



**CULTURAL
HORIZONS**
of North America

An interdisciplinary multimedia resource about
cultural heritage and diversity for grades 4 through 6

A project of the
Wisconsin Educational
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Foreword

Welcome, Teachers!

Are you ready to help your students expand their cultural horizons?

Teaching about culture and cultural heritage often has focused on the “four F’s”: food, fashion, folklore, and festivals. Classroom units sometimes isolate ethnic and racial groups, celebrating such visible manifestations of culture as ethnic foods, dance, and holiday celebrations. These external cultural characteristics are important, but they are only a small part of any culture. Also important are internal cultural characteristics, such as beliefs, concepts of time, patterns of thought, learning styles, and family ties.

In addition, studying distinct ethnic and racial groups is not always appropriate in our increasingly diverse and complex society. Many students are a blend of more than one specific group. Compartmentalizing cultural studies can have the unwanted effect of suggesting to students that they must identify with a single cultural tradition.

Cultural Horizons of North America invites student viewers to think about culture in ways that may be new to them. The 10-program *Cultural Horizons* video series and this teacher guide are intended to help students explore their own complex and ever-evolving culture, as well as to celebrate diversity.

We hope it will be a fascinating journey!

Using Instructional Video in the Classroom

Teaching with Instructional Video

Instructional video is an enhancing and enriching resource for classroom teachers and is designed to match curriculum areas.

It offers:

- a sharp focus
- expeditions to the natural world
- historic perspective
- understanding of contemporary issues
- clarity of concepts
- unique visual experiences
- higher learning outcomes

Before-Viewing Activities

1. Consider the objectives for the classroom lesson.
2. Look through the series' teacher guide for teaching ideas and activities.
3. Preview the video for content and appropriateness.
4. Plan for follow-up activities after the viewing experience.

Student Preparation

1. Create student interest by asking thought-provoking questions related to the video. Teacher guides often offer suggested pre-viewing questions.
2. Tell students why they will be watching a video. Identify some of the program's important visual images.
3. Discuss major points that you want students to watch for in the video. Provide focus activities or viewing directions for individuals, small groups, or the entire class.
4. Present new vocabulary or review material necessary to understand content.
5. List key concepts or focus viewing questions on the chalkboard or overhead projector.

Viewing Activities

1. Watch the video with the students, noting student reaction and key points to follow up.

2. Consider pausing/stopping the videotape at certain points in the program to ask questions or initiate brief discussions. These activities stimulate students' independent thinking. Pause/stop the tape for:
 - Observation** — What do you see in the program now?
 - Vocabulary** — What do you think a _____ is?
 - Prediction** — What do you think is going to happen next?
 - Comprehension** — Why did this happen?
 - Discussion** — Let's talk about some of the things that _____ .
3. Pausing/stopping the tape to discuss the program's content, setting, or point of view also helps students sharpen their listening skills and improve their recall.

After-Viewing Activities

1. Allow students to respond to the video. What interested them? What didn't they understand?
2. Recognize the validity of divergent reactions. Discuss without re-teaching the material. Check for understanding.
3. Help students relate the program's content to their own experiences and feelings.
4. Relate the program's content to prior and anticipated class work. Give examples.
5. Consider integrating some of the following activities into the lesson: creative writing, long-term projects, bringing in related objects for examination and experimentation, producing your own video programs, visits from experts.

Adapted with permission from Thirteen/WNET's National Teacher Training Institute, New York City, N.Y.

How to Use This Guide

This teacher guide will assist you in making best use of the *Cultural Horizons of North America* video series by offering ways to incorporate the programs 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* video series, and offers activity suggestions and specific to that program. Each topical program highlights North America's diversity and provides a springboard for classroom discussion and student reflection. In addition to introducing and reinforcing thematic content about culture, *Cultural Horizons* will help students understand that culture pertains to them as individuals.

The video program features a group of children and their adult facilitators, Mr. Steliga and Mrs. Ellis, in a multipurpose learning center. From there, the children examine each program's theme; individual magazine-style video segments within each program provide real-life examples.

It is always worthwhile to preview each *Cultural Horizons* 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. After viewing, use the discussion questions and/or activities to help students personalize the content as it pertains to their own lives and communities.

Correlations with the National Council for the Social Studies' National Curriculum Standards for Social Studies

Instructional goals for each video program were developed in conjunction with the (U.S.) [National Council for the Social Studies](#) (NCSS) curriculum standards. Learning objectives and relevant social studies standards for early and middle grades are noted under the heading of Program Goals in each chapter.

Many segments within the programs also support curriculum standards in other disciplines, as well as specific state and provincial curriculum standards and goals.

Assisting Teachers, Enriching Student Learning

Children in the learning center engage in a variety of learning activities that can be duplicated in the classroom. As an ongoing activity, the Student Culture Journal plays in integral part of the *Cultural Horizons* 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, and other materials. Students may wish to decorate their Culture Journals to reflect their own culture.



This graphic of a stopwatch appears throughout the teacher guide. It denotes activities that require little or no preparation and are suitable for use when time is limited.

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 NCSS curriculum standards for social studies.

Vocabulary

This list is made up of terms, with definitions, used in the video program, as well as those that 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 on the chalkboard students' responses to the discussion questions and reflect on them after the class views the program.

Viewing Activities

All *Cultural Horizons* programs feature several segments that address a particular cultural aspect. Segment synopses 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

Take your students to the next level. These activities provide ideas to enhance or expand learning opportunities on the theme and content presented within each video segment. Some activities 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. The 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.

The *Cultural Horizons* video series and this teacher guide were developed with the generous involvement of a number of classroom teachers and other education professionals in Wisconsin, as well as colleagues in other states and in Canada. Their contributions ensure that these materials truly reflect the collective best thinking in regard to teaching and learning about culture. I hope you and your students enjoy the journey.

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Cultural Horizons of North America