



# Everywhere, Everyone

## Background Information for Teachers

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

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

## Synopsis

In Program 1, viewers are introduced to several peer-age children and their facilitators, Mr. Steliga and Mrs. Ellis, in their learning center. The arrival of a new student from Puerto Rico prompts the children to wonder if culture involves more than race and ethnicity. Mr. Steliga and Mrs. Ellis challenge each child to discover more about culture and to explore different ways to learn about people who are different from themselves.



## Program Goals

Correlations with *National Council for the Social Studies (NSCC)* curriculum standards appear in italics following each goal.

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

- understand that culture involves more than race and ethnicity.  
*Early Grades: 1a*  
*Middle Grades: 1a*
- begin to explore their own cultural identities.  
*Early Grades: 4c, 4e, 4f*  
*Middle Grades: 4c, 4e, 4f*
- begin to consider how culture affects their daily lives.  
*Early Grades: 4d, 4e, 5b*  
*Middle Grades: 4d, 4e, 5b*

## Vocabulary

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

**diverse** — Different; dissimilar

**diversity** — Variety

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

**ethnicity** — Manifestations of ethnic heritage

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

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

## Before-Viewing Activities

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



### Focus Questions for Class Discussion

- What is culture?
- What does cultural diversity mean?
- Can you name some ways in which you might experience your state or province's cultural diversity in your everyday life?

### **Focus Activities**

- Ask each student to write down five things that are important to him or her. Have students share their responses with the rest of the class or in small discussion groups. What commonalities and differences emerge?
- Have students create a poster or collage that illustrates aspects of national culture they would choose to share with a new student who comes from another country.

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

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

*Teaching note:* This activity is referenced in the student assessment activity; see page 8 of the [Teacher Summary](#).

## **Viewing Activities**

### **Family Culture Segment**

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

#### *Viewing/Observation Points*

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

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

### **Deaf Culture Segment**

All members of the [Gallaudet Dance Company](#) are students at Gallaudet University. Located in Washington, D.C., Gallaudet University is the world's only accredited liberal arts university for students who are deaf or hard of hearing. Each dancer's background is different;

their extent of hearing loss, preferred communication mode, and field of study varies. However, all the dancers are excellent communicators. The university provides a bilingual community where students and staff communicate in both American Sign Language and English.

This segment features Regina and Tara, two African-American women who belong to the dance troupe. Students will see that Regina and Tara belong to several different cultural groups, including the dance culture, the deaf culture, and the African-American culture.

*Teaching note:* This segment includes interviews that are presented in sign language with on-screen captions. You may want the class to view it at least twice; the first time to watch the action and the second time to read the captions. A **transcript** is provided on page 12.

#### *Viewing/Observation Points*

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

- What did the two young women seen in this segment have in common? (Responses might include being deaf, being dancers, being female, being African American.)
- How do people who are deaf communicate? (Responses might include sign language, e-mail, writing, dancing, speaking.)
- What experiences do deaf people share? (Responses might include knowing sign language, the way it feels to be deaf, learning how to communicate with hearing people.) Point out that deaf people share a culture of their own because of these shared experiences.
- What learning strategies did these students use? (Responses might include observing.)

#### **Sports Culture Segment**

Erwin Begay, a Navajo, marathon runner, and former U.S. Army infantry instructor sergeant, had a vision of American Indian/First Nation youths carrying tribal flags across the finish line of a marathon. After marrying a Ho-Chunk woman and moving to Wisconsin, Erwin formed his first marathon team from local Ho-Chunk teen-agers. The first runner he recruited was Louella Blackdeer, a troubled girl who found self-esteem in running.

Erwin realized his vision when a number of the Ho-Chunk youth, including Louella, completed the Honolulu Marathon in 1999. In 2000,

Louella was killed by a drunk driver. Her grieving friends and teammates changed the team's name to Runners Against Drunk Driving (RADD). As they compete around the country, they honor Louella's memory by bringing attention to the problem of driving under the influence of drugs or alcohol.

Erwin spent part of his childhood in an Indian boarding school where he was referred to by number instead of by name, and he knows that many of his runners have equally challenging personal situations. He blends traditional native ideals into his training program, encouraging his runners to find inner strength from the physical challenges.

#### *Viewing/Observation Points*

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

- What aspects of teamwork and team culture are depicted in this segment? (Responses might include sharing a common goal, wearing team shirts, writing the marathon name on their socks, chanting Louella's name prior to racing, carrying the Ho-Chunk flag across the finish line.)
- What benefits does running provide the team members? (Responses might include self-esteem, a goal to strive for, physical fitness, learning to work cooperatively with others, knowing they are not alone with their grief, a positive way to channel their feelings about Louella's death.)

## After-Viewing Activities



### Questions for Class Discussion

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

### Students' Culture Journals

Ask students to open their journals and re-read their responses to the **Before-Viewing focus questions** on page 2. Ask them to update their journals, keeping in mind this question:

- What have I learned about culture?

### **Classroom Activity**

Ask students to bring in and tell about an object that is relevant to their own unique culture.

### **Technology Link**

Coordinate with another teacher to establish e-pals between the two classes. Compare students' responses to the Before-Viewing focus questions on [page 2](#) and note how they differ.

### **Student Activity for Assessment**

This assessment activity will give students the opportunity to explore their own cultural identities, as well as discover ways to learn about other cultures. Details about the activity are provided in the [Teacher Summary](#) on pages 8 and 9.

### **Extension Activities**

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

#### **Family Culture Segment**

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

#### **Deaf Culture Segment**

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

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

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

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

### **Sports Culture Segment**

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

The issue of drunk driving took on personal significance for team members after Louella's death, and bringing attention to the problem has since become an important aspect of their team culture. Lead a discussion about class culture. Is there an issue that unites the students?

## **References and Resources**

### ***For Teachers***

*An Introduction to Multicultural Education*, by James A. Banks. Second edition. Allyn & Bacon, 1998. ISBN 0205277500 (paperback). Effective multicultural education empowers all students to become knowledgeable, caring, and active citizens in a diverse world. It includes teaching concepts and strategies, the characteristics of a multicultural school, and a checklist for evaluating informational materials.

*Iroquois Corn in a Culture-based Curriculum: A Framework for Respectfully Teaching About Cultures*, by Carol Cornelius. State University of New York Press, 1999. ISBN 0791440281. Chapter 4 provides a conceptual model that educators may adapt to teach respectfully about any and all cultures.

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

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

## Everywhere, Everyone assessment activity

### Learning Goal

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

### Correlations with NCSS Curriculum Standards

#### Individual Development and Identity

- *Early Grades: 4f*— Explore factors that contribute to one’s personal identity such as interests, capabilities, and perceptions.
- *Middle Grades: 4f*— Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.

### Activity Overview

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

### Materials Needed

- Students’ Culture Journals
- Student copies of the **Everywhere, Everyone assessment rubric** (page 10)
- Student copies of the **My Culture! activity sheet** (page 11)
- Art supplies and computer software programs, as needed for student presentations

### Teacher Instructions

#### The Assessment Rubric

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

#### 1. Review

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

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

## 2. Cultural Exploration

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



### Quick Version

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

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

## 3. Project Design and Presentation

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

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

## 4. Journal Writing

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

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

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

**Everywhere, Everyone assessment rubric**      Name \_\_\_\_\_

Explore your own cultural identity.                      Date \_\_\_\_\_ ID# \_\_\_\_\_

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

*Correlations with NCSS Curriculum Standards — Individual Development and Identity*

- Early Grades: 4f — explore factors that contribute to one’s personal identity such as interests, capabilities, and perceptions.
- Middle Grades: 4f — identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.

Name \_\_\_\_\_

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

## My Culture!

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

Name five or more groups to which I belong.

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

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

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

Name five or more things that are important to me.

(Do not repeat activities or groups named above.)

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

## Deaf Culture Segment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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