



Many Voices

Background Information for Teachers

“Many Voices” examines some of the many ways people communicate with others, both verbally and nonverbally. Students will begin by thinking about the importance of language and the relationship between language and culture. They then learn how traditional clothing, music, dance, and folk art can communicate cultural information. Finally, students explore the possibilities of personal expression through creative arts.

Synopsis

The children in the Exploratorium begin thinking about the importance of language and see an extended Oneida family engaged in a language class. They follow a discussion of language and culture by finding a number of examples of nonverbal communication, including traditional folk music and dance. Several young composers then show how they express aspects of their own cultural identity through music.

Teaching note: The Oneida segment and the Serbian segment contain sensitive information intended to provide a springboard for classroom discussion. One shows a group of Oneida striving to preserve its native language, which was nearly lost in the wake of the boarding school era, and the other includes young people from Serbia discussing their feelings about the war in the former Yugoslavia.



Program Goals

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

After viewing Program 5 and engaging in supportive classroom activities, students will

- understand that language is an important part of keeping a culture alive.
Grade 4: B.4.3, B.4.10, E.4.2
Grade 8: B.8.11
- understand that, in addition to spoken or written language, there are many ways to communicate.
Grade 4: E.4.11
Grade 8: E.8.10

Vocabulary

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

Abomey (ah-bo-may) cloth — A type of appliquéd cloth from the Republic of Benin in West Africa. During the 14th through 18th centuries, each king designed a symbol to represent himself; these symbols then were reproduced in appliqué.

compose — To create, especially music or poetry.

***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.

***elder** — A person respected for his or her experience, wisdom, and knowledge.

ethnic identity — An ethnic group's unique blend of cultural traits.

***express** — To show one's thoughts or feelings by writing, saying, or doing something.

nonverbal — Communicating without words.

oral tradition — Stories told to young people by elders.

racial identity — A racial group's unique blend of cultural traits.

retalbo (ray-tal-bo) — Altar boxes. Spaniards brought to Peru small, highly decorated boxes containing complex scenes. Originally of Christian design and carried by traveling priests, indigenous people once used retalbos as a symbol of resistance to Christianity. In time, large ornate retalbos depicting religious scenes were sometimes integrated into altars. Retalbos have evolved into a unique art form illustrating various aspects of Peruvian life and culture.

Sumadija (sue-mod-ja) — A region in central Serbia.

tartan — A type of plaid, usually woven of wool, associated with Scottish kilts. Each Scottish clan has a distinctive tartan pattern.

verbal — Communicating with words.

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

- How do people express themselves?
- How are cultural elements shared verbally and nonverbally?

Focus Questions for Students' Culture Journals

- How do I communicate with others?
- How do I express my cultural identity?
- What evidence of communications do I see in my school?

Viewing Activities

Oneida Language Segment

Relevant Academic Standards for Family and Consumer Education

Grade 4: A.4.1, F.4.1, F.4.2

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

In this segment, an extended family of Oneida gather to learn to speak their native language. Carol, the language teacher, talks about how the American government established boarding schools to assimilate Indian children to an English-speaking way of life. The children were forbidden to speak their native language or practice tribal culture, resulting in the near-loss of tribal languages in many American Indian communities. For more information and teaching materials, refer to *Classroom Activities on Wisconsin Indian Treaties and Tribal Sovereignty* (see page 8).

Teaching note: This segment supports Act 31, mandating “instruction in the history, culture, and tribal sovereignty of the federally recognized

American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.”

Viewing/Observation Points

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

- What do the language students gain by learning their ancestral language? (Responses might include self-esteem; identity/sense of self; sense of community; strengthened family ties; a sense of connectedness to creation; better understanding of their culture.)

Serbian Dance Segment

Relevant Academic Standards for Dance

Grade 4: E.4.1, H.4.1, H.4.2, H.4.3, H.4.4, I.4.5, J.4.6

Grade 8: G.8.2, H.8.1, I.8.3, J.8.3

This segment shows how a group of young people use dance steps, music, and costumes to communicate with its audience. It includes one young dancer’s thoughts about the war in Bosnia, and the comments he has received in school due to his ethnic background. After the segment, Mr. Kelly and the children in the Exploratorium discuss the idea of using music and dance as a way of getting to know another group of people under strained circumstances.

Teaching note: This segment may present challenges for students who are from Kosovo and others who know about the war in the Balkans. Ask your LMC coordinator for assistance in locating timely, relevant support materials and resources.

Also, remind students that people involved in war can have very different perspectives and experiences, and that any government’s ideas and actions do not necessarily represent the opinions and feelings of every person. Remember, too, that it is important to consider multiple perspectives in any class discussion about political upheaval.

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.

- How do the performers communicate with their audience? (Responses might include the music, the dance steps, the costumes.)

- Why is performing in this group important to the young people involved? (Responses might include learning about folk traditions of their ancestors; spending social time with people who share their ethnic heritage; having fun; travel; sharing their culture with others.)

Student Composers Segment

Relevant Academic Standards for Music Education

Grade 4: B.4.1, B.4.6, D.4.2, D.4.3, D.4.5, F.4.1, F.4.3, I.4.4

Grade 8: B.8.3, D.8.1, D.8.4, D.8.8, F.8.3, F.8.6, F.8.9

In this segment, the young composers of the *Cultural Horizons of Wisconsin* theme song discuss their process of creating music. For instance, Davida’s inspiration came from the game mahjong, which she plays with her mother and brother. Mahjong, nicknamed the “game of a hundred intelligences,” originated in China in the 1880s and spread to other countries during the 1920s. Since then, mahjong players around the world have made many changes and adaptations to the basic game.

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 inspired each of the student composers to create their piece of music? (Responses might include family activities, hobbies, interests, and other aspects of each student’s culture.)
- What learning strategies did the students use to achieve their goal? (Responses might include brainstorming; cooperating; resourcing; reflective thinking.)

After-Viewing Activities



Questions for Class Discussion

- What did students learn about communicating with others from viewing Program 5, “Many Voices”?
- What strategies for learning about culture and communications did students observe in Program 5?
- What are some ways students communicate their classroom culture?

Class Activity

Ask students to name, wear, or bring photographs or magazine pictures of clothing that communicate something specific about the wearer. (Examples might include sports uniforms, first communion dresses, wedding gowns, scout uniforms, choir robes, band uniforms, ethnic clothing.)

Students' Culture Journals

Ask students to re-read their responses in their Culture Journals to the Before-Viewing focus questions (see page 3). Ask them to update their journals with this question in mind:

- What have I learned about the ways I communicate my cultural identity to others?

Technology Link

Have students make audio recordings of some expression of their culture. For example, they might play music, recite a poem, translate an interview, tap out a rhythm, or sing a song or lullaby or rap.

Student Activity for Assessment

Students work in small groups to research the ways in which a particular group of people communicates its culture to others. They share their findings in a presentation to the class. Details about the activity are provided in the [Teacher Summary](#) on pages 12-14.

Extension Activities

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

Oneida Language Segment

- Provide students with the spelling and phonetics for [Gunna's Oneida greeting](#) (page 22). What other greetings do students know?
- Share with students the [photograph](#) of the American Indian children at a boarding school. (One is provided on page 20; others can be found in *Classroom Activities on Wisconsin Indian Treaties and Tribal Sovereignty*, cited on page 8). Explain that the teachers at these boarding schools thought they were helping the Indian children. Today, we understand the importance of respecting the customs of other cultures.

Ask students to reflect in their Culture Journals how they would feel if they were sent to a school of a different cultural group, forbidden to speak English (or whatever their first language is), and asked to dress and behave in ways very different than their own.

- Review the portion of the segment in which Carol, the language teacher, discusses the importance of learning the Oneida language: “What I’ve learned for myself in learning this language is self-esteem and identity. I’ve been looking for myself for a long time and I found Carol with this language.”
- Lead a discussion: What connections can you make between language and self-esteem? Language and identity?

Serbian Dance Segment and Exploratorium Discussion

- Lead a discussion: Besides folk dancing, can you think of other nonthreatening ways to learn something about people you know only from news reports? What other people are you familiar with only through media reports?
- Ask students to look for examples of nonverbal cultural expression in their own homes or family history, or from an ethnic group of their choice. Examples include rosemaling (Norway), Kente cloth (Ghana), and origami cranes (Japan).
- Ask students to create a painting or sculpture that expresses something about their personal culture. Use these examples from Program 5 as a starting point:
 - Tartan plaids, cherished symbols of Scottish culture. What colors would students use to create a tartan plaid that has special meaning for them?
 - Abomey cloth, from the Republic of Benin in West Africa, features symbols created by kings centuries ago to represent themselves. What symbols would students design to represent themselves?
 - Retalbos, wooden boxes with dioramas depicting religious, historical, or everyday life, are important to the people of Peru’s highlands. What scene would students depict to represent an important aspect of their lives?

Note: Images of these items also can be seen on the *Cultural Horizons of Wisconsin* CD-ROM (see page 29 for [navigation instructions](#)).

- Ask a student, physical education or dance teacher, or dancer in your community to teach students a dance from another country.

Student Composers Segment and Exploratorium Discussion

- Play this segment a second time and ask students to listen with their eyes closed. Can they hear in the musical composition the ideas and sounds that inspired the composers? Can they identify the three individual pieces of music in the *Cultural Horizons of Wisconsin* score?

- Provide materials for students to create and decorate simple musical instruments (e.g., shakers, drums, etc.) Or, ask students to create their own instruments from found objects.
- Distribute to students copies of the **Composing a Biographical Melody** activity sheet (page 23) and ask them to answer the questions. Then, have students form small groups and discuss their answers. It may be helpful to have them create a graphic organizer, so they can categorize the types of sounds prevalent in their daily lives and describe how they would express them musically.
As time permits, allow students to experiment with simple sounds and rhythms that might express their own cultural identity, and encourage them to share their “melody” with other students. Ask your music teacher if this project can be integrated into music classes.

Guide Resources

- [Photograph of Indian children in boarding school](#) (p. 20)
- [Saying “Peace” in Many Languages](#) (p. 21)
- [Gunna’s Oneida greeting](#) (p. 22)
- [Composing a Biographical Melody student activity](#) (p. 23)
- [Map of the Sumadija Region](#) (in the former Yugoslavia) (p. 24)

References and Resources

Web Sites

Abomey Historical Museum includes information about the appliquéd cloth of its culture, history about its kings, as well as teaching resources (click on the “Resources” link) and children’s activities (click on the “Juniors” link). Web site: www.epa-prema.net/abomeyGB/.

International Kids Club uses children’s crafts, games, puzzles, and other activities—as well as such resources as peace dictionaries and clip art—in its effort to foster peace, love, and tolerance around the world. View the site map to see a complete list of its content. Web site: www.planetpals.com/IKC/.

For Teachers

Classroom Activities on Wisconsin Indian Treaties and Tribal Sovereignty. Wisconsin Department of Public Instruction, 1996, ISBN 157337024X. Among the many activities and support resources, including photographs and primary documents, this guide contains a lesson designed to help students understand some of the ways government-supported schools affected Indian culture, such as language loss.

Crafts of Many Cultures: 30 Authentic Craft Projects from Around the World, by Aurelia Gomez. Scholastic, 1992, ISBN 0590491822. This step-by-step illustrated guide offers teachers 30 easy-to-do art projects using readily available materials.

CultureGrams, 1305 N. Research Way, Bldg. K, Orem, UT 84097-6200; Telephone: 800/528-6279 or 801/705-4250; Fax: 801/705-4350; Web: www.culturegrams.com. Available for 177 nations, a “CultureGram” is a short report describing a country’s people, customs, lifestyles, and society. Each text is written by people whose experience or background allows them to understand different perspectives, regions, and languages. Available in loose-leaf sets, bound volumes, and a CD-ROM.

Dance and Music (Discovering World Cultures book #4), by Fiona MacDonald. Crabtree Publishing, 2001, ISBN 0778702391 (school/library binding), 0778702499 (paperback).

Global Art: Activities, Projects and Inventions from Around the World, by Rebecca Van Slyke. Gryphon House, 1998, ISBN 087659190X. This book can help teach geography and culture through art activities. Clear instructions and illustrations are provided for each project.

Indian Nations of Wisconsin: Histories of Endurance and Renewal, by Patty Loew. Wisconsin Historical Society Press, 2001, ISBN 0870203355 (cloth cover), ISBN 0870203320 (paperback). From stories of origin to contemporary struggles over treaty rights and sovereignty issues, this 160-page book presents the tribal history of Wisconsin’s Native peoples from their perspective.

The Multicultural Game Book: More Than 70 Traditional Games from 30 Countries, by Louise Orlando. Scholastic Trade, 1995, ISBN 0590494090. A resource book that will help integrate physical education activities.

Tales Alive! Ten Multicultural Folktales with Activities by Susan Milord. Williamson Publishing, 1995, ISBN 0913589799. This volume shares 10 folktales from around the world, with activities that integrate language arts, science, math, art, cooking, crafts, and cultural traditions.

Tales of the Shimmering Sky: Ten Global Folktales with Activities, by Susan Milord. Tales Alive! series, vol. 2. Williamson Publishing, 1996, ISBN 1885593015 (paperback). This volume includes folktales inspired by the sky. These stories and cross-curricular activities take children on an ethnic journey exploring the sun, moon, stars, seasons, and weather.

For Students

Bread, Bread, Bread and *Hats, Hats, Hats* (both from the Around the World series), by Ann Morris, photographs by Ken Heyman. *Bread, Bread, Bread*: Lothrop, Lee & Shepard, 1989, ISBN 0688063349 (hardcover); Mulberry Books, 1993, ISBN 0688122752 (paperback). *Hats, Hats, Hats*: Lothrop, Lee & Shepard, 1989, ISBN 0688063381 (hardcover); Mulberry Books, 1993, ISBN 0688122744 (paperback). These photo-essay books illustrate similarities and differences expressed through basic food and clothing in countries around the world.

Dia's Story Cloth: The Hmong People's Journey to Freedom, by Dia Cha; story cloth stitched by Chue and Nhia Thao Cha. Denver Museum of Natural History/Lee & Low, 1996, ISBN 1880000342. A story cloth helps share the story of Hmong people's life in Laos and the upheaval caused by the Vietnam War. Includes a discussion of Hmong history, culture, and artistic traditions.

Hopscotch Around the World, by Mary D. Lankford; illustrated by Karen Milone. Beech Tree Books, 1996, ISBN 0688147453 (paperback); Econo-Clad Books, 1999, ISBN 0613004221 (library binding). These variations of hopscotch, as played in 16 different nations, show how games can communicate aspects of cultural identity.

The Ledgerbook of Thomas Blue Eagle, by Gay Matthai. Lickle Publishing, Inc., 1994, ISBN 1565660633 (hardcover). This fictional account — which shares a Dakota boy's early years, the dispersal of his tribe, and his experiences at the Carlisle Indian School — is beautifully presented in the style of a boarding school ledger.

Magic Windows (Ventanas Magicas), by Carmen Lomas Garza. Children's Book Press, 1999, ISBN 089239157X. In this picture book, the Mexican-American artist takes readers on a fascinating cultural journey that explores family, community, and ancestors through the traditional folk art form *papel picado* (cut-paper art.) See also *Making Magic Windows: Creating Papel-Picado — Cut Paper Art*. Children's Book Press, 1999, ISBN 0892391596.

The Whispering Cloth: A Refugee's Story, by Pegi Deitz Shea, illustrated by Anita Riggio, stitched by You Yang. Boyds Mills Press, 1996, ISBN 1563976234 (paperback); Econo-Clad Books, 1999, ISBN 0613012534 (library binding). This picture book tells the story of Mai, a Hmong girl living in a Thailand refugee camp who listens to the women's stories and sees how they unfold in the stitches of their pa'ndau, or story cloth.

Zlata's Diary: A Child's Life in Sarajevo, by Christina Filipovic. Econo-Clad Books, 1999, ISBN 0785756442; Penguin USA, 1995, ISBN 0140242058 (paperback). Zlata Filipovic, of Sarajevo, began keeping her diary in 1991, just before her eleventh birthday. All

too soon, the chaos and terror of war shatter her world. This book will help provide insight into life of a child caught in the midst of war. Young adult nonfiction.

CD-ROM Connections

Navigation instructions for the Cultural Horizons of Wisconsin CD-ROM appear on page 29.

The following **Visits** relate in various ways to segments featured in Program 5:

“All About Me” — Read the autobiographies of Oer, Lina, Lue, Jennifer, and Christopher. Explore how their writings preserve their memories of coming to live in Wisconsin. (Madison; Eastern Ridges and Lowlands)

“Longest Day of the Year” — Discover how a family expresses its Finnish heritage with dance, costumes, music, and a bonfire. (Hurley; Lake Superior Lowland)

“Many Voices” — See how Oneida people preserve their language and culture at a summer language camp on the Oneida Reservation. (Oneida; Eastern Ridges and Lowlands)

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

“All About Me” — Write your own autobiography using the autobiographies presented in “All About Me” as a model.

“Longest Day of the Year” — Write about a real or imaginary special day that your family celebrates the same way every year.

“Many Voices” — In your native language, write a story or a poem that expresses who you are. Include to whom and what you feel connected.

“My Story” — Research and develop your own Visit. It could be about you, your family or friends, or a favorite place. Use the Visits in this CD-ROM as models.

Use the “All Groups” list in **Explorer** to learn more about the following groups of people who were represented in Program 5:

African	Oneida Indian
Albanian	Peruvian
American Indian	Scottish
Asian Indian	Serbian
Chinese	United States
German	

Many Voices assessment activity

Learning Goal

- Students will understand that, in addition to spoken and written language, there are many ways to communicate.

Wisconsin Model Academic Standards Correlations

Social Studies (Behavioral Sciences)

- E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures.
- E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding.

Activity Overview

By understanding that there are many ways people communicate, students can explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how these expressions convey knowledge of other peoples and cultures.

Students will work in small groups to research and identify examples of verbal and non-verbal communication. The groups also will cite instances of how a particular ethnic or national population expresses its culture to others. Each group then shares its research with the class using a presentation format of its choice. The assessment concludes with students writing responses and giving examples to two questions in their Culture Journals.

In an optional activity, students can practice their note-taking skills during the group presentations. They then use their notes to participate in a class discussion after the presentations.

Materials Needed

- Student copies of the **Many Voices assessment rubric** (page 15)
- Student copies of the **Investigating How We Communicate sample activity sheet** (page 16) (optional)
- Student copies of the **Investigating How We Communicate activity sheet** (page 17)
- Student copies of the **Communicating Culture Presentation activity sheet** (page 18)
- Student copies of the **Notes about the Presentations record** (page 19) (optional)
- Art supplies, as needed for student presentations
- Classroom and LMC resources to investigate ethnic and national groups, such as:
 - the *Cultural Horizons of Wisconsin* CD-ROM's *Explorer* feature
 - books that include nonverbal expressions from many ethnic and national groups (see pages 8-11)

- materials recommended by and support from your school’s LMC and its coordinators of art, music, physical education/dance, TAG, English-language learning, and technology instruction
- Students’ Culture Journals

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

In addition to spoken and written language, people communicate through music, dance, clothing, and artifacts such as the retalbo, Abomey cloth, tartan, and cheesehead hat featured in Program 5, “Many Voices.” You may wish to show Program 5 again to help students focus on the various ways people communicate.

Use the following list of verbal and nonverbal communications to engage students in thinking about cultural expressions:

Verbal	Nonverbal
stories	music
folk tales	artwork
legends	dance
songs	clothing
poems	food
games	decorative objects or artifacts

2. Small-Group Work

Explain to students that they will work in small groups to explore verbal and nonverbal communications of an ethnic or national population of their choice. Assist students with forming small groups; assign each group a name or number. If necessary, provide groups with help in choosing a population to study.

Distribute the **Investigating How We Communicate** activity sheet, one to each group. Direct students to work collaboratively as they research the ways in which their chosen population communicates aspects of its culture with others. An example of the activity is provided on page 16.

Also, distribute to students the assessment 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. Student Presentations

After the student groups complete their investigations, explain that each group will present its findings to the class. Distribute to the groups the **Communicating Culture Presentation** activity sheet and tell them to use it to plan their presentations.

Provide time in class for the groups to plan and prepare their presentations. Review with the class the corresponding section of the rubric, ensuring that students know how you are measuring their performance. Schedule a time for the groups to share their presentations with the class.

After the presentations, lead a class discussion. Ask students to identify the similarities and the differences regarding the ways in which different ethnic and national groups communicate.

Note-taking and Class Discussion (optional)

If you wish, have students use the **Notes about the Presentations** record to write down what they learn from the presentations. Furnish each student with a record for each presentation. Their notes will help them to participate in the class discussion.



4. Culture Journal Writing

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

- In what ways do verbal and nonverbal communications convey knowledge about people and cultures? Give examples.
- How might these communications help people and groups better understand each other? Give examples.

Many Voices assessment rubric

Name _____

Date _____ ID# _____

In addition to speaking and writing, what ways do people communicate with one another?

ACTIVITY	RESULTS			
	Just Beginning 1 point	On My Way 2 points	Almost There 3 points	Well Done 4 points
As a Group: Investigating How We Communicate	Described 2 types of communication in column 1. Gave 2 examples of what was communicated in column 4.	Described 3 types of communication in column 1. Gave 3 examples of what was communicated in column 4.	Described 4 types of communication in column 1. Gave 4 examples of what was communicated in column 4.	Described 5 types of communication in column 1. Gave 5 examples of what was communicated in column 4.
As a Group: Communicating Culture Presentation	Plan related to 1 of our examples in column 4. Class understood little of our presentation.	Plan related to 2 of our examples in column 4. Class understood some of our presentation.	Plan related to 3 of our examples in column 4. Class understood most of our presentation.	Plan related to 4 or more examples in column 4. Class understood all of our presentation.
On My Own: 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 Model Academic Standards for Social Studies (*Behaviorial Sciences*)

E.4.11 Give examples and explain how language, stories, folktales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures.

E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding.

Investigating How We Communicate

We will investigate this ethnic or national population: Serbian dancers in Program 5

Type of Communication	Verbal	Nonverbal	What Are They Communicating about Themselves and Their Culture?
Young Serbian people perform folk dances.		X	<p>Their dances reveal the region of Serbia they come from.</p> <p>They like to dance.</p> <p>They are good dancers.</p> <p>They are proud of their cultural heritage.</p> <p>They are preserving their cultural heritage.</p> <p>Folk dancing is important to Serbian people.</p>

Group Name _____

Date _____ **ID#** _____

Communicating Culture Presentation

Work together to plan a creative presentation that shares all the things your group has learned about the people and culture you investigated.

Include these elements in your group's presentation:

- Identify main ideas from your **Investigating How We Communicate** activity sheet.
- Name 2 or more examples listed in the column titled *What Are They Communicating about Themselves and Their Culture?*
- Describe what these examples tell you about the people and their culture.

Your Presentation May Be a:

poster board display	scrapbook	poem
poster of photos and captions	family tree	play
family timeline	mural	collage
computer-based display	song	video
newspaper	cartoon	

Our group will create a _____
for its presentation. (Pick one from the list above.)

You May Use:

musical instruments	photographs	foods
magazine clippings	costumes	your drawings
written quotes from your research	art supplies	
any other useful items		

We will use these items in our presentation (pick from the list below):

Tell your teacher when your group is ready to give its presentation.
The teacher will tell you when your group will share your presentation with the class.

Oneida Indian Boarding School



Students learning to wash and iron clothes at the Oneida Indian School in Wisconsin, about 1910.

Photo courtesy of the Milwaukee Public Museum, neg. A-621-4C.

Saying “Peace” in Many Languages

LANGUAGE	PEACE	PRONUCIATION
Arabic	salaam	sah- lahm
Bengali	shanti	shan -tih
Danish	fred	fred
Filipino	kapayapaan	kah-pye-yah-pah-ahn
French	paix	pay
German	friede	free -duh
Greek	irini	eh- ree -nee
Hawaiian	maluhia	mah-loo- hee -ah
Hebrew	shalom	shah- lohm
Hungarian	béke	bayh-kuh
Indonesian	perdamaian	pear-dah- my -ahn
Irish	siocháin	see-uh- kawn
Italian	pace	pah -chay
Japanese	heiwa	hay-wah
Norwegian	fred	fred
Polish	pokój	poh- koy
Portuguese	paz	pahz
Russian	mir	meer
Spanish	paz	pahth
Swahili	amani	ah- mah -nee
Swedish	fred	fred
Vietnamese	hoà-binh	hwa-bing

Gunna's Oneida Greeting

SHE • KUÍ
KYÁ' • TA

Hello, friend.

Name _____

Date _____ ID# _____

Composing a Biographical Melody



Remember, ...

1. culture is something that everybody has.
2. each person is part of many cultures.
3. each person is unique.
4. each person is always changing and learning.
5. people are alike in many ways.

All cultures have...

language	housing	education	traditional stories
family	art	music	drama
dance	literature	business	science
technology	health care	government	food

What five things would you like others to know about you?

1. _____
2. _____
3. _____
4. _____
5. _____

How would you answer the question above with music instead of words?

Map of the Sumadija Region



This map is provided to reinforce the image presented in Program 5. On February 4, 2003, (the Federal Republic of) Yugoslavia changed its name to Serbia and Montenegro.

Teaching Plan for Program/Chapter 5: “Many Voices”

Video Segment	Learning Strategies	CD-ROM Component	The English Language Learner	The Intermediate Learner	The Gifted and Talented Learner
Oneida Language	Listening Speaking Sharing	Visit: “Many Voices” Explorer: Oneida people	VOC: pp. 2-3 BVA: focus questions, p. 3 VA: viewing points, p. 4	BVA: focus questions, p. 3 VA: viewing points, p. 4 AVA: discussion, p. 5; class activity, p. 6; Culture Journal, p. 6 SAA: pp. 12-19	AVA: Culture Journal, p. 6 Technology Link: p. 6 SAA: pp. 12-19 EA: verbal expression; journal writing; discussion, pp. 6-7
Family and Consumer Education Standards addressed in this video segment: Grade 4: A.4.1, F.4.1, F.4.2 Grade 8: A.8.1, F.8.1, F.8.2					
Serbian Dance	Observing Dancing Cooperative Learning	Visit: “Longest Day of the Year” Explorer: Serbian people	VOC: pp. 2-3 BVA: focus questions, p. 3 VA: viewing points, pp. 4-5	BVA: focus questions, p. 3 VA: viewing points, pp. 4-5 AVA: discussion, p. 5; class activity, p. 6; Culture Journal, p. 6 SAA: pp. 12-19	AVA: Culture Journal, p. 6 Technology Link: p. 6 SAA: pp. 12-19 EA: discussion; nonverbal expression; art project; dancing, p. 7
Dance Standards addressed in this video segment: Grade 4: E.4.1, H.4.1, H.4.2, H.4.3, H.4.4, I.4.5, J.4.6 Grade 8: G.8.2, H.8.1, I.8.3, J.8.3					
Student Composers	Cooperating Reflective thinking Brainstorming Listening	Visit: “My Story”	VOC: pp. 2-3 BVA: focus questions, p. 3 VA: viewing points, p. 5	BVA: focus questions, p. 3 VA: viewing points, p. 5 AVA: discussion, p. 5; class activity, p. 6; Culture Journal, p. 6 SAA: pp. 12-19	AVA: Culture Journal, p. 6 Technology Link: p. 6 SAA: pp. 12-19 EA: listening to music; making musical instruments; creating a biographical melody, pp. 7-8
Music Education Standards addressed in this video segment: Grade 4: B.4.1, B.4.6, D.4.2, D.4.3, D.4.5, F.4.1, F.4.3, I.4.4 Grade 8: B.8.3, D.8.1, D.8.4, D.8.8, F.8.3, F.8.6, F.8.9					
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 "Many Voices"](#) is on page 25.

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.”