

Program Goals

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

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

- understand the distinction between surface culture and deep culture.

Early Grades: 1a, 5b

Middle Grades: 1a, 1c, 5b

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

Early Grades: 1a, 1b, 1d, 9b

Middle Grades: 1a, 2b, 1d, 9b

Vocabulary

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

attitudes — Opinions and feelings about someone or something.

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

civil crisis — war or conflict between different groups of people within the same country

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

***tradition** — The ideas, customs, and beliefs handed down from one generation to the next.

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

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

Before-Viewing Activities

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



Focus Questions for Class Discussion

- Who are the most recent immigrants to our state or province?
- What has their experience been?

- What happens when people from another culture begin adapting to life in a new home among long-established residents?

Focus Questions for Students' Culture Journals

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

Viewing Activities

Tibetan Exiles Segment

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

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

Viewing/Observation Points

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

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

Migrant Family Segment

Hundreds of thousands of migrant laborers travel seasonally every year in search of agricultural work. These migrant families choose to make the annual trips because they have a strong work ethic. Some travel on speculation, hoping to find work. Many field workers perform physically demanding “stoop labor.” The families featured in this segment travel between southern Texas and Wisconsin.

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

Viewing/Observation Points

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

- What aspects of the migrant families’ culture travel with them? (Responses might include family ties, religious faith, work ethic, and food traditions.)
- What are some advantages and disadvantages of moving back and forth each year? (Responses for advantages might include learning about two different regions, getting to live in two different places, and strong family ties. Responses for disadvantages could include having to leave friends behind, switching schools twice a year and always having to catch up, and missing extended family members.)

Liberian Family Segment

The Republic of Liberia in western Africa includes many ethnic groups. About 70 percent practice traditional religions, while about 30 percent are Muslim or Christian. English is the official language of Liberia, but many African languages and dialects also are used. One small group among these diverse populations is the Americo-Liberians, descendants of American freed slaves who migrated to Liberia in the nineteenth century, providing an infusion of Western ideals and beliefs.

Between 1990 to 1997, a civil war devastated Liberia's economy and brought suffering to countless people. Hundreds of thousands of Liberians were displaced. Political leaders since then have not stabilized the country. Instead, clashes between rebels and government forces have intensified.

This segment introduces Safi, who was born in Germany. Her mother Burlein left Liberia as an adult to further her education in Europe and was unable to return because of the political situation. For three years Burlein didn't know if her parents were dead or alive. With the help of the Red Cross, the family was finally reunited. Safi's new dad, Ernest, fled the political unrest in Liberia as a refugee. He met Burlein and Safi after they moved to Philadelphia, Pennsylvania. The family now lives in Atlanta, Georgia.

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 Liberian or African surface culture are Safi's family perpetuating in the United States? (Responses might include eating African food, Safi learning her dad's native language, Safi and her mom practicing African dances, wearing African clothes when Safi's parents got married.)
- What aspects of Liberian or African deep culture are Safi's family perpetuating in the United States? (Responses might include respect for women and older people, the importance of Ernest accepting Safi as his child.)
- What aspects of Liberian or African culture have been altered? (Responses might include Safi speaking only German and English when she moved to the United States, not having an extended family and community available to care for Safi's baby brother while their parents work.)

After-Viewing Activities



Questions for Class Discussion

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

Class Activities

- Ask students to brainstorm reasons people have to, or choose to, move to a new country. Create a word map on the board. Reinforce the concepts of immigrants, refugees, migrants, and exiles.
- In Program 4, Mrs. Ellis asked the children to think about what they would take along if they were moving to another country, keeping in mind they could only bring what they could carry. For example, Spencer imagined packing the baby blanket that had comforted him in the hospital when he once had surgery, and makes him feel safe. His family also would take its strong family ties and religious beliefs. Give your students the same challenge. What items could they fit in a suitcase or backpack? You may wish to give students an opportunity to design or draw the container they would use to carry their belongings. In addition to clothing, what special items would they bring? Save time for sharing, making sure to ask students to explain *why* they chose the items they did. Remind students that many children who leave the country of their birth can take only the things they are able to carry. They must leave behind many treasured belongings, even their pets. Close the activity by asking students to consider what aspects of their deep culture would travel with them.
- Reinforce the concepts of surface culture and deep culture by doing this sorting activity as a class:
 1. Make copies of the **Surface or Deep? activity sheet** (page 18) for your students and a transparency for yourself. Before making the students' copies, cover the answer key on the master.
 2. Distribute the activity and read through the directions as a class. Give students time to complete the activity.
 3. After students finish, project the transparency. As a class, discuss whether each cultural element is an example of surface culture or deep culture. Mark the proper location of each element on the transparency. You may wish to allow students to correct their own papers.

Teaching note: This activity is referenced in the **Teacher Summary** on page 12.

Students' Culture Journals

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

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

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

Technology Link

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

Student Activity for Assessment

After students reflect on cultural elements that influence their own cultural identity, they consider the ways in which such elements affect the cultures of two ethnic groups. Details about the activity are provided in the [Teacher Summary](#) on pages 12 through 14.

Extension Activities

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

Tibetan Exiles Segment

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

Migrant Family Segment

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

Liberian Family Segment

Ask students if they think moving to the United States brought only positive changes to Safi's family. You may wish to share her dad's response when asked about the difference between Liberian and U.S. customs and traditions:

“The differences mostly have to do with dealing with one another. Every Liberian is a family to me, and my heart is open to every Liberian. A Liberian would not go hungry. We really care for each other. Our doors are always open to each other. It’s different here. It’s almost like you are on your own. Every Liberian is a family to other Liberians. There were no homeless [people in Liberia], and I was surprised when I came to the United States and saw homeless people.”

Also, review the statement Safi’s dad made about child care in the segment:

“What I miss most is the idea that it takes a village to grow a child. We just had a little baby and Burlein and I [have been] discussing who is going to take care of the baby when we leave [to go to work.] In Liberia, there was nothing like that because everybody was a family to this baby. It was a village and everybody was interconnected. I miss that a lot.”

How do these stories make students feel? Are they surprised by these observations? Ask a newcomer in your community to share with students their observations about the benefits and disadvantages of settling into their new home. What have they gained? What do they regret having to leave behind?

Guide Resources

- **Surface or Deep?** sorting activity (page 18)
- Map from the Tibetan Exiles Segment (page 19)

References and Resources

For Students

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

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

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

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

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

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

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

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

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

Growing New Roots assessment activity

Learning Goal

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

Correlations with NCSS Curriculum Standards

Culture

- *Early Grades:* 1a — Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- *Middle Grades:* 1a — Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.

Activity Overview

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

Materials Needed

- Student copies of the **Growing New Roots assessment rubric** (page 15)
- Student copies of the **Investigating Deep Culture** activity sheet (page 16)
- Student copies of the **Discovering Surface Culture and Deep Culture** activity sheet (page 17), two per student
- Videotapes of *Cultural Horizons of North America* programs 1 through 4 (optional)
- Students' Culture Journals

Teacher Instructions

The Assessment Rubric

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

1. Review

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

2. Investigating Deep Culture

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

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

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

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

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

Have students circle the words “Surface Culture” on one of their activity sheets and “Deep Culture” on the other. Guide students’ attention to the column labeled “Cultural Elements.” Ask them to enter a specific cultural element in each cell of the column. You can either assign the cultural elements that students will explore or allow them to choose for themselves. For example, elements in the “Surface Culture” chart could include food, ethnic clothing, celebrations, music, and folk tales. Elements for the “Deep Culture” chart could include family rules, religious beliefs, attitudes about work, feelings about education, and ideas about friendship. See the **Surface or Deep?** class activity on page 18 for a list of cultural elements.

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

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

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

After deciding which two ethnic groups they will study, students enter their choices in the two remaining columns on each chart. Guide students to information sources that will help them identify examples of surface and deep cultural elements for two different ethnic groups. These sources can include relevant print materials (see pages 9-10) and Web sites. You may wish to coordinate this activity in advance with your school’s media specialist.

Teacher Summary

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

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



Quick Version

Have students identify examples of surface culture and deep culture from two ethnic groups they learned about in any of the *Cultural Horizons* videos.

Culture Journal Writing

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

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

Growing New Roots assessment rubric

Name _____

What are the differences between surface culture and deep culture?
 Date _____ ID# _____

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

Correlations with NCSS Curriculum Standards — Culture

- Early Grades: 1a — explore and describe the similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- Middle Grades: 1a — compare similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

Name _____

Date _____ ID# _____

Investigating Deep Culture

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

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

Question 1. _____

Question 2. _____

Question 3. _____

Question 4. _____

Question 5. _____

Name _____

Date _____ ID# _____

Discovering Surface Culture and Deep Culture

Cultural Elements	My Culture	_____ Culture	_____ Culture

Name _____

Date _____ ID# _____

Surface or Deep?

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

CULTURAL ELEMENTS

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



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

Map from the Tibetan Exile Segment

