

---

## TABLE OF CONTENTS

---

<b>To The Student</b> .....	2
<b>Skills-Concept Chart</b> .....	3
<b>Part One: “Hey, Look At Me!”</b> .....	4
Lesson One           Alike, But Different .....	5
Lesson Two           The Silent Language .....	8
Lesson Three         Paul’s Dilemma .....	11
Lesson Four         A Look Inside .....	13
Lesson Five         Fashions and Fads .....	17
Lesson Six           Family Ties .....	19
Lesson Seven         Rules For Living Together .....	23
<b>Part Two: Getting “Together”</b> .....	26
Lesson Eight         Jessaro Moves North .....	27
Lesson Nine         “Pulling” Together .....	29
Lesson Ten           Give It To Me! .....	33
Lesson Eleven         Important Stuff .....	36
Lesson Twelve        Together We Stand .....	39
Lesson Thirteen     To Tell Or Not To Tell .....	42
Lesson Fourteen     Tied In Knots .....	45
<b>Part Three: Reaching Out</b> .....	48
Lesson Fifteen       Jeff’s Problem .....	49
Lesson Sixteen       “I Won’t Like You If...” .....	52
Lesson Seventeen     It Isn’t True .....	55
Lesson Eighteen     I Want To Be Like .....	58
Lesson Nineteen     Setting Limits .....	61
Lesson Twenty        My, How He’s Changed .....	64
Lesson Twenty-One   I Pledge Allegiance .....	67

# ALIKE, BUT DIFFERENT

Lesson #1

Skills: Explaining, looking for assumptions

Concepts: Cultural symbols

## **Instructional Objectives:**

### **The student will...**

1. Explain and give examples of “culture.”
2. Tell why people are similar and different.
3. Recognize cultural symbols.

## **Procedures:**

### **The teacher will...**

1. Review with students the purposes of inquiry.
2. Organize and help students complete a concept lesson on “culture.”
3. Engage students in “inquiry situation.”
4. Follow inquiry lesson with one or more activities.

## **Questions For Inquiry Clarification:**

1. Can you define the word “culture?”
2. Can you give examples of culture?
3. Can you name two different types of culture?
4. How does a person get culture?
5. Can you name two symbols of your culture?

**Note:** These questions should be added to the “inquiry situation” in this lesson.

## INQUIRY SITUATION:

Chris, an active fifth grade student in Mr. Myatt's social studies class, is one of the most popular boys in school. He is good-looking, an honors student, and plays on several sports teams. Many of the girls in Chris's class really like him. They talk to him at school, try to sit beside him at lunch, and call him in the evenings after school—just to talk.

Two weeks ago, Maria, a new student from Columbia, South America, moved into the school and was placed in Mr. Myatt's class. Since that time, Chris and Maria have become real close friends. Although Maria speaks little English, and Chris doesn't understand Spanish, they both found that they like many of the same things and share common interests. They both like sports. They are learning to play the guitar, and they both are learning to use the computer.

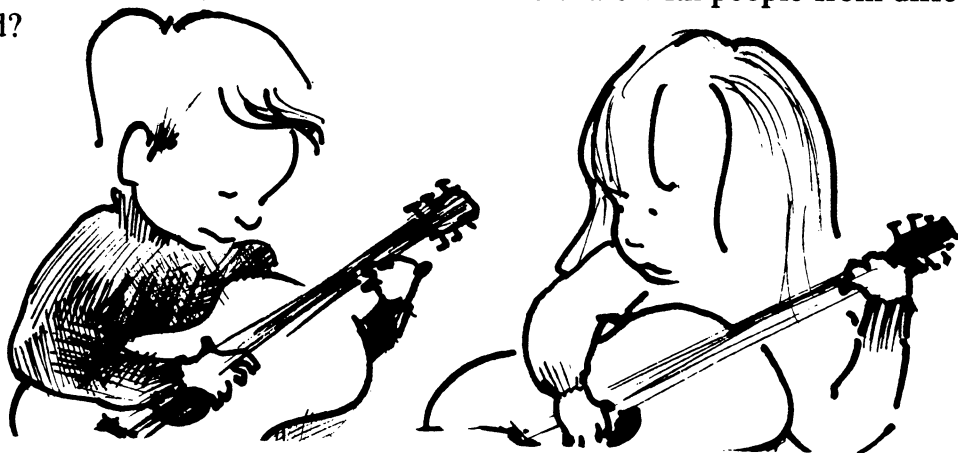
The other girls in Mr. Myatt's class have become jealous of Maria. They have talked to each other about Chris and Maria and have wondered how Chris could possibly "like" a foreigner. The girls are puzzled over what Chris—an all American boy—and Maria—someone from a totally different culture—could have in common. They don't even speak the same language!

While playing with your friends or studying in school you are learning culture. We learn rules, how to communicate, and how to solve problems. All of these activities help to build our culture.

Because every person is different, every one of us has a different culture. We do share many things in common, but we are also different. We come in different sizes and colors. We have different families and churches. We have different likes and dislikes. Can you make a list of how you are similar and different from one friend in your class?

Remember: "culture" represents our values (what we like and dislike; what we love and what we hate). "Culture" also represents our habits, the ways in which we think, our art, language, music, and religion. "Culture" represents the patterns of everyday life. It helps give meaning to our lives.

We need to realize that although people come from different cultural backgrounds, they do share many things in common. We share common physical needs such as the need for food, shelter, and clothing. We share a love for music and good books with people all over the world. People from different countries value cleanliness and good manners. These are some patterns of culture which we share with our world neighbors. Can you think of other needs and values which we share with people from different parts of the world?



## **ACTIVITIES:**

### **A. Understanding Culture**

1. Clip pictures of different people, who live in different lands, from magazines. These pictures should be people performing some kind of activity. Put the pictures in a box and let each student choose one at random. The student should then explain why the person is doing the observed activity. Opinions and explanations should be given without regard to a correct explanation. Stimulate the student to inquire into the reasons behind the action.
2. After completing the above activity, direct the students to write a short story about what they believe is happening in the picture. Assist them with creating a story line and characters.
3. Finally, students are encouraged to complete a research project on the particular clipping which they have chosen. Ask them to compare their research findings with their initial assumptions.

### **B. Brainstorming**

1. Have the class brainstorm (think of) as many possible symbols (make sure they understand the concept of symbol) as they are able which define their own culture here in America (or elsewhere).
2. Have them create a symbol which represents themselves (use art and/or objects).
3. **Think:** “Right” and “Wrong” are word symbols which we use to describe a person’s actions. Working in groups of three, have students create new symbols for “Right” and “Wrong.” These new symbols may be words, gestures, or objects. Let each group tell the class why their symbol ought to be adopted. **Think:** Is the meaning of “right” and “wrong” different from or like other people’s meaning because of their cultural similarities and differences?

## **PART TWO: GETTING “TOGETHER”**

In order to get along with our friends, teachers, and parents, it is not enough to think only about what we will get out of the relationship. There is more to life than thinking about our own problems and needs. We discovered by examining the stories and problems in section one of this activity book that other people have just as many problems as we do. Sometimes their problems are more important than our needs. Also, sometimes we have to put away thinking about ourselves in order to make a real difference in the life of someone who needs our help.

In this section of our book we will concentrate on trying to get it together with our parents, friends, and teachers. We will have problems in our lives. We will get into arguments with others. We will be put into situations where we are asked to tell the truth, even when the truth may hurt us or a friend. “Togetherness” involves truth, honesty, keeping our word, love, and friendship. “Togetherness” is the glue that holds human beings together.

Give your attention to these seven lessons about “togetherness.” See if you can learn more about people and why they act the way they do. Do you think that togetherness is important to your life and the life of your family? If it is so important, why is it that we argue with our brothers or sisters and even our best friends? Maybe you need to give some real thought to what makes people love one another and remain friends for many years.