



From Melting Pot to Mosaic

Background Information for Teachers

During the mid-20th century, many people considered the United States to be a “melting pot,” where different groups of people blended together and lost their distinct cultural identities. Today, some people think of the United States and Wisconsin as mosaics, comprised of many distinct groups and individuals, each with unique cultural traits and traditions.

Because culture is always growing and changing, each person is a blend of many cultural traits and influences. Individuals and groups make conscious choices about which aspects of their culture they wish to perpetuate, those they wish to change to fit their personal situations, and aspects they choose to leave behind. “From Melting Pot to Mosaic” focuses on choices individuals and families make to create their own unique cultural identities.

Synopsis

Children in the Exploratorium consider the ways in which each person’s unique cultural identity is influenced by the choices he or she makes every day. The children’s investigation begins when they meet Ashley and Amanda, who are learning the German folk art of wood-carving from their father. The girls have chosen to carry on the tradition that their great-great-grandfather brought to Wisconsin many years ago.



Then, the children reflect on the challenges and rewards of balancing two cultures when they meet Jaidee and Jinda. Their mother was born in Thailand and practices Buddhism; their Norwegian-American father is a Christian. As this program closes, cast members describe cultural elements that influence who they are and how they live. Activities taking place in the Exploratorium include writing poetry and designing mosaics.

Program Goals

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

After viewing Program 9 and engaging in supportive classroom activities, students will

- understand that everyone makes choices about their cultural identity.
Grade 4: E.4.2, E.4.6, E.4.7
Grade 8: E.8.2, E.8.6
- understand that, although cultural traits can change over time, continuity also is important.
Grade 4: B.4.4, E.4.2, E.4.4
Grade 8: E.8.2, E.8.4
- distinguish between elements of surface culture and elements of 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
Grade 8: E.8.1, E.8.2, E.8.3, E.8.5, E.8.6
- consider their own cultural identity and the choices they have made and can make.
Grade 4: C.4.3, E.4.2, E.4.4, E.4.10
Grade 8: E.8.4, E.8.5, E.8.6, E.8.8

Vocabulary

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

Blackfeet (Blackfoot) Indian — A member of the Blackfeet Nation. The Blackfeet are a confederacy of three independent tribes presently living in Montana and Alberta, Canada.

Buddhism — A religion based on the teachings of Buddha.

Cantonese — A dialect of the Chinese language spoken by people of and from the area of Canton, China.

***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.

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

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

eccentric — Someone who acts odd in a unique and/or charming way.

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

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

folk art — A traditional art form of common people from a specific area that is handed down from one generation to the next.

inherit — To pass on to you from your parents.

melting pot — A place where everyone's unique traits disappear, blend, or fade away.

mosaic — A pattern or picture made up of small pieces of colored stone, tile, glass, or paper. In this program, Miss White uses the word as a metaphor to describe a population comprised of a blend of many distinct cultural traits, traditions, and influences.

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

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

Tai Chi — A group of Chinese exercises and movements practiced for self-defense and meditation.

Thai — The official language of Thailand in southeastern Asia; of Thailand, its people and culture.

***unique** — One of a kind.

vintage — Representative of or dating from the past.

whittle — To carve something by cutting or shaving small pieces from wood with a knife.

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

- Why do cultural groups strive to keep their traditions and beliefs alive?
- How do elements of surface culture and deep culture change over time?
- How do groups perpetuate cultural traits, especially if their culture is not the dominant culture?

Focus Question for Students' Culture Journals

- What choices have I and my family made about my cultural identity?

Viewing Activities

German Heritage Woodcarving Segment

Relevant Academic Standards for Art and Design Education

Grade 4: B.4.2, B.4.3, B.4.5, D.4.1, G.4.1, G.4.2, I.4.5, J.4.3

Grade 8: B.8.2, B.8.3, B.8.5, D.8.1, G.8.1, G.8.2, I.8.5, J.8.3

Because Wisconsin has a diverse ethnic population, ethnic identity is an important part of everyday life for many individuals and groups of people. For example, some families celebrate and preserve their unique ethnic identity by continuing a traditional activity. Cultural groups and communities host annual ethnic holidays and festivals. Occasionally, an entire municipality will embrace an ethnic identity, such as in New Glarus, which is nicknamed America's Little Switzerland.

Sometimes, people identify strongly with a particular ethnic trait that is a part of their ancestry. In this segment, Ashley and Amanda have chosen to keep the ethnic tradition of woodcarving alive. Their father is teaching them how to carve wooden birds. He learned how to work with wood from his great-grandfather, who came from Germany. Now, he is teaching Ashley and Amanda to design, saw, whittle, sand, and paint in the same manner. The girls enjoy the time they spend with their father, and, individually and together, they are gaining a sense of their past and of their future.

Viewing/Observation Points

Pause the tape 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.

- By carrying on the family’s woodcarving tradition, what are Ashley and Amanda learning from their father? (Responses might include sawing, whittling, sanding, painting, patience, creative expression, about their great-great grandfather.)
- Why does Ashley and Amanda’s father want them to carry on the woodcarving tradition? (Responses might include because they spend time together as a family, because they gain a sense of where they’ve come from and where they’re going, because he believes it’s his responsibility as their father to pass on some of his traditions to his children.)

Two Cultures Segment

Relevant Academic Standards for Family and Consumer Education

Grade 4: A.4.1, A.4.2, A.4.3, A.4.4, C.4.1, C.4.2, D.4.1, E.4.1, E.4.2, E.4.3, F.4.1, F.4.3

Grade 8: A.8.1, A.8.2, C.8.1, C.8.2, D.8.1, E.8.1, E.8.2, E.8.3, F.8.1

The *New York Times* estimated in 2002 that the number of biracial/biethnic children in the United States has jumped 300 percent since the 1970 census. As Wisconsin’s population continues to grow and change, and as people of different ethnic origins and cultures marry, the number of intercultural families also will increase.

The family featured in this segment provides an example of how people incorporate diverse cultural elements into their everyday lives. Mom came to the United States from Thailand and practices the Buddhist religion; Dad was born in northwestern Wisconsin, is of Norwegian heritage, and practices a Christian religion. Despite their differences, they have many things in common. Their teen-aged children, Jaidee and Jinda, have learned about elements of both parents’ cultures — including food, language, and religion — and each child has made unique choices about his and her own cultural identity. As individuals and as a group, this family is finding a balance of cultural traits.

Viewing/Observation Points

Pause the tape 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 cultural elements are Jinda and Jaidee learning from their mother? (Responses may include Buddhist religion and Thai dance, language, and cooking.)
- What cultural elements are they learning from their father? (Responses may include Christian religion and Norwegian folk music, foods, and language.)

- What do Jinda and Jaidee have in common? (Responses may include their Thai and Norwegian-American heritage, learning about both the Buddhist and Christian religions, being in the same family.)
- What makes each of them unique? (Responses may include Jinda is learning Thai dance, Jaidee can understand Thai but cannot speak it, Jaidee prefers American food.)

Popular Culture Mini-Segments

Relevant Academic Standards for English Language Arts

Grade 4: E.4.2

Grade 8: E.8.2

The cultural identities of young people today are influenced by their ethnic and racial heritage, their families, their friends, and members of other groups with which they are involved. They also are influenced by popular culture (e.g., music, games, current events) and the media (e.g., newspapers, magazines, radio, television, movies, computer software, and the Internet).

In this final segment, several children from the Exploratorium reveal cultural influences in their own lives. Tori, of Puerto Rican and United States heritage, shares different winter activities with her grandmother in Wisconsin than she does with her grandmother in Puerto Rico. Skylar's cultural identity is influenced by both his parents, even though they are divorced. He and his best friend enjoy listening to Christian rap music, although some of Skylar's other friends don't understand his choice. Candice, who is part Oneida and shares that culture with her family, values her friends and loves spending time with them at the mall looking at the latest fashions.

Viewing/Observation Points

Pause the tape 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.

- In addition to ethnic heritage and family culture, what things have influenced the cultural identities of the Exploratorium children? (Responses may include their friends, music, fashion, geography, and climate.)
- Which influences do they share in common? (Responses could include that each is influenced by family members and customs, by their friends, by elements of popular culture such as fashion and music.)

- What influences are unique to each student? (Responses may include aspects of their specific family culture, ethnic heritage.)

After-Viewing Activities



Questions for Class Discussion

- What did students learn from viewing Program 9, “From Melting Pot to Mosaic,” about the influences that affect people and the choices they make about their own unique cultural identity?
- What challenges and opportunities do students face as they create their own unique cultural identity?

Class Activities

- Have students open their Culture Journals to their entries for Program 1, “Everywhere, Everyone,” and Program 2, “Family Kaleidoscope,” and ask them to re-read what they wrote about their own cultural identity. Then, have students cite changes in their identity that have evolved since the time of those writings. Ask them to share these changes in a small-group discussion. Discussions should include identifying influences that brought about the changes and describing how they feel about the choices they have made.
- Lead the class in a conversation about the ways in which students are influenced by their peers. Explore various peer expectations and pressures to be popular, cool, smart, athletic, and so on. Ask students to share their strategies for dealing with these influences. Assist them in identifying similar strategies and techniques for balancing these pressures.
- Ask students to create a collage or other type of artwork depicting the various people, things, and interests that influence the choices they make about their unique cultural identity. **An example**, created by cast member Nick, is provided on page 19.

Students’ Culture Journals

Ask students to re-read the response they wrote in their Culture Journals to the Before-Viewing focus question (page 4). Ask them to update their journals by answering these questions:

- What choices have I and my family made about my cultural identity?
- How have my friends influenced my cultural identity?
- How has popular culture and the media influenced my cultural identity?

Teaching note: These questions are referenced in the assessment activity on page 16 of the **Teacher Summary**.

Technology Link

Building on their responses to the Culture Journal questions on page 7, have students use a visual learning software program such as Inspiration to create a graphic organizer that specifies primary influences affecting their unique cultural identities. (You may wish to have students review the word webs they created for the Technology Link activity in Chapter 2, “Family Kaleidoscope.”)

By using a Venn diagram, students can identify how these influences overlap. Examples of categories they could compare include ethnic heritage, family culture, friends, popular culture, and the media. Have the class form cooperative groups in which students compare and contrast their organizers.

Student Activity for Assessment

Students work individually to create a mosaic that expresses their own cultural identity. They then come together as a class to create a large mosaic that incorporates all the individual works. Next, they express in writing what they learned about the influences that affect cultural identity and the experience of working together. Details about the activity are provided in the [Teacher Summary](#) on pages 15 through 17.

Extension Activities

These activities correlate to video segments cited in Viewing Activities (pp. 4-7) and allow for follow-up on particular themes.

German Heritage Woodcarving Segment

- Find out if any students in your class or school are involved in perpetuating an ethnic tradition, such as learning a craft, performing in a dance group, cooking a special dish, etc. Invite them to share their tradition with the class.
- Direct students to select and research an ethnic activity they can perpetuate. Their presentation or report should include a description of the activity, the reasons why the student has selected it, and why the student thinks the activity is important to carry on. Allow students to choose either an activity from their own ethnic background or one from a cultural group that interests them.

Two Cultures Segment

- Ask students to create a personal expression of their unique cultural identity. They could create a poem similar to the one recited by Giavanna in the program (reproduced on page 20) or share their identity through music, dance, cooking, craft, ritual, or artwork.

Popular Culture Mini-Segments

- Assist students in analyzing the print media elements that influence their cultural identities today. Working in small groups, have students create a collage using magazine images depicting these elements. Ask the groups to interpret their collage for their classmates. Assist the class in creating a classroom or hallway exhibit of the collages.

Guide Resources

- [Nick's Collage](#) (p. 19)
- [“And I Am Proud of It” poem](#) (p. 20)

References and Resources

For Teachers

American Indian Resource Manual. Wisconsin Department of Public Instruction, 1992, item #2429. See the Web site at www.dpi.state.wi.us/pubsales, send e-mail to pubsales@dpi.state.wi.us, or call toll-free 800/243-8782. Contains bibliographies of 40 books for children and adults, information on evaluating American Indian materials, and a list of presenters on American Indian topics.

“Are Those Kids Yours?” American Families with Children Adopted from Other Countries, by Cheri Register. Free Press, 1990, ISBN 0029257506 (hardcover). Interviews with adoptive families illustrate the special challenges multicultural families face.

Black, White, or Mixed Race? Race and Racism in the Lives of Young People of Mixed Parentage, by Barbara Tizard. Routledge, 2002, ISBN 0415259827 (paperback). Interviews with teens reveal adolescents’ perception of their mixed racial identity and ways of coping with racism.

Everything You Need to Know about Being a Biracial/Biethnic Child, by Renea D. Nash. Rosen Publishing, 1994, ISBN 0823918718 (hardcover). Describes identity issues experienced by biracial children and ways parents and teachers can help, including family communication and peer group support.

I’m Chocolate, You’re Vanilla: Raising Healthy Black and Biracial Children in a Race-Conscious World, A Guide for Parents and Teachers, by Marguerite A. Wright. Jossey-Bass, 2000, ISBN 0787952346 (paperback). How to educate children about race and racism, and help them develop a healthy sense of self.

Immigration and Ethnicity: American Society, "Melting Pot" or "Salad Bowl"? by Michael D'Innocenza. Greenwood Publishing, 1992, ISBN 0313277591 (hardcover). How immigrants to the United States have adapted to a new culture while trying to preserve their ethnic identities, as well as ways acculturation has impacted their lives and changed the cultural profile of society.

Melting Pot or Not? Debating Cultural Identity, by Paula Angle Franklin. Enslow Publishers, 1995, ISBN 0894906445 (hardcover). The histories of various ethnic groups and a range of opinions about immigration and identity. Includes chapter notes for follow up.

Multicultural Literature for Children and Young Adults, by Ginny Moore Kruse and Kathleen T. Horning. Vol. 1 (1980-1990), Wisconsin Department of Public Instruction, 1991, item #1923. Vol. 2 (1991-1996), Wisconsin Department of Public Instruction, 1997, item #8938. Two annotated bibliographies of books by and about people of color, including fiction, nonfiction, poetry, and folklore. See DPI's Web site at www.dpi.state.wi.us/pubsales, send e-mail to pubsales@dpi.state.wi.us, or call toll-free 800-243-8782.

Of Many Colors: Portraits of Multiracial Families, by Gigi Kaeser. University of Massachusetts Press, 1997, ISBN 1558491007 (hardcover). Documents the feelings and experiences of 39 multiracial families. Useful to teachers exploring issues of race and identity, as well as to parents showing their children the variety of family life.

Rainbow Effect: Interracial Families, by Kathlyn Gay. Watts Franklin, 1987, ISBN 0531103439 (hardcover). An exploration of the social and emotional experiences of members of natural and adoptive interracial families.

West Meets East: Americans Adopt Chinese Children, by Richard C. Tessler. Greenwood Publishing, 1999, ISBN 0897896580 (paperback). Profiles new families formed by international adoption.

For Students

All but the Right Folks, by Joan Kane Nichols. Stemmer House, 1994, ISBN 0880450657 (hardcover). When Marv meets his white grandmother for the first time, he discovers that their differences are merely skin deep. An honest look at the emotions and problems a dual-heritage child faces, including an uncertain self-image.

All the Colors of the Earth, by Sheila Hamanaka. Mulberry Books, 1999, ISBN 0688170625 (paperback). A celebration of all the rich colors of children and an invitation to peace and acceptance.

The Big Spanish Heritage Activity Book, by Walter D. Yoder. Sunstone Press, 1997, ISBN 0865342393 (paperback). A wide variety of action-packed activities that introduce the Hispanic cultural heritage in the southwestern United States.

- Black Is Brown Is Tan*, by Arnold Adoff. HarperCollins, 1975, ISBN 0060200839 (hardcover). An enjoyable story poem about being a multiracial family that delights in each family member and in the good things of the earth.
- Buddhism*, by Anita Ganeri. McGraw-Hill Children's Publishing, 2001, ISBN 0872266850 (hardcover). Answers basic questions about the principles and practices of Buddhism, including information about holy people and places, art, and festivals.
- Catch the Spirit of Creativity: Based on Creative Writing, Art, Science, and Heritage*, by Amy Ammons Garza. Bright Mountain Books, 1995, ISBN 0914875256 (paperback). Workbook activities for developing self-worth and creativity.
- Clover*, by Dori Sanders. Random House, 1991, ISBN 0449906248 (paperback). A story of black-white relationships as seen through the eyes of Clover, a 10-year-old girl whose life changes when her father dies and she forges a new relationship with her white stepmother.
- Cooking the Thai Way*, by Supenn Harrison. Lerner Publishing, 1992, ISBN 0822509172 (hardcover). An introduction to the cooking of Thailand, including recipes for lemon chicken soup, satay, and Thai spring rolls. Also includes information on the history, geography, customs, and people of Thailand.
- Folk Art Projects around the World*, by Jill Norris. Evan-Moor Educational Publishers, 1999, ISBN 1557996210 (paperback). Twenty-nine art projects based on folk art techniques and styles from Asia, Africa, the Americas, Australia, and Europe, including cultural background and literature references links to the culture or project.
- The German-American Heritage*, by Irene M. Franck. Facts on File, 1988, ISBN 0816016291 (hardcover). Explores the history, culture, and contributions of German-Americans from colonial times to the late 20th century.
- Going Home*, by Nicholasa Mohr. Puffin Books, 1999, ISBN 0141306440 (paperback). Eleven-year-old Felita leaves New York to spend the summer with relatives in her parents' homeland of Puerto Rico. By summer's end, she feels at home with herself and her Puerto Rican heritage.
- Growing Up Biracial: Trevor's Story*, by Bethany Kandel. Lerner Publishing, 1997, ISBN 0822525836 (hardcover). Ten-year-old Trevor describes his life at home and at school, his feelings about having a white mother and a black father, and what he likes and does not like about being biracial.

- A Hmong Family*, by Nora Murphy. Lerner Publishing, 1997, ISBN 0822534061 (hardcover). Relates the experiences and culture of members of a Hmong family who left Laos to rebuild their lives in Minnesota.
- Hope*, by Isabell Monk. Lerner Publishing, 1999, ISBN 157505230X (hardcover). A picture book about a girl learning to be proud of her biracial heritage.
- How My Parents Learned to Eat*, by Ina R. Friedman. Houghton Mifflin, 1987, ISBN 0395442354 (paperback). A girl describes how her American father and her Japanese mother learned about and adjusted to each other's traditions.
- Kids' Multicultural Art Book: Art & Craft Experiences from Around the World*, by Alexandra M. Terzian. Williamson Publishing, 1993, ISBN 0913589721 (paperback). More than 100 projects from Native American, Hispanic, African, and Asian cultures that children can make safely and inexpensively. Includes maps and background information.
- Kindness: A Treasury of Buddhist Wisdom for Children and Parents*, by Sara Conover. Eastern Washington University Press, 2000, ISBN 091005567X (paperback). Thirty-two fable-style stories with fine line drawings and wise sayings grounded in Buddhist thought.
- Living in Two Worlds*, by Maxine B. Rosenberg. HarperCollins Children's Books, 1991, ISBN 0688062784 (hardcover). Photographs and stories of five biracial children and their families who experience the advantages of two different cultures but sometimes face problems and prejudices.
- My Name Is Maria Isabel*, by Alma Flor Ada. Simon & Schuster Children's Books, 1995, ISBN 068980217X (paperback). The story of how a girl with Puerto Rican heritage adjusts to a new school and establishes her own identity when she meets a classmate also named Maria.
- The Norwegians in America*, by Percie V. Hillbrand. Lerner Publishing, 1992, ISBN 0822510413 (paperback). This survey of immigration by Norwegians to the United States looks at why they came, where they settled, and their contributions to life and culture.
- Poetry Matters: Writing a Poem from the Inside Out*, by Ralph J. Fletcher. HarperCollins Children's Books, 2002, ISBN 0380797038 (paperback). How to write poems from the idea stage to putting words on the page so they sound the way they're intended. Includes experiments with wordplay.

Tai Chi for Kids: Move with the Animals, by Stuart Alve. Bear & Company, 2001, ISBN 1879181657 (hardcover). Teaches eight basic exercises of the ancient Chinese Tai Chi for health, learning, and social benefits.

Tea with Milk, by Alan Say. Houghton Mifflin, 1999, ISBN 0395904951 (hardcover). A young Japanese-American woman moves with her parents to their native Japan, where she feels culturally connected but also out of place.

Thai Tales: Folktales of Thailand, by Supaporn Vathanaprida. Libraries Unlimited, 1994, ISBN 1563080966 (hardcover). These 28 stories show many aspects of the Buddhist worldview in action. It includes humorous stories, animal tales, teaching tales of Buddhist monks, and tales of magical events, as well as comments to foster understanding of Thai folklore and culture.

The Window, by Michael Dorris. Hyperion, 1999, ISBN 0786813172 (paperback). Eleven-year-old Rayona, who is of American Indian, African-American, and Irish heritage, meets some of her relatives for the first time.

The World of Daughter McGuire, by Sharon Dennis Wyeth. Bantam Books, 1995, ISBN 0440411149 (paperback). Eleven-year-old Daughter, called a “zebra” by a boy at school because she is part black and part white, wonders exactly who and what she is. Since she comes from a multiracial and multicultural family, is she black, white, Russian, Irish, Italian, or Jewish?

CD-ROM Connections

Navigation instructions for the Cultural Horizons of Wisconsin CD-ROM appear on page 25.

The following **Visits** relate in various ways to segments featured in Program 9:

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

“Many Voices” — Discover how Oneida people learn about who they are and why they feel connected to each other through their language. (Madison; Eastern Ridges and Lowlands)

This assessable activity in the **My Discoveries** electronic notebook gives students the opportunity to log the information they have learned on their Visits:

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

Use the “All Groups” list in **Explorer** to learn more about the following groups of people who were represented in Program 9:

African American	Norwegian
American Indian	Oneida Indian
Chinese	Puerto Rican
German	Thailand
Hmong	United States

From Melting Pot to Mosaic assessment activity

Learning Goal

Students will consider their own cultural identity and the choices they have made and can make.

Wisconsin Model Academic Standards Correlations

Social Studies (Behavioral Sciences)

- E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development.
- E.8.8 Give examples to show how the media may influence the behavior and decision-making of individuals and groups.

Activity Overview

By considering their own cultural identities and the choices they have made and can make, students will understand and express the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development.

Based on what they've learned from viewing and discussing Program 9, each student works independently to create a mosaic that expresses her or his own unique cultural identity and the choices that she or he has made.* The class then collaborates to create one large mosaic that makes use of all student mosaics, is aesthetically pleasing, and expresses the class' cultural identity as a group. The activity concludes with reflective writing by students describing the things they learned about the many influences affecting cultural identity and their experience in working collaboratively.

*Adapted with permission from an activity developed by Kristin Larsen for the Rhinelander (Wisconsin) School District.

Materials Needed

- Students' Culture Journals
- Student copies of the **From Melting Pot to Mosaic assessment rubric** (page 18)
- Examples of mosaics
- Art supplies for the class mosaic:
 - 8 1/2" x 11" or 10" x 12" sheets of white paper for each student
 - various colors of paper, tiles, stone, glass, noodles, or beads
 - glue
 - scissors
 - a large white surface (paper, fabric, or wall) on which to display the mosaic
 - wall space to display the mosaic

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

To help students focus on their own cultural identities and the choices they make, ask them to re-read the responses they wrote in their Culture Journals to the After-Viewing questions on page 7:

- What choices have I and my family made about my cultural identity?
- How have my friends influenced my cultural identity?
- How has popular culture and the media influenced my cultural identity?

Ask students to review the responses in their Culture Journals to questions from previous chapters:

- Chapter 1: What does culture have to do with me?
- Chapter 2: What everyday activities are important in my family? What special traditions does my family share? What beliefs and values are important to my family?
- Chapter 3: What is my favorite place in Wisconsin? Why is it my favorite place? What do I do when I'm there? How do I feel when I'm there?
- Chapter 4: If I had to move to another country, what would I take to help others learn about me?
- Chapter 5: What have I learned about communications and the ways I express my cultural identity?
- Chapter 6: What annual rituals are important to me and my family?
- Chapter 8: How would I feel if I had to leave my home to go on a long trip?

Replay the segment of Program 9, "From Melting Pot to Mosaic," that addresses cultural identity and making choices. This segment begins at 8 minutes, 20 seconds into the program. To replay it, reset the tape counter at 00:00:00 when the program begins and then fast-forward the tape until the counter reads 00:08:20.

You can focus students' thinking in the following ways:

- Review the definition of mosaic. (A mosaic is a pattern or picture made up of small pieces of colored stone, tile, glass, or paper, with white space between the small pieces.)
- Show some examples of mosaics.

- Have students watch the portion of Program 9 that deals with making mosaics. This segment begins at 12 minutes, 54 seconds (00:12:54) into the program.

Explain that some people view the United States and Wisconsin as being mosaics, comprised of many distinct groups and individuals, each with unique cultural traits and traditions. Because culture is always growing and changing, each person is a blend of many cultural traits and influences.



2. Making Individual Mosaics

Have students work individually to create a mosaic that expresses her or his own cultural identity and the choices she or he has made. It is important that all students make the same size mosaic. Remind students to leave some white space between the individual components of their mosaics.

Each student should consider the ways in which family, neighborhood, language, likes and dislikes, personal interests, and accomplishments have influenced her or his cultural identity. These considerations should be reflected in the mosaic.

3. Making a Class Mosaic

When students complete their individual mosaics, explain that they now will work together as a class to design and create one mosaic. This large mosaic will include all individual mosaics, be aesthetically pleasing, and express the class' cultural identity as a group. If you prefer, have students work in small groups of four or five, rather than as one large group.

To help students focus, lead a discussion on getting along and working together. Have students make a list of characteristics or activities that describe the cultural identity of the class. This list may help students begin working together to agree on a process by which they design their class mosaic.

Encourage them to sketch a rough draft or make an outline of the things they want to express through their mosaic. Remind students to leave some white space between the individual components of their mosaic. Help students to assemble the pieces and have the completed mosaic displayed. Make arrangements to share the mosaic with other students, staff, and families.

4. Culture Journal Writing

Ask students to record in their Culture Journals their responses to these questions:

- What more did I learn during the mosaic project about my cultural identity and the choices I've made?
- In what ways did my classmates and I work together to complete the large mosaic?
- What did I learn about working with others?
- How has working with my classmates influenced my cultural identity?

From Melting Pot to Mosaic assessment rubric

Name _____
 Date _____ ID# _____

Explore how the choices you have made and will make affect your own cultural identity.

ACTIVITY	RESULTS			
	Just Beginning 1 point	On My Way 2 points	Almost There 3 points	Well Done 4 points
ON MY OWN: Making an Individual Mosaic	My mosaic expressed 1 influence on my cultural identity.	My mosaic expressed 2 influences on my cultural identity.	My mosaic expressed 3 influences on my cultural identity.	My mosaic expressed 4 influences on cultural identity.
AS A GROUP: Making the Class Mosaic	Completed a rough draft. Draft did not use all individual mosaics. Colors and pattern were not pleasing. Draft did not express the cultural identity of the class.	Completed a rough draft. Draft used all the individual mosaics. Colors and pattern were not pleasing. Draft did not express the cultural identity of the class.	Completed a rough draft. Draft used all the individual mosaics. Colors and pattern were pleasing. Draft did not express the cultural identity of the class.	Completed a rough draft. Draft used all the individual mosaics. Colors and pattern were pleasing. Draft expressed the cultural identity of the class.
ON MY OWN: Culture Journal Writing	Answered 1 question. Examples were unclear.	Answered 2 questions. Examples were vague.	Answered 3 questions. Examples were understandable.	Answered 4 questions. Examples were well stated.

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

E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development.

E.8.8 Give examples to show how the media may influence the behavior and decision-making of individuals and groups.

Nick's Collage



“And I Am Proud of It”

By Giavanna

I am Black,
With a swirl of cream.
Guess that makes me mixed
And I am proud of it.

In the world’s eyes, I am Black,
and that’s just fine with me.
People at school used to call me
Black olive, but so what.
Black olives taste Mmmm, Mmmm, good.

I am strong.
I am smart.
I can run real fast
And sing real good.

I am beautifully black
And I am proud of it.

If I had one wish, I’d wish for
A whole bunch of other wishes.
And one of those wishes would be
Peace among all.

That is my wish
And I am proud of it.

Teaching Plan for Program/Chapter 9: “From Melting Pot to Mosaic”

Video Segment	Learning Strategies	CD-ROM Component	The English Language Learner	The Intermediate Learner	The Gifted and Talented Learner
German Heritage Woodcarving	Observing Listening Cooperative learning	Explorer: German people	VOC: pp. 2-3 BVA: focus questions, p. 4 VA: viewing points, pp. 4-5	BVA: focus questions, p. 4 VA: viewing points, pp. 4-5 AVA: discussion, p. 7; class activities, p. 7; Culture Journal, p. 7 SAA: pp. 15-18	AVA: Culture Journal, p. 7 Technology Link: p. 8 SAA: pp. 15-18 EA: sharing; researching, p. 8
<p>Art and Design Education Standards addressed in this video segment: Grade 4: B.4.2, B.4.3, B.4.5, D.4.1, G.4.1, G.4.2, I.4.5, J.4.3 Grade 8: B.8.2, B.8.3, B.8.5, D.8.1, G.8.1, G.8.2, I.8.5, J.8.3</p>					
Two Cultures	Observing Listening Cooperative learning Sharing	Explorer: Thai people	VOC: pp. 2-3 BVA: focus questions, p. 4 VA: viewing points, pp. 5-6	BVA: focus questions, p. 4 VA: viewing points, pp. 5-6 AVA: discussion, p. 7; class activities, p. 7; Culture Journal, p. 7 SAA: pp. 15-18	AVA: Culture Journal, p. 7 Technology Link: p. 8 SAA: pp. 15-18 EA: cultural expression, p. 8
<p>Family and Consumer Education Standards addressed in this video segment: Grade 4: A.4.1, A.4.2, A.4.3, A.4.4, C.4.1, C.4.2, D.4.1, E.4.1, E.4.2, E.4.3, F.4.1, F.4.3 Grade 8: A.8.1, A.8.2, C.8.1, C.8.2, D.8.1, E.8.1, E.8.2, E.8.3, F.8.1</p>					
Popular Culture Mini-Segments	Reflective thinking Questioning Sharing	Explorer: Puerto Rican people; Oneida people; United States people	VOC: pp. 2-3 BVA: focus questions, p. 4 VA: viewing points, pp. 6-7	BVA: focus questions, p. 4 VA: viewing points, pp. 6-7 AVA: discussion, p. 7; class activities, p. 7; Culture Journal, p. 7 SAA: pp. 15-18	AVA: Culture Journal, p. 7 Technology Link: p. 8 SAA: pp. 15-18 EA: group collage, p. 9
<p>English Language Arts Standards addressed in this video segment: Grade 4: E.4.2 Grade 8: E.8.2</p>					
<p>VOC – Vocabulary; BVA – Before-Viewing Activity; VA – Viewing Activity; AVA – After-Viewing Activity; SAA – Student Activity for Assessment; EA – Extension Activity</p>					

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 "From Melting Pot to Mosaic"](#) is on page 21.

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.”