

CULTURE ALL

Facilitator's Companion Guide



Featuring CultureALL Ambassadors

(IN ORDER OF APPEARANCE)

Anthony Stevens AFRICA

Sue Hudson THAILAND

Abe Goldstien JEWISH CULTURE

RJ Hernandez MEXICO

Ilima Young-Dunn HAWAII

Josie Shaw | Narrator KENYA

Shane McQuillan NEW ZEALAND

Lena Gryn UKRAINE

Holly Sells BRAZIL

Marie Quanbeck NORWAY

Pragnya Yogesh INDIA

About CultureALL

CultureALL is an Iowa-based non-profit that involves Iowans of all ages in learning about world cultures. We believe that when individuals learn about other cultures, they gain valuable insights that help them better understand, appreciate, and connect with other people. No matter how different we may seem to be, we are all members of one human community. Simply stated, CultureALL believes that sharing the cultural richness of our community with others will elevate our community and the quality of life for all.

CultureALL believes that sharing the cultural richness of our community with others will elevate our society and the quality of life for all.

HISTORY

Iowa has rich cultural diversity, and Iowans are legendary for their acceptance of other cultures (a reputation earned when Gov. Robert Ray created Iowa's own refugee resettlement program in 1979. The program was established to provide humanitarian assistance for Southeast Asian Tai Dam refugees.) Yet, most Iowans have not encountered the kind of diversity now growing throughout our state. These changing demographics, combined with the increasingly interconnected global economy, led to the creation of CultureALL.

Recognizing the need for multicultural education in Iowa schools, our founders wanted to provide students with what textbooks and research projects cannot — real-life interactions with people from other cultures and backgrounds. In 2005 we started building a network of CultureALL Ambassadors, educators, and funders, and we continually expand programs and services for schools, businesses, and community organizations. Today, CultureALL engages more than 70 immigrants, refugees, and other Iowa neighbors who represent more than 50 distinct cultures as Ambassadors and Open Book storytellers.

Learn more at CultureALL.org

Objectives

We are glad you enjoyed the CultureALL PASSPORT TO IOWA video and that you are sharing it with your students. We hope this Facilitator's Guide helps enrich the experience and the opportunity for learning.

The video and related activities will:

- Bring the Iowa Core Curriculum to life
- Encourage students to be proud of their cultures and share those cultures with others
- Enhance social and emotional learning environments
- Improve attitudes and behaviors toward differences
- Expand classroom discussions about immigration, religion, art, and other subject areas
- Develop students' capacity to celebrate who they are, while honoring others as well
- Prepare students for real-life cross-cultural experiences, such as a multicultural day

THANKS TO



GREATER DES MOINES

Programming produced with support from
Bravo Greater Des Moines &
the Community Foundation of Greater Des Moines,
powered by the Principal Charity Classic.

Meet some of our Ambassadors



Abe Goldstien



RJ Hernandez



Olena Gryn



Suthiphon "Sue" Hudson

Born and raised in an Orthodox Jewish community in Rochester, New York, **Abe Goldstien** moved to Des Moines in 1969 to pursue an education and career in advertising. During college at Drake University and for several years later, he had very little to do with Des Moines' Jewish community or the religious customs of his youth. It wasn't until he started to perform Yiddish (Eastern European Jewish) music on his accordion that he reconnected with his heritage. Now in retirement, Mr. Goldstien is the leader of the Java Jews, Iowa's only klezmer music band, and talks to children and adults about keeping alive their unique family customs and traditions, no matter how strange they may seem.

RJ Hernandez is a musician, chef, and entrepreneur who has been entertaining audiences and educating young people about his culture for more than three decades. RJ plays a variety of instruments. He is the leader and a founding member of the musical ensemble Las Guitarras de Mexico. As a child, RJ watched his mother prepare numerous Mexican dishes using just her intuition and experience to measure a pinch of this and a scoop of that. Understanding his mother wouldn't always be around to guide his cooking lessons, RJ began tirelessly recording measurements, temperatures, and techniques she used and turned them into recipes, which would later contribute to the success of Raul's Mexican Food, the chain of restaurants RJ would open, own, and operate in Des Moines. RJ's workshops for CultureALL reflect his deep love and respect for both the music and food of his Mexican heritage.

Olena Gryn, holds two Master's Degrees in Business and is a former professional athlete with a Master of Sports in Rhythmic Gymnastics. Ms. Gryn came to Iowa to pursue her MBA at Drake University in 2010 and moved to Iowa permanently in 2014. She has always been passionate about learning languages and cultures and enjoys immersing herself in Iowa's multicultural communities. The idea of becoming an agent of positive change that helps bridge cultures was the main reason for her to join the CultureALL family. Back in Ukraine, Olena worked for Peace Corps, USAID, and WHO Offices in Kyiv. Olena loves dance, astrology, and interior design. She most of all enjoys dancing together with her son Luka.

Suthiphon "Sue" Hudson was born in Thailand and emigrated to the U.S. in 2010. In Thailand she was a university lecturer and Liaison to the Thai Ministry of Education for exchange student affairs. First in Oklahoma, and now in Iowa, she is a real estate broker and owns her own property management company. She also represents Thai culture in our community as the president of the Iowa Thai Association. Sue specializes in presentations on the Thai education system and the overall student experience in Thailand.

Meet some of our Ambassadors



Shane McQuillan

Originally from New Zealand, **Shane McQuillan** is an Urban Forestry Project manager for the City of Des Moines. He enjoys almost any activity out-of-doors and full participation in his community.



Marie Quanbeck

Marie Quanbeck was born in the South of Norway in Kristiansand. She traveled to the US in 1967 to study English and secondary education with a plan to return to her homeland and teach English. Because she fell in love and married an American, she taught 8th grade English, reading, and Spanish here instead. Marie is an avid marathoner after taking up competitive running at the age of 58. She developed a love for photography in fifth grade when she learned to make black & white prints with her dad in the darkroom. She's also Cultural Director for Sons of Norway in Des Moines. Marie and her husband enjoy traveling and visiting their children and four grandchildren in sunny California whenever they can. Marie feels that CultureALL's work is really important because when we don't learn about each other, we make up our own crazy impressions which can be a recipe for disaster. CultureALL experiences can help us learn to value each other, which is vital, especially now.



Anthony Stevens

Anthony Stevens is chair of the psychology department at DMACC Urban Campus. His work on "Culturally Relevant Algebra Teaching: The Case of African Drumming" has been published in the *Journal of Mathematics and Culture*. Anthony lectures and performs in Iowa schools and colleges frequently. His instruction spans the subjects of mathematics, social studies, African American history, and music appreciation. He also is the percussionist with The Bone People.



Ilima Young-Dunn

Ilima Young-Dunn has been performing Polynesian dance professionally since 2000. She first learned from her aunties who live in Waimanalo, Hawaii. Ms. Young-Dunn was born and raised in Iowa but has ethnic ties to Hawaii. She enjoys teaching hula and helping dispel myths that people may have about the dance and the Hawaiian culture. She has a Master's Degree in Social Work from the University of Iowa and has been a Professor at DMACC in the Human Service Program since 2005. Ms. Young-Dunn's goals when conducting a workshop are to both educate and to entertain.

Meet some of our Ambassadors



Holly Sells

Holly Sells (Capoeira nickname Tiririca) started Capoeira at the University of Northern Iowa with Mestre Ze Paulo in 1999. Shortly after her first experience with this Brazilian Art, she moved to Brazil to learn Capoeira and to become proficient in Portuguese. She has taught and participated in workshops all over the world. Ms. Sells makes regular trips to Brazil to continue her studies in Brazilian culture and movement. She also lived in Paris, France with her Capoeira teacher for four years, training and performing around Europe. She has since returned home to Iowa where she is one of the founding teachers of Capoeira at Cordao de Ouro, a Capoeira instruction school in Iowa.



Pragnya Yogesh

Pragnya Yogesh was born and raised in India. She moved to Iowa in 2006 with her husband for his job. She has a Bachelor's Degree in Computer Science and an MBA. In addition to working as an Ambassador for CultureALL, she has an Indian dance academy. Ms. Yogesh, a rank holder in dance for the state of Karnataka, South India, has many passions and hobbies like painting and traveling to different countries. She lives in Johnston with her husband and three children and loves dogs and elephants. She also travels to various places spreading the divine art of dance. Her workshops portray various forms of dances from across India, which gives an experience and knowledge about the cultural aspect of the traditional dances like Bharatanatyam and Kuchipudi and folk dances such as Garba, Dhandiya Raas, and Bollywood dances.



Josephine (Josie) Shaw

Narrator **Josephine (Josie) Shaw** is a native of Kenya and a member of the Luhya tribe. She came to the United States in 1989 to attend Central Missouri State University. In addition to sharing her culture as an Ambassador for CultureALL, she advocates for Swahili-speaking immigrants, many of whom are refugees from Central Africa. Josie has a passion for educating people about Africa and wants to correct misconceptions that many Americans seem to have about Africa.

Contact

Give us a call for more information about our programs.

CultureALL
PO Box 3913
Urbandale, IA 50323
515 273 8569

Explore@CultureALL.org

Visit us on the web at www.CultureALL.org

CultureALL Board of Directors



Iowa Core Curriculum

As a skilled and creative teacher, you will find many ways to connect the CultureALL PASSPORT TO IOWA video with curriculum standards that are appropriate for your students. This facilitator's companion guide presents just a few possibilities for bringing the curriculum to life. The activities will encourage your students in kindergarten through sixth grade to discover more about themselves and their classmates, as well as the world around them. With your guidance, your students will develop skills and knowledge far beyond the specific Standards listed in the Iowa Core Curriculum.

STANDARDS

LITERACY STANDARDS

Reading

- RL.K.2.** With prompting and support, retell familiar stories, including key details.
- RL.1.2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.2.2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.4.2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.5.2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL.6.2.** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Writing

- W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.2.2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.3.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.4.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.
- W.6.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening

- SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.5.** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.3.5.** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.6.5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

MATHEMATICS STANDARDS

5.G.A.1. Graph points on the coordinate plane to solve real-world and mathematical problems.

SOCIAL STUDIES STANDARDS

SS.K.7. Describe ways in which students and others are alike and different within a variety of social categories.

SS.1.8. Identify students' own cultural practices and those of others within the community and around the world.

SS.3.8. Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.

SS.6.13. Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.

SS.6.17. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.

UNIVERSAL CONSTRUCTS

Creativity Incorporate curiosity and innovation to generate new or original thoughts, interpretations, products, words, or techniques.

How to use this guide

Choose one activity for students to complete before watching the video and one or more to extend learning after watching.

READING LITERACY STANDARD

Determine a theme from a story, drama, or poem.

ACTIVITY

Share and discuss the book *The Day You Begin* by Jacqueline Woodson.

The Day You Begin encourages awareness of diversity and appreciation for telling our own stories.

Jacqueline Woodson's lyrical text and Rafael Lopez's dazzling art remind us that we all feel like outsiders sometimes — and how brave it is that we go forth anyway. And that sometimes, when we reach out and begin to share our stories, others will be happy to meet us halfway.

National Book Award winner Jacqueline Woodson and two-time Pura Belpre Illustrator Award winner Rafael Lopez have teamed up to create a poignant, yet heartening book about finding courage to connect, even when you feel scared and alone. There will be times when you walk into a room and no one there is quite like you. There are many reasons to feel different. Maybe it's how you look or talk, or where you're from; maybe it's what you eat, or something just as random. It's not easy to take those first steps into a place where nobody really knows you yet, but somehow you do it.

– Excerpts from Goodreads.com

In the Author's Own Voice

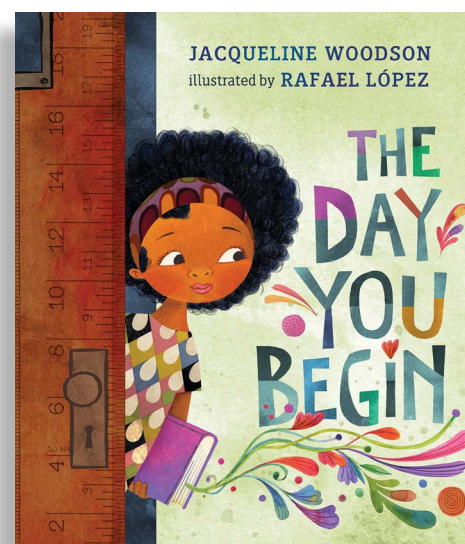
Students may listen to the book read in the author's own voice:

www.youtube.com/watch?v=KDs5d_qFbEs.

Discussion Prompts

Consider generating discussion among students by asking these questions:

- What is one way that you feel different from most people around you? How could people support you? How could you support others who feel different?
- What examples of people's differences does Woodson highlight in the story?
- What is the mood for the first large portion of the text?
- What is the theme of the book?
- Why do you think the author felt compelled to write this book?
- Why are differences important in our community, nation, and classroom?



WRITING LITERACY STANDARD

Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.

ACTIVITY

Compose an autobiographical poem.

Select from a variety of poem formats designed to encourage students to reflect upon their upbringing and celebrate their individuality. We offer three poem templates

- Acrostic poem, using your own name to express what is most important to you
- Where I'm From, modeled after George Ella Lyon's poem by the same name
- Just Because, which is perfect for anyone who has been labeled or stereotyped — and that could be all of us.

Templates for each of these poem structures are included in the appendix.

ACTIVITY

Organize and write about personal identity using a starburst identity chart.

A Starburst Identity Chart helps students organize their thoughts and words to clearly express how they see themselves and how others may see them.

The work of Sara Ahmed in her book *Being the Change: Lessons and Strategies to Teach Social Comprehension*, uses identity webs as personal graphic tools that help us consider the many factors that shape who we are. Social comprehension, according to Ahmed, is how we make meaning from and mediate our relationship with the world and is crucial in furthering our society.

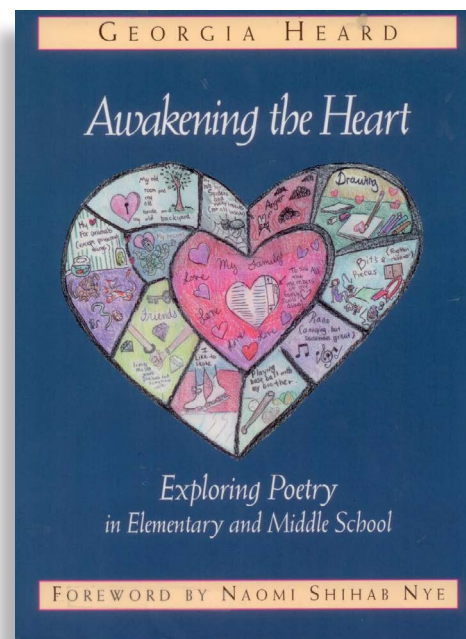
A template for a starburst identity chart is in the appendix.

ACTIVITY

Create a heart map to write about what matters most.

Students fill a heart-shaped design with words and phrases that reference specific memories. This activity is based on the work of Georgia Heard (Heinemann), author of *Awakening the Heart: Exploring Poetry in Elementary and Middle School*. Students use heart maps to enter into more authentic writing experiences where they explore what they hold inside: feelings, passions, vulnerabilities, and wonderings. Heart maps prompt students to consider the people who are important to them, the experiences they'll never forget, the secrets they keep tucked inside, and what they hold most dear.

Instructions, a template, and an example for heart mapping are in the appendix.



SPEAKING AND LISTENING LITERACY STANDARD

Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ACTIVITY

Record your own CultureALL Passport-style video.

Students get to explore their own individual uniqueness when they plan and produce a video about their family culture and heritage.

Suggestions for Planning

Many students think there is nothing interesting about them or their families. They may need your help to get comfortable sharing about themselves.

OPTION 1: Ask each student to make three lists.

Objects You Love	Activities You Do Often	Special Events
Christmas ornament	Load the dishwasher	Piano recital
Pasta, pie, or other foods	Enjoy family movie nights	Passover
Book about dinosaurs	Speak Spanish	Vacation to see cousins

Then, ask the students to select one item from the lists that might be most surprising to someone in another country.

Instruct students: Make a three-minute video that shows how this item is part of who you are.

OPTION 2: Ask students to interview a family member. Consider offering questions like these:

- Where is our family from?
- How do we celebrate our culture?
- What are some traditions we practice?
- What foods do we consider traditional?
- Are certain clothes part of our heritage?
- What stories, folktales, or fables did you grow up with?
- What phrases or sayings do you remember being passed on to you from our family?
- What do you want people to know about our culture?

Instruct students: Make a three-minute video showing what you learned from the interview.

Tips for Video

Use the Flipgrid app at [Flipgrid.com](https://flipgrid.com). It is a free, online service that is easy to use and makes all students' videos available to their classmates for sharing and discussion. You get to control who has access. You can even invite parents and guests to participate.

GEOMETRY MATHEMATICAL STANDARD

Graph points on the coordinate plane to solve real-world and mathematical problems.

ACTIVITY

Create a getting-to-know-me graph using ordered pairs.

Students learn about their classmates while practicing their graphing skills. The activity starts with a list of statements for students to consider and determine whether they are true or false about themselves. Each statement has a corresponding “ordered pair.” All the statements that are marked as TRUE get plotted on the student’s graph. Students connect the plotted points to create a unique design.

Instructions, a template, and an example of an ordered pair activity are in the appendix.

The template **does not** present the True/False statements. You will need to **create your own list** of statements which will be appropriate for your students.

UNIVERSAL CONSTRUCT

Creativity: Incorporate curiosity and innovation to generate new or original thoughts, interpretations, products, words, or techniques.

ACTIVITY

Construct a passport and take a tour of the classroom.

Create the passports

Using the template for a passport (see appendix), invite students to design their own passport pages. Instruct them to include their name, cultural identity, a self-portrait, their signature, and other visuals that represent the student's culture.

NOTE: Please refer to the Activity — Record your own CultureALL Passport-style video for suggestions on how to help students learn about their own cultures.

Set up the tour

When the passports are complete, display them around the room and host a classroom tour (aka: gallery walk) so students have the opportunity to view the passports as they would in a museum.

Prepare students for the gallery walk by letting them know they will come back together as a group to discuss what they noticed. Share the five questions listed below, so students know how to prepare for the discussion. We recommend that you display the questions so they are easy for the students to see.

Discussion

When students finish the gallery walk and come back together, explain that you will ask the five questions, one-by-one. Each student will have a chance to respond, and any student has the option to "pass."

You may feel the questions are broadly open-ended. This is by design. The process encourages students' curiosity and leads to original thoughts and interpretations.

The Five Questions

Instruct students to start their statements using the specific prompts as follows:

What did you notice? (Describe without judgment what you see.)

- Begin your sentence with the words: **"I notice ..."**

What did it remind you of? (What memory or experience comes to mind as you observe this?)

- Begin by saying: **"It reminds me of ..."**

What emotions does this bring up for you?

- Begin with: **"I feel ..."**

What questions does it raise?

- Start with: **"I wonder ..."**

Speculate or imagine what could be different.

- Begin with: **"I imagine ..."**

APPENDIX

ACTIVITY SHEETS AND TEMPLATES

- 19 **Autobiographical Acrostic Poem**
- 28 **Autobiographical Poem / Where I'm From**
- 32 **Autobiographical Poem / Just Because**
- 34 **Starburst Identity Chart**
- 36 **Heart Mapping and Writing**
- 41 **Ordered Pair Getting-to-Know-Me Graph**
- 45 **Make Your Own Passport**

Autobiographical Acrostic Poem

Name _____ Date _____

You can easily write an acrostic poem! Use the guidelines below.

- 1** Select a topic for your poem or use your name.
- 2** Write the topic word or use your name vertically on your paper.
(Be sure to capitalize each letter of the word.)
- 3** Start each line of the poem with the capital letters you wrote.
- 4** Each line of the poem should consist of a word or phrase related to the topic.
See the example below using the word poem.

Play with words

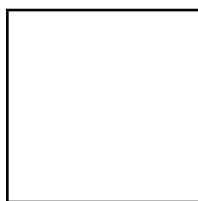
Open your mind

Everything is possible

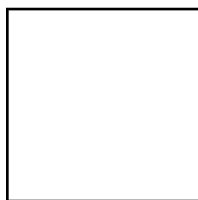
My, what a great poem I wrote!

Try your own acrostic poem below.

Name _____ Date _____







Name _____ Date _____

Name _____ Date _____

Name _____ Date _____

Name _____ Date _____

Name _____ Date _____

Name _____ Date _____

Name _____ Date _____

Autobiographical Poem

After reading / listening to “Where I’m From,” encourage students to prewrite and then compose their own versions. An additional template is included as an accommodation.

Where I’m From

by George Ella Lyon

I am from clothespins,
from Clorox and carbon-tetrachloride.
I am from the dirt under the back porch.
(Black, glistening,
it tasted like beets.)
I am from the forsythia bush
the Dutch elm
whose long-gone limbs I remember
as if they were my own.
I’m from fudge and eyeglasses,
from Imogene and Alafair.
I’m from the know-it-alls
and the pass-it-ons,
from Perk up! and Pipe down!
I’m from He restoreth my soul
with a cottonball lamb
and ten verses I can say myself.
I’m from Artemus and Billie’s Branch,
fried corn and strong coffee.
From the finger my grandfather lost
to the auger,
the eye my father shut to keep his sight.
Under my bed was a dress box
spilling old pictures,
a sift of lost faces
to drift beneath my dreams.
I am from those moments--
snapped before I budded --
leaf-fall from the family tree.

Author’s reading:

https://www.youtube.com/watch?v=ZdnHI_yW1dQ&ab_channel=colleenboye

A Poem about YOU

If you want to write a beautifully therapeutic and personal poem, then the “Where I’m From” poem is perfect. You’ll create a piece of writing that represents specific moments in your life that contribute to who you are today. This poem encourages tolerance and awareness of our own personal experiences and can be rewritten over and over again. Imagine being able to express where you’re from without simply saying the name of a city, state, or country. This poem is about YOU!

Prewriting

Use the following categories to list specific details related to you. The key is making this as specific and personal as possible. Use nicknames or words that only you or your family uses. Don’t worry about readers not knowing what you’re talking about.

- | | |
|--|---|
| a) Parents’ names and significant relatives | k) Family traits |
| b) Special foods or meals | l) Family tendencies |
| c) Family specific games or activities | m) Religious symbols or experiences |
| d) Nostalgic songs | n) Specific story(ies) about a specific family member that influenced you |
| e) Stories, novels, or poetry that you’ll never forget | o) Accidents or traumatic experiences |
| f) Phrases that were repeated often | p) Losses |
| g) The best things that you were told | q) Joys |
| h) The worst things that you have been told | r) Location of memories, pictures, or mementos |
| i) Ordinary household items | |
| j) Family traditions | |

Select from your lists the items you want to include in your poem. You do not have to include everything that you listed, and you can always add more categories or items to include in your poem. Read the original “Where I’m From” poem by George Ella Lyon. You’ll discover there are items, people, and situations mentioned in this poem with which you are unfamiliar. That’s perfectly okay, because this poem is personal and particular to the poet, not the audience.

Composing

Begin with: I am from _____.
(Fill in with one of the items you listed while prewriting.)

Continue on the next line with: From _____ and _____.
(Fill in each blank with items from your list.)

Continue with: I am from _____ and _____.
(Fill in the blanks as you did before.)

Continue this format until you have completed your poem.

End the poem with an explanation of where you keep any symbols, items, boxes, or pictures that may represent some or most of the topics you included in your poem.

Reread your poem and make any changes or edits. This poem can be rewritten over and over again, and you'll probably find yourself thinking about more things that you can add to your poem even when you are finished.

Where I'm From Poem Template

I am from _____
(specific ordinary item)

From _____ and _____
(product common in your childhood home) (another)

I am from the _____
(home description)

_____, _____, _____
(adjective about home) (adjective about home) (sensory detail about home)

I am from _____,
(plant, flower, natural item)

(what you remember about above item)

I'm from _____ and _____
(family tradition) (family trait)

From _____ and _____
(name of family member) (another family name)

I'm from the _____ and _____
(description of family tendency) (another one)

From _____ and _____
(something you were told as a child) (another)

I'm from _____, _____
(representation of religion or lack of) (further description)

I'm from _____
(place of birth and family ancestry)

_____, _____, _____
(food item that represents your family) (another one)

From the _____
(specific family story about a specific person and detail)

The _____
(another detail of another family member)

(location of family pictures, mementos, archives)

(line explaining the importance of family items)

Just Because Poem

Just Because

by Esther Kamkar

Just because I was born in Iran,
I am not a belly dancer
I am not a fortune teller
I am not a camel rider

I am a poet.

Just because I am a woman,
I don't like diamonds
I don't like to shop
I don't worship credit cards

I love to play with clay.

Just because I am a Jew,
I don't make a fortune
I don't hate Arabs
I don't believe in "an eye for an eye"

I remember and give refuge.

Just because I am a mother,
I am not regretful,
I am not a martyr
I am not a fixer

I listen and I love.

Complete at least three stanzas of your own Just Because poem in the style of the above poem.

Just because I _____,

I am not _____

I am not _____

I am not _____

I am _____.

Just because I _____

I am not _____

I am not _____

I am not _____

I am _____

Just because I _____

I am not _____

I am not _____

I am not _____

I am _____

Starburst Identity Chart

Directions

Write your name (or the name of the person or character) in the circle.

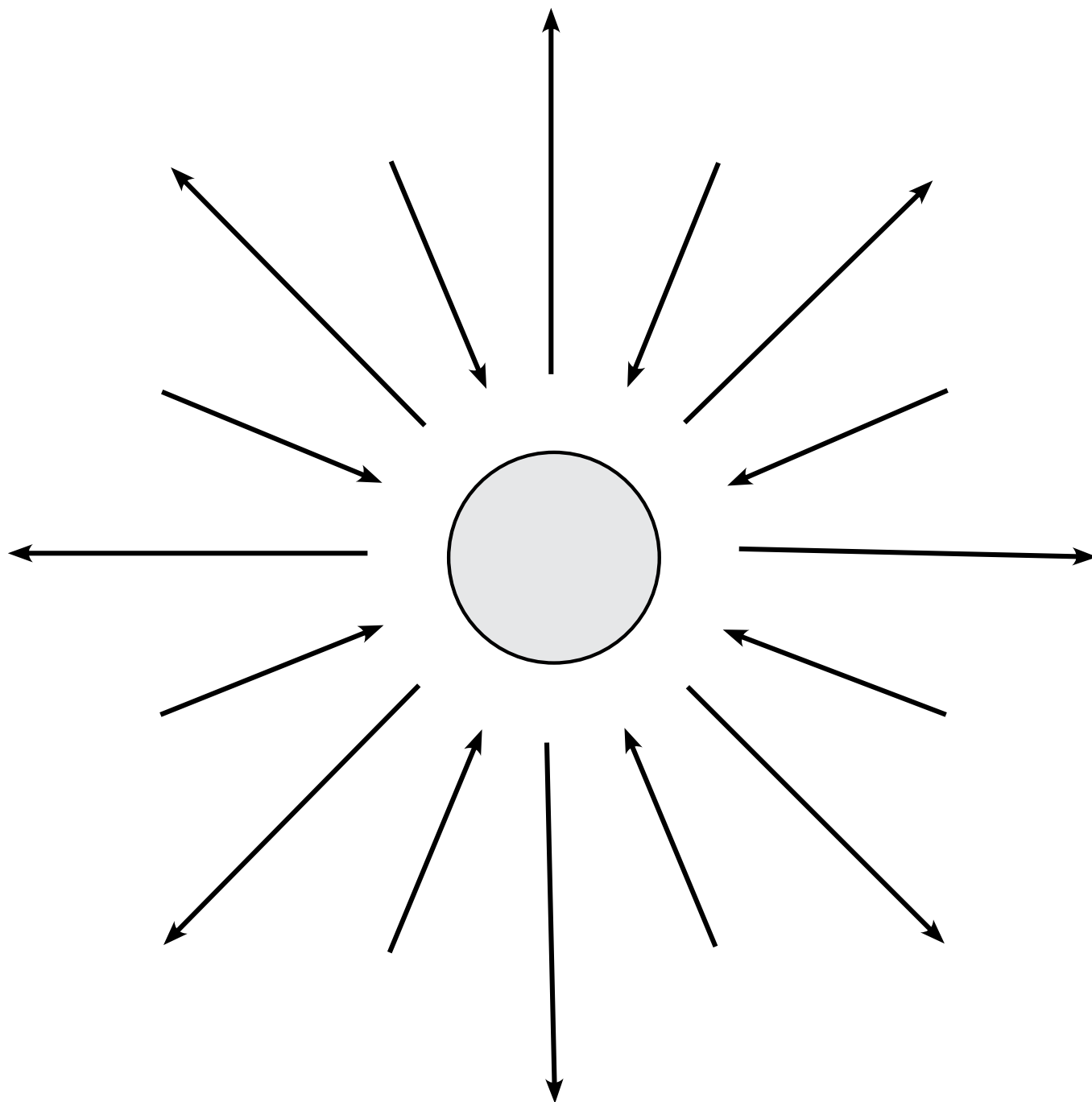
Create a list of words or phrases that describe what you consider to be key aspects of your identity. You can also do this for another person or character.

At the ends of the arrows pointing outward, write the words or phrases that describe what you consider to be key aspects of your identity.

At the ends of the arrows pointing inward, write labels others might use to describe you. Add more arrows as needed.

Key aspects of my identity

Labels others use to describe me



Heart Mapping and Writing

Students can participate in heart mapping and writing inspired by the work of Georgia Heard. Students fill a heart shape with memories stored in their hearts. Students might consider the following questions:

What people have been important to you and why?

What are some experiences or events that you will never forget?

What happy or sad memories do you have?

What secrets do you keep in your heart?

What things or objects are important to you?

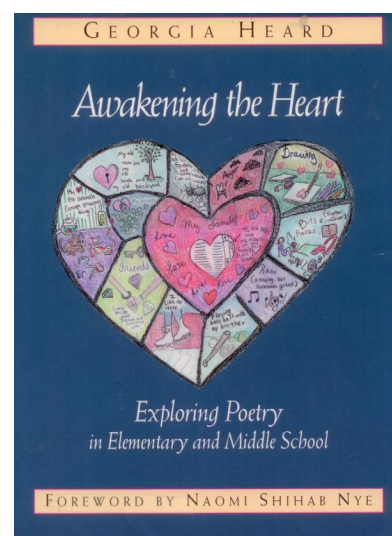
What is at the center of your heart? You might want to place the most important people, memories, and experiences in the center.

Ask yourself if you want to keep some things inside your heart and less important things on the outside of your heart.

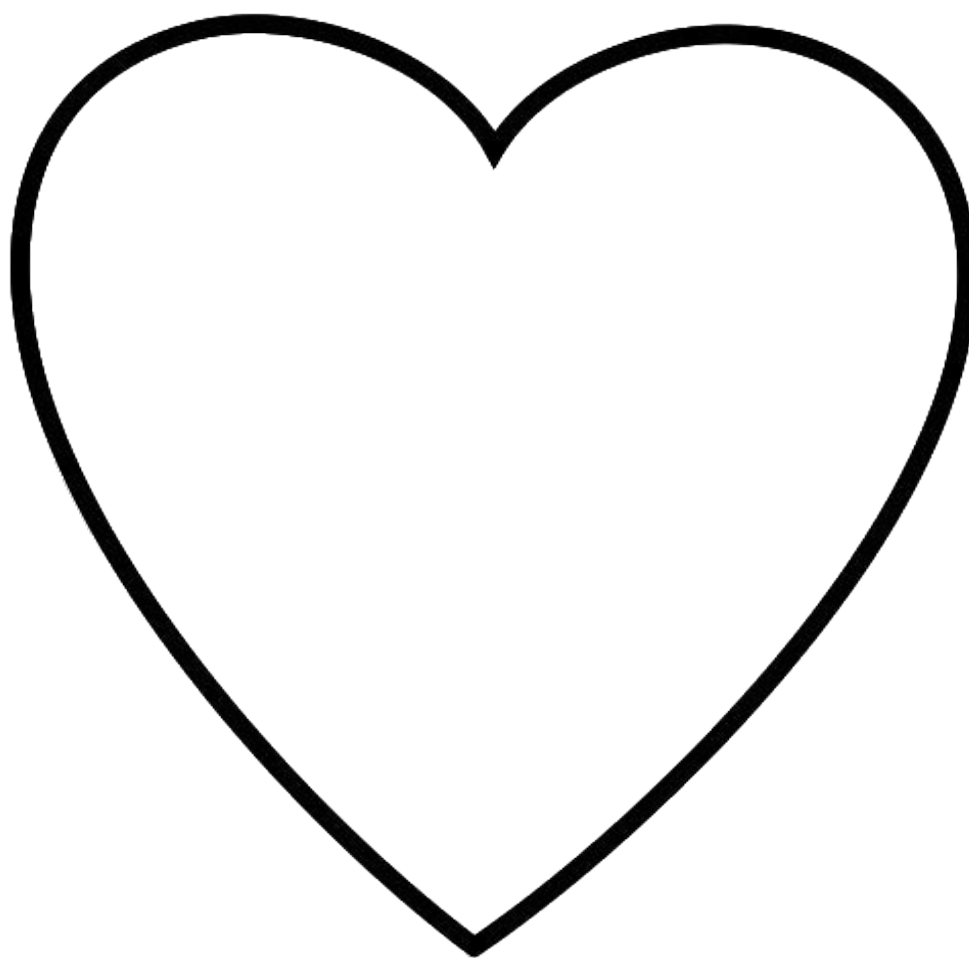
Directions

- 1 Show students the Heart Map Template, or create your own. Start from the center of the heart, placing the most important person, place, or thing in the center of your heart. Then, work your way out using specific words in each section. Be sure to talk about each section as you're placing it on your map (e.g., "I always saw my grandparents in December. Therefore, I'm going to write 'December with Grandma and Grandpa' in my heart since I have so many memories of spending time with them at that time of the year.>").
- 2 Take time to answer students' questions before passing out a blank heart map to each student. Encourage students to color in sections of their heart (e.g., they might want to color code it: purple for people, green for places, blue for things, yellow for ideas) once they've filled in all of the sections.
- 3 Once all students have drawn their heart maps, photograph each map with a digital camera so you can print out several copies of the heart maps for them to keep in all of the places where they write. You might choose to hang up their original heart maps in the classroom to help on those days when students cannot come up with something to write about on their own. Students can tape their heart maps into writer's notebooks for inspiration.
- 4 Each day during writing time, have students use different sections of their heart maps to craft a story, poem, memoir or essay. Encourage them to pick a handful of ideas, people, or places from their map, and incorporate them into their writing. Or, have them start with one person, place, or memory, and build off of it.
- 5 Have students present their heart maps and writing to the class. Give ample time for sharing.

All Heart Mapping: Writing from the Heart activities are from *Awakening the Heart: Exploring Poetry in Elementary and Middle School* by Georgia Heard (Heinemann)
heard_georgia@yahoo.com



What's special in your life? Fill this heart with people, places, and memories that are most important to you. Be creative with shapes and sizes and color code using the key below.



Things I do in my free time

People I care about

Places I've lived in/visited

Favorite memories

Some questions to help you get started heart mapping:

What memories have you stored in your heart? They don't have to be BIG or exciting memories. For example, the smell of molasses cookies baking in the oven at my grandmother's house is an important memory to me because it was something she would always do.

What people have been important to you — and why?

What are some experiences or events that you will never forget?

What happy or sad memories do you have?

What secrets do you keep in your heart?

What things or objects are important to you — for example, a tree in your backyard or a stuffed animal, etc.?

What's at the center of your heart — you might want to place the most important people, memories, and experiences in the center?

Ask yourself if you want to keep some things inside your heart and less important things on the outside of your heart.

Do you want to draw more than one heart – good and bad; happy and sad; secret and open — and include different things inside each heart?

Do different colors represent different emotions, events, and relationships?

Try not to just write one word (pets, nature, etc.), but instead use very specific words. Later, when you write from your heart map it will help remind you of exactly what you want to say.

Example

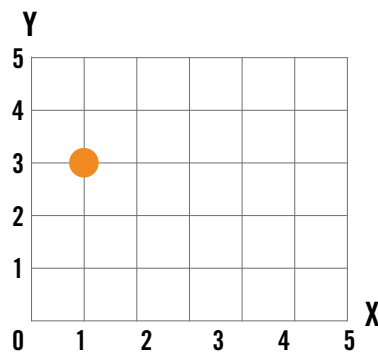


NOTE TO TEACHERS: Use this page to prepare and instruct students. You will need to write True/False statements for each ordered pair on the lines on the next page. Select statements that are appropriate for your specific students.

An ordered pair is two numbers written in a certain order inside of parentheses like this: $(1,3)$. We can use an ordered pair to find a point on a coordinate plane. The horizontal line on the coordinate plane is called the x-axis, and the vertical line is called the y-axis. An ordered pair tells us where to move on the axes. The first number tells us how far to move left or right on the x-axis, and the second number tells us how far to move up or down on the y-axis.

To find a point, start on the origin at $(0,0)$.

Notice the example point for $(1,3)$.



42 ACTIVITY / ORDERED PAIR GETTING-TO-KNOW-ME GRAPH

Please read the statements below. Cross out the statements that are false for you. Then, use the graph to plot the statements that are true. Once all the true statements have been plotted, use a ruler and a pencil to carefully connect the dots in the same order they appear in the list. Connect your final point to your first point. When done, neatly color in the shape with a favorite color using a colored pencil.

(11, 13) **Example:** I can speak more than one language.

(12, 15) I _____.

(14, 18) I _____.

(14, 15) I _____.

(15, 11) I _____.

(18, 11) I _____.

(20, 10) I _____.

(16, 9) I _____.

(12, 8) I _____.

(15, 7) I _____.

(17, 6) I _____.

(14, 6) I _____.

(10, 7) I _____.

(8, 4) I _____.

(6, 0) I _____.

(7, 5) I _____.

(8, 8) I _____.

(3, 8) I _____.

(0, 10) I _____.

(3, 12) I _____.

(5, 13) I _____.

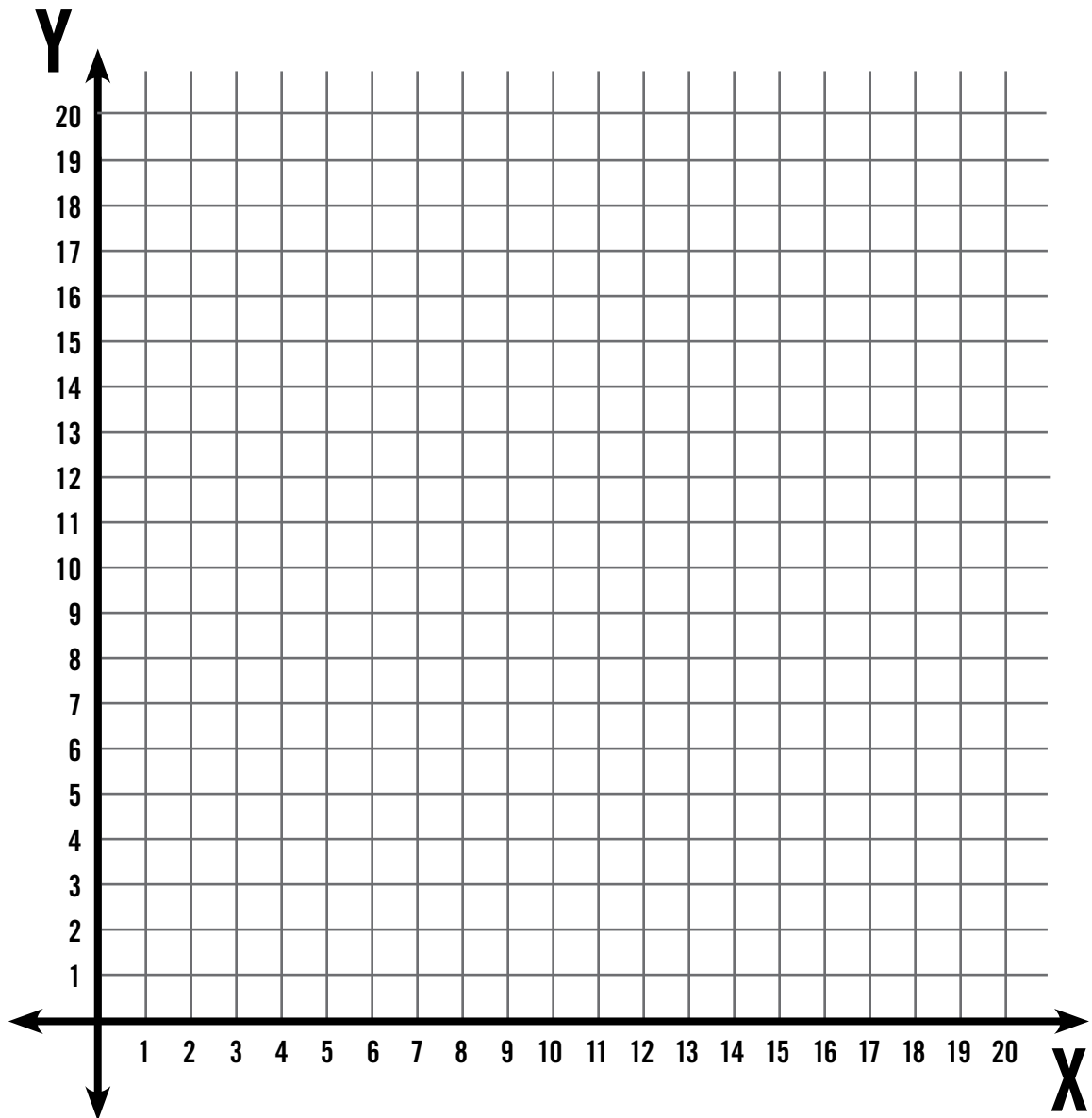
(5, 18) I _____.

(7, 20) I _____.

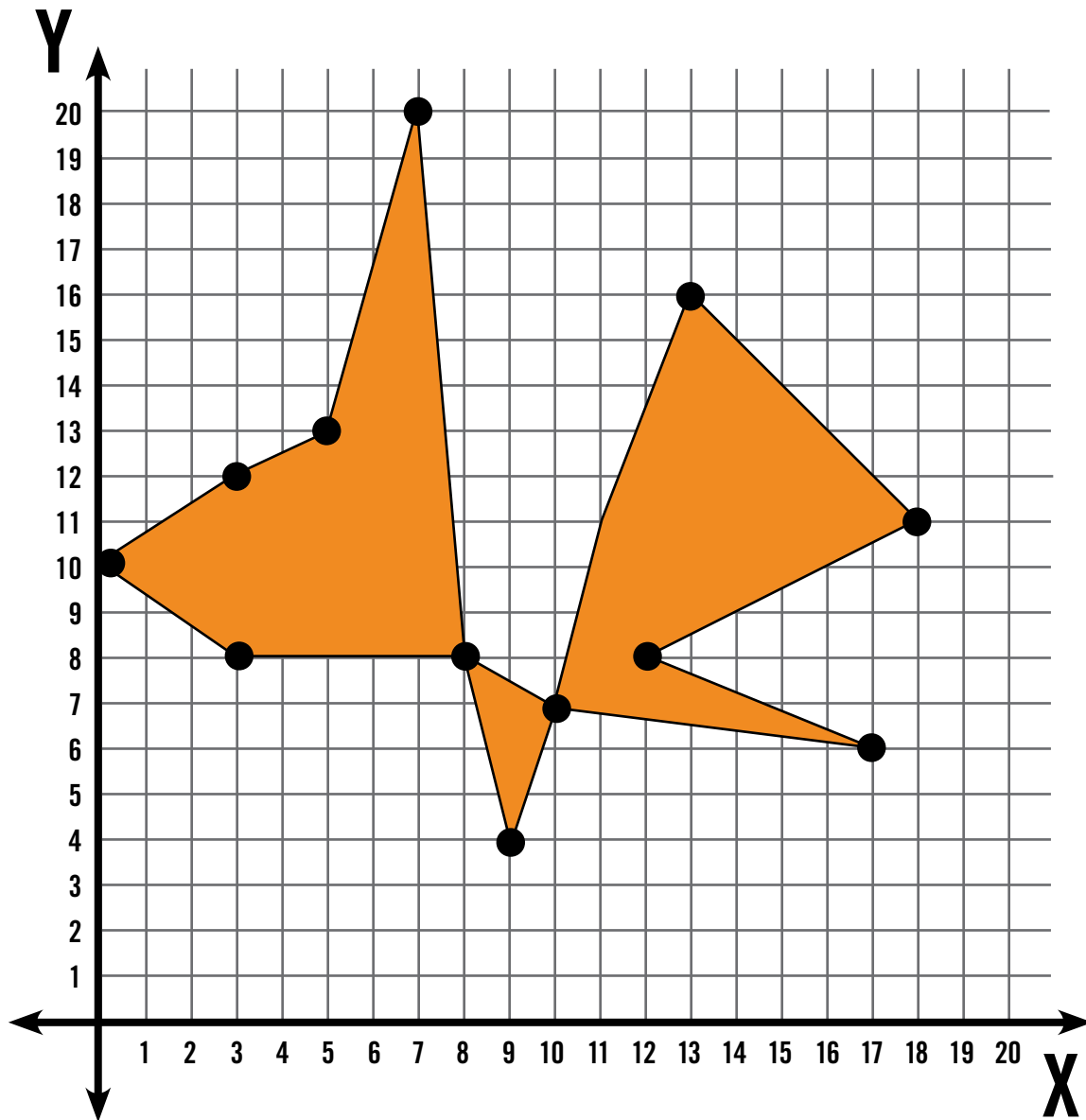
(8, 15) I _____.

(9, 4) I _____.

(10, 10) I _____.



Example



Create Your Own Passport

Name

Cultural identity

Example

