskin. Dutton, 1996, ISBN 0523456058 (hardcover); Puffin, 2000, ISBN 014056764X (paperback). In this picture book, a young Latina named Clara and her African-American friend Samson shop for the perfect piñata for Clara's birthday party.

The Little Lama of Tibet, by Lois Raimondo. Scholastic Trade, 1994, ISBN 0590461672 (school/library binding). This photo essay shares glimpses of the daily life of the 6-year-old boy recognized as the new incarnation of the late tutor of the Dalai Lama, living in exile in Dharamsala, India.

The Piñata Maker (El Piñatero), by George Ancona. Harcourt Brace, 1994, 0152618759; paperback 0152000607. This photo essay shows a craftsman in southern Mexico making piñatas for parties and celebrations. Includes instructions for making a simple piñata.

Quilted Landscape: Conversations with Young Immigrants, by Yale Strom. (photoessay) Simon & Schuster, 1996, ISBN 0689800746 (school/library binding). A collection of stories, poetry, photographs, and artwork created by 26 young immigrants, ranging in age from 11 to 17, who express their feelings and views on how it feels to be an immigrant in their new land.

Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories, by S. Beth Atkin, photographer. Joy Street/Little Brown, 1993, ISBN 0316056332 (hardcover); Little Brown, 2000, ISBN 0316056200 (paperback). Children and teens of Latino migrant workers, portrayed in black-and-white photographs, express their experiences with family, work, gangs, and friends, as well as share their fears, hopes, and dreams. Interspersed among the interviews is poetry written by the young people, which is printed in English and Spanish.

Working Cotton, by Sherley Anne Williams; illustrated by Carole Byard. Harcourt Brace Jovanovich, 1992, ISBN 0152996249 (school/library binding); Voyager Picture Book, 1997, ISBN 0152014829 (paperback). In this dramatically illustrated study of migrant family life, Shelan, a young African-American girl, joins her parents in the fields to help them pick cotton during a long day of work.

CD-ROM Connections

Navigation instructions for the Cultural Horizons of Wisconsin CD-ROM appear on page 23.

The following **Visits** relate in various ways to segments featured in Program 4:

“All About Me” — Read the autobiographies of Qer, Lina, Lue, Jennifer, and Christopher to find out how their lives in Wisconsin are different from their lives in Thailand, Cambodia, Nicaragua, and Korea. (Madison; Eastern Ridges and Lowlands)

“Growing New Roots” — Siblings Deejo and Wardhere recently moved to Wisconsin from Somalia. Deejo is the only one in her family who speaks English. (Milwaukee; Eastern Ridges and Lowlands)

“The Journey” — Discover what Ho-Chunk people are doing with some of the homeland they have regained in Wisconsin. (Muscodia; Western Upland)

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

“Growing New Roots” — Imagine being Deeqo, the only one in the family who speaks English. How would you feel during the trip from Somalia to Wisconsin?

“The Journey” — What would it feel like to be forced from your homeland? What would you take along? What would you leave behind?

Use the “All Groups” list in **Explorer** to learn more about the following groups of people who were represented in Program 4:

Caribbean	South American
Central American	Tibetan
Hmong	United States
Mexican	

Growing New Roots assessment activity

Learning Goal

- Students will understand the distinction between surface culture and deep culture.

Wisconsin Model Academic Standards Correlations

Social Studies (**Behavioral Sciences**)

- E.4.4 Describe ways in which ethnic cultures influence the daily lives of people.
- E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world.

Activity Overview

By learning how to distinguish between surface and deep cultural elements, students will discover how ethnic cultures influence the daily lives of people. Students identify surface and deep cultural elements of their own cultural identities, as well as of two other ethnic groups. They write concluding thoughts in their Culture Journals.

Materials Needed

- Student copies of the **Growing New Roots assessment rubric** (page 14)
- Student copies of the **Investigating Deep Culture activity sheet** (page 15)
- Student copies of the **Discovering Surface Culture and Deep Culture activity sheet** (page 16), two per student
- *Cultural Horizons of Wisconsin* CD-ROM
- Videotapes of *Cultural Horizons of Wisconsin* programs 1 through 4 (optional)
- Students' Culture Journals

Teacher Instructions

The Assessment Rubric

At the beginning of the assessment activity, distribute the rubric to students 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

Review the After-Viewing class activity **Surface or Deep?** (pages 6 and 7). Remind students that surface culture generally is experienced through the senses. It can be seen, heard, smelled, tasted, or touched. Deep culture usually is experienced through the heart and mind as a feeling, thought, or belief.

2. Investigating Deep Culture

Lead a brief class discussion about some of the ways to investigate aspects of surface culture and deep culture. A good way to learn about surface culture is to spend time with people, observing and sharing everyday activities with them. One of the best ways to learn about deep culture is to interview people.

Distribute the **Investigating Deep Culture activity sheet**. Explain to students that they will use it to write down interview questions they develop to help them find out more about deep culture.

Also distribute the rubric and explain how they should use it. As a class, read through the portion of the rubric relevant to this activity, making sure students understand the way in which their performance is being measured.

3. Discovering Surface Culture *and* Deep Culture: My Culture

Distribute the **Discovering Surface Culture and Deep Culture activity sheet**, two per student. Tell students they will be exploring surface elements and deep elements of their own cultural identity, as well as those of two ethnic groups.

Have students circle the words “Surface Culture” on one of their activity sheets and “Deep Culture” on the other. Guide students’ attention to the column labeled “Cultural Elements.” Ask them to enter a specific cultural element in each cell of the column. You can either assign the cultural elements that students will explore or allow them to choose for themselves. For example, elements in the “Surface Culture” chart could include food, ethnic clothing, celebrations, music, and folk tales. Elements for the “Deep Culture” chart could include family rules, religious beliefs, attitudes about work, feelings about education, and ideas about friendship. See the **Surface or Deep? class activity** on page 17 for a list of cultural elements.

Direct students to start this activity by completing the “My Culture” column on both activity sheets. Review with the class the corresponding section of the rubric, ensuring that students know how you are measuring their performance.

Teaching note: Be sensitive to students’ needs and situations. Give them the option of choosing a cultural identity other than their own to study.

4. Discovering Surface Culture *and* Deep Culture: Others’ Cultures

After deciding which two ethnic groups they will study, students enter their choices in the two remaining columns on each chart. Guide students to information sources that will help them identify examples of surface and deep cultural elements for their two ethnic groups. These sources may include the Explorer database of the **Cultural Horizons of Wisconsin** CD-ROM, relevant print materials (see pages 8-9), and pertinent Web sites.

Encourage students to interview members of their chosen ethnic groups using the questions they composed for **Investigating Deep Culture**. Also, go over the part of the rubric corresponding to this activity.

To avoid instances of stereotyping, explain to students that the examples they use must be based on truth or fact, as found in the information sources or discovered during interviews.



Quick Version

Have students identify examples of surface culture and deep culture from two ethnic groups they learned about in these *Cultural Horizons of Wisconsin* videos:

- Program 4 — Tibetan, Hmong, Mexican
- Program 3 — Ojibwe, Korean, Malawi, Latino
- Program 2 — United States, Mohican, Jewish
- Program 1 — Brazilian, United States, African-American

Culture Journal Writing

Review with students the Culture Journal Writing section of the rubric to ensure they understand the expectations. Then, ask students to respond to the following questions in their Culture Journals:

- How is my daily life influenced by ethnic cultures other than my own? Give examples.
- How are the daily lives of people in Wisconsin influenced by ethnic cultures other than their own? Give examples.

Growing New Roots assessment rubric

Name _____

Date _____ ID# _____

What are the differences between surface culture and deep culture?

ACTIVITY	RESULTS			
	Just Beginning 1 point	On My Way 2 points	Almost There 3 points	Well Done 4 points
Investigating Deep Culture	Wrote 2 interview questions. Questions were unclear.	Wrote 3 interview questions. Questions were vague.	Wrote 4 interview questions. Questions were understandable.	Wrote 5 interview questions. Questions were well stated.
Discovering Surface Culture	Gave 4 examples in the My Culture column. Gave 4 examples each in the other 2 columns.	Gave 6 examples in the My Culture column. Gave 6 examples each in the other 2 columns.	Gave 8 examples in the My Culture column. Gave 8 examples each in the other 2 columns.	Gave 10 examples in the My Culture column. Gave 10 examples each in the other 2 columns.
Discovering Deep Culture	Gave 4 examples in the My Culture column. Gave 4 examples each in the other 2 columns.	Gave 6 examples in the My Culture column. Gave 6 examples each in the other 2 columns.	Gave 8 examples in the My Culture column. Gave 8 examples each in the other 2 columns.	Gave 10 examples in the My Culture column. Gave 10 examples each in the other 2 columns.
Culture Journal Writing	Answered 1 question. Gave no examples.	Answered 1 question. Gave 1 example.	Answered both questions. Gave 1 example.	Answered both questions. Gave 2 examples.

Correlations to Wisconsin Social Studies Standards for Social Studies (Behavioral Sciences)

E.4.4 Describe ways in which ethnic cultures influence the daily lives of people.

E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world.

Name _____

Date _____ ID# _____

Investigating Deep Culture

Write 5 interview questions that will help you learn about elements of your own deep culture. For example, in the video “Growing New Roots,” Joseph comes up with this interview question:

“What are some things your family does when you’re all at home together?”

Question 1. _____

Question 2. _____

Question 3. _____

Question 4. _____

Question 5. _____

Name _____

Date _____ ID# _____

Discovering Surface Culture and Deep Culture

Cultural Elements	My Culture	_____ Culture	_____ Culture

Name _____

Date _____ ID# _____

Surface or Deep?

For each cultural element listed below, decide if it is a part of surface culture or deep culture. If your answer is **surface culture**, write the element number **above the water**. If your answer is **deep culture**, write the element number **under the water**.

CULTURAL ELEMENTS

- | | |
|-----------------------------------|---|
| 1. Food | 8. Folk tales |
| 2. Family rules | 9. Feelings about friendship |
| 3. Holiday celebrations | 10. Beliefs about the importance of education |
| 4. Attitudes about how people act | 11. Festivals |
| 5. Religious faith | 12. Ideas about acceptable or attractive clothing |
| 6. Ethnic clothing | 13. Music |
| 7. Drama | |



Answer key — Surface: 1, 3, 6, 7, 8, 11, 13; **Deep:** 2, 4, 5, 9, 10, 12

Map from the Tibetan Exile Segment



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 plans can be found on pages xxi-xxx.

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.”