

FRIENDS

A simulation of friendship while exploring diverse cultures and enhancing reading skills

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PURPOSE

“
... a better
understanding
of many
cultures ...
”

FRIENDS is an interaction unit in which young students simulate a multi-cultural neighborhood where families from diverse ethnic and religious backgrounds unite in their respect for each other and in their desire to create a pluralistic group of friends. Through educating one another about their various cultures, they create an environment free of prejudice and discrimination. By participating in these unit activities, students develop a better understanding of the many cultures represented by various American ethnic groups and, at the same time, enhance their own reading and research skills. Specifically your students will experience the following:

● **Knowledge**

- Developing vocabulary associated with multicultural concepts
- Understanding elements of literature
- Learning words from various cultures
- Understanding similarities and differences in elements of various ethnic cultures

● **Critical and creative thinking skills**

- Analyzing
- Comparing and contrasting
- Developing phonics and word attack skills
- Evaluating
- Hypothesizing
- Imagining
- Interpreting
- Making inferences
- Problem-solving
- Role playing
- Synthesizing
- Thinking logically
- Writing creatively

● **Attitudes**

- Appreciating the diversity of cultures in our neighborhoods
- Appreciating new and different ways of thinking
- Appreciating how beliefs affect behavior
- Appreciating how Americans can differ in cultural practices yet remain united by the ideals of freedom, justice, and tolerance

● **Cooperative learning skills**

- Helping a group by doing one's work
- Using peer teaching to help one another learn
- Participating in creative problem-solving in a small group
- Working harmoniously within a group

OVERVIEW - 1

This simulation is divided into four tab sections.

TAB 2: HISTORY

Students are first divided randomly (or by teacher selection) into six ethnic groups: Native Americans, Jewish Americans, Irish Americans, African Americans, Hispanic Americans, and Asian Americans. Each group receives a folder containing the same colored construction paper squares to be used as badges during the simulation. (Care is taken so that the colors do *not* represent ethnic or racial background, but all members of a group do have the same color.)

Students then receive the FRIENDS MAP. This map contains a typical neighborhood having a small commercial area and several streets lined with houses. Students color the buildings the same color as their badge, then cut the map along the broken lines. They put these pieces into an envelope, which they give to their teacher. The teacher distributes these pieces to the groups after they complete various assignments—each of which is worth one Map piece. However, in order to create a neighborhood of mixed colors, each group cannot receive a second piece of the same color until it has received pieces of all six colors. Hence, the map each group recreates shows a multicultural neighborhood.

After each group receives a BACKGROUND ESSAY on the group's culture, students complete an activity designed to ensure they understand the various elements of this culture. Each group creates a BIG BOOK in which students write in their own words what they have learned about their culture. PHONICS ACTIVITIES are integrated into reading instruction. Groups work on these activities and complete their BIG BOOKS.

Tab 2 ends with the FIRST FRIENDS DAY. New multi-ethnic groups are formed, made up of one representative from each of the various ethnic groups, creating “jigsaw” response groups. The ethnic representatives take turns sharing with their new multicultural group the BIG BOOKS which their ethnic group has produced.

TAB 3: CULTURE

During this tab section students learn about the arts and crafts, food, songs, games, and holidays of each ethnic group. They help one another complete activity sheets for each area with the understanding that this is in preparation for a skit to be presented to the whole class on the SECOND FRIENDS DAY.

six
ethnic
groups

the
FRIENDS
MAP

a
BIG
BOOK

“jigsaw”
response
groups

activity
sheets

OVERVIEW - 2

a skit on
a specific
holiday

On the SECOND FRIENDS DAY all groups present a skit on a specific holiday of its ethnic group. Following the presentation of each skit, one member will lead a discussion of the skit's meaning with his or her jigsaw mixed group. By participating in these smaller response groups, students will have a greater opportunity to have their questions answered.

TAB 4: LITERATURE

short
LITERARY
selections

In this tab section students either read, or have read to them, short LITERARY selections relating to the culture of their FRIENDS group. An extensive BIBLIOGRAPHY is provided for each ethnic group as an aid to the teacher in deciding what literature to use. Various LITERATURE STUDY activities are completed by each group.

help
guide

Then a THIRD FRIENDS DAY is held with students participating, once again, in jigsaw groupings. Here each student shares the literature selection that he/she has read with the small jigsaw multicultural group. Activities and sheets to help guide the presentation are included. The presenter creates a book jacket and story summary to share. Students also prepare and share a dramatic reading.

TAB 5: DISCRIMINATION

forbidden
to speak

This tab section begins with a DISCRIMINATION DAY in which all group members are forbidden to speak to anyone other than those in their own group. Depending on your class scheduling, this may be for an hour or for greater lengths of time during the day. The teacher may apply this "discrimination speaking" during recess and lunch as well.

The next day, students first meet in their regular groups and, after discussing how they felt during the previous day while being isolated, fill out an INDIVIDUAL RESPONSE sheet on discrimination.

mixed
ethnic

Then, forming their FINAL FRIENDS DAY groups (jigsaw once again), students discuss the problems and benefits of living in a neighborhood of mixed ethnic backgrounds. They also discuss whether or not ethnic background should have anything to do with friendship.

a short
speech
on the
importance
of being
friends

Finally, directions are given for holding a FRIENDS FESTIVAL. Since the students have done research on each ethnic group and the values of friendship, this festival is a wonderful way for students to exhibit what they have learned. Each group organizes a “booth area” featuring items from its cultural background. In addition, a spokesperson from each group gives a short speech on the importance of being friends with others regardless of their ethnic background. And, if time is available, the Reader’s Theater option can be added in which each group gives a short reading dramatization from a literature selection group members have studied.

FRIENDS FESTIVAL
HISPANIC BOOTH



“Come to our booth and find out what we have learned about friendship! We even have food for you!”

This culminating activity is meaningful authentic assessment for students because they have invited administrators and other staff members and their parents to visit their classroom. Everyone present enjoys sharing what students have learned about the importance of friendship in our multicultural society, through their reading, writing, discussing, and role playing during the FRIENDS simulation.

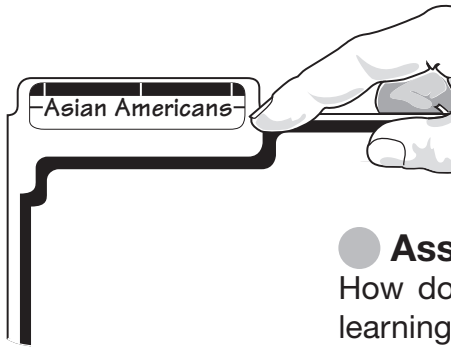
“ ... the importance of friendship
in our multicultural society ... ”



SETUP DIRECTIONS - 1

● Folders

Set up six folders, one for each FRIENDS group. Label them with the appropriate ethnic group names: Irish Americans, Jewish Americans, Hispanic Americans, African Americans, Native Americans, and Asian Americans. Place in each folder construction paper of a different shade from the others. Take care *not* to use shades commonly associated with a certain ethnic or racial background.



three
options

● Assignments

How do students become members of their various cooperative learning groups with imaginary ethnic backgrounds? Here are three options for you to consider.

- **Option 1:** After considering the ethnic makeup of your class, assign students to each family, ensuring, if possible, that one class leader is in each group.
- **Option 2:** Allow students to pick which family they would like to be in. Realize that this option will likely work well only if your class is homogeneous in ethnic background or quite varied.
- **Option 3:** If your students are mature enough to understand chance, put the colored squares in a hat and let students draw their roles, emphasizing that none of us was allowed at birth to pick our present ethnic background.

Before deciding which option you wish to use, read through the simulation completely and then choose the method which best fits your particular situation.

● Duplication

Each tab section specifies duplication directions for the tab. Generally speaking, the materials used by students fall into the following areas.

- BIBLIOGRAPHY
- The FRIENDS MAP PUZZLE
- BACKGROUND ESSAYS
- PHONICS MATERIALS
- CULTURAL ACTIVITIES
- READING MATERIALS
- RESEARCH MATERIALS
- DISCRIMINATION DAY MATERIALS
- FESTIVAL PLAN

If you plan to use all tabs and all lessons, you may wish to duplicate all of these items and place them in manila folders prior to beginning the simulation. (See the SET UP directions given in each tab section for the specific number to duplicate.)

prior to
beginning

SETUP DIRECTIONS - 2

● Arts and crafts materials

Various arts and crafts materials are needed for each tab section. Specific items needed are given in each tab's SET UP section. You can acquire everything before beginning if you wish.

● Class library

1. Establish a classroom library utilizing suggestions from the extensive BIBLIOGRAPHY that follows these directions.
2. Note that each ethnic group has its own list. Try to obtain as many of these books as possible and arrange them by ethnic classification on a resource table in the classroom.
3. In addition, if possible, arrange with your librarian to pull various titles from the library shelves that would also relate to this unit and put these sources in a special place for your students' exclusive use.

● Bulletin board

1. Arrange a bulletin board area for each FRIENDS group to use where members can display both their FRIENDS MAP PUZZLE and their other work.
2. The FRIENDS MAP PUZZLE has 30 puzzle pieces which each group colors with its identifying color. Each group then cuts apart the 30 pieces and returns the pieces to the teacher in an envelope. Later the teacher returns pieces of varying colors to groups to help them create separate multicultural maps. (See *Daily Directions in each tab.*)

as many of
these
books
as possible

cuts apart
the 30
pieces

NATIVE AMERICAN BOOK LIST

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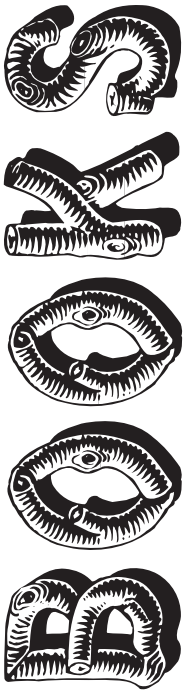
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<http://www.indianartsandculture.org/>

Smithsonian Resources
http://www.smithsonianeducation.org/educators/resource_library/american_indian_resources.html

National Museum Of The American Indian
<http://www.nmai.si.edu/>

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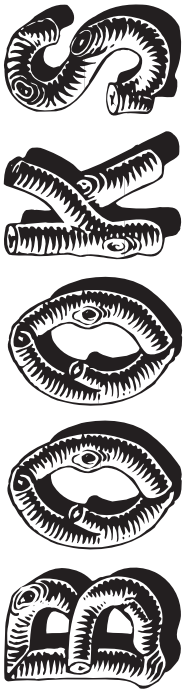
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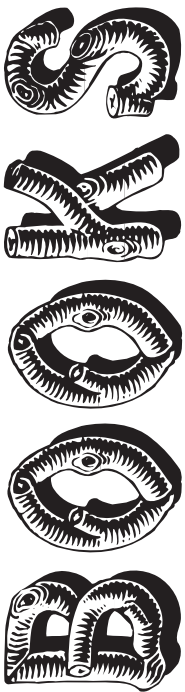
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Martin Luther King

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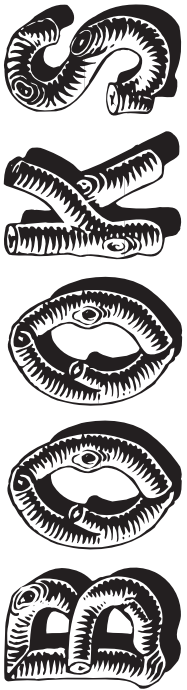
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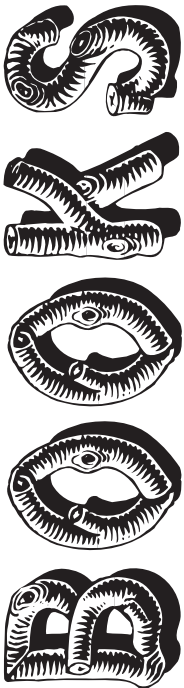
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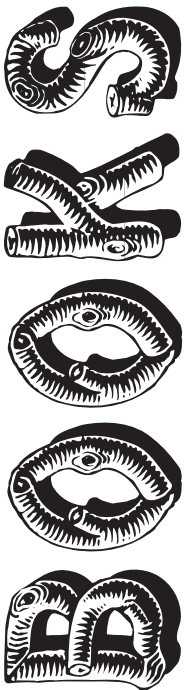
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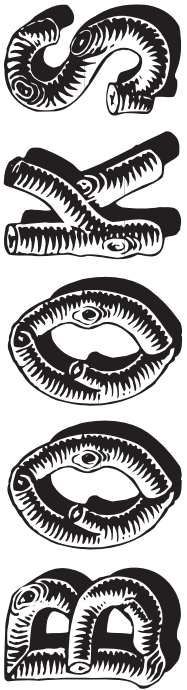
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ASIAN AMERICANS BOOK LIST

helping us walk
in others' shoes



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in others' shoes



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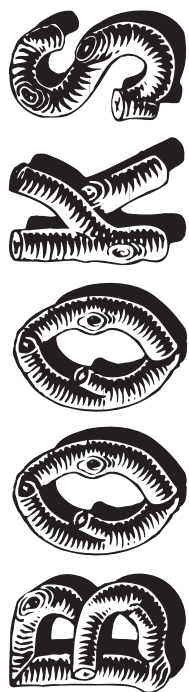
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helping us walk
in others' shoes



“
Phonics
instruction
is integrated
with reading for
understanding ...

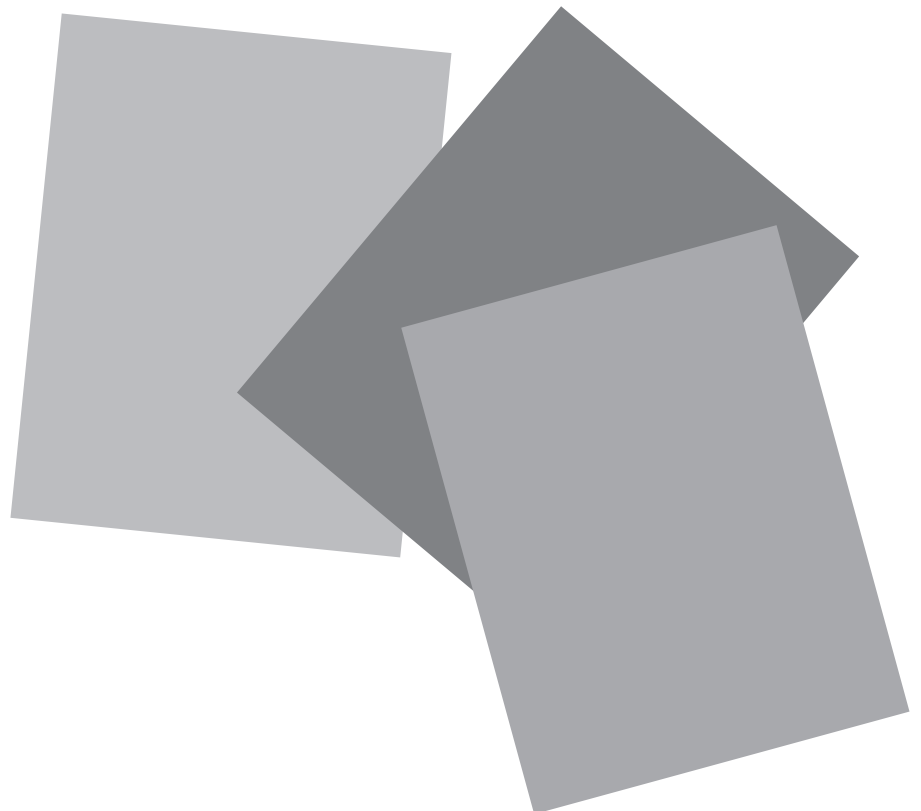
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HISTORY—INTRODUCTION

In this phase each group learns about its history. Phonics instruction is integrated with reading for understanding. Finally, a map activity mirrors the unit’s multicultural approach, and students have their first multicultural experience during the FIRST FRIENDS DAY.

Set Up

1. **Duplication:** Duplicate the items listed below in the quantities indicated. It is suggested that you complete all duplication prior to beginning the simulation.
 - FRIENDS MAP PUZZLE (Tab 2/page 8)—*1 per group*
 - FRIENDS MAP PUZZLE—GRAY (Tab 2/page 9)—*1 per group*
 - BACKGROUND ESSAYS (Tab 2/pages 10-27)—*1 per group*
 - READING FOR UNDERSTANDING (Tab 2/pages 28-42)—*1 per group*
 - LET’S CREATE A BIG BOOK (Tab 2/page 43)—*1 per student*
 - PHONICS LESSONS 1 through 5 (Tab 2/pages 44-48)—*1 per student per lesson used*
2. **Materials**
 - Construction paper and string for group badges



DAILY DIRECTIONS - 1

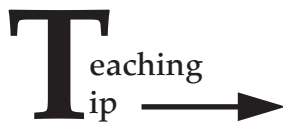
DAY 1: ORGANIZATION AND BACKGROUND

Materials:

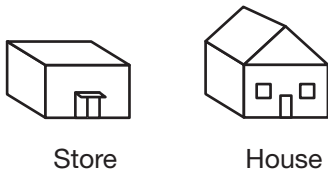
- Folders—1 per group
- A set of both MAPS—1 set per group
- Construction paper for group badges
- BACKGROUND ESSAYS—1 appropriate essay per ethnic group
- READING FOR UNDERSTANDING ACTIVITY for each group—1 appropriate set per ethnic group

Directions:

1. Organize the groups according to the number of students in your class.
2. You may select the students placed in each FRIENDS group at random or by the special needs of your class. Give each group a folder they can use to keep all their work. Collect the folders daily.
3. Distribute colored construction paper to each group so that each member may create a badge with his or her name printed on it. Have the students construct these by using half of an 8.5"x11" sheet with two holes put in the top corners, about 1" from the top and from the sides. Then have them put a piece of string in these holes and tie the ends. The string should be sufficiently long to go around their necks and allow the badge to hang down on their chests. These badges, worn by each group member, must always be of the same color and must be worn at all times throughout the simulation. They are returned to the group folders after simulation work each day.
4. Distribute a set of two FRIENDS MAPS to each group. The map contains a typical neighborhood having a small commercial area and several streets lined with trees and homes. The gray map should be posted on the bulletin board, and each group will chart its progress through the simulation activities using this map. The white map provides the numbered pieces of the puzzle that students earn to complete their multicultural neighborhood map. Students should color the buildings and the homes on this map the same color as their badge, then cut the map along the dotted lines. These pieces are put in an envelope and given to you. Distribute these pieces in numerical order as each group completes the various assignments. Each assignment is worth one piece. In order to create a neighborhood of mixed colors, each group must receive pieces representing all six colors before receiving a piece that duplicates a color already showing.



*Make certain that the colors selected are **not** stereotypical of any particular racial or ethnic group. For example, use green, blue, purple, orange, lemon, and gray.*



DAILY DIRECTIONS - 2

Teaching Tip →

If your students are beginning readers, arrange your groups in a reading circle and read the appropriate essay to each group. While you are reading to one group, have the others complete a PHONICS exercise.

5. Distribute the BACKGROUND ESSAYS and READING FOR UNDERSTANDING activity sheets. In order for students to better understand the ethnic group they will be studying, they will read or, depending upon grade and ability, have read to them, the BACKGROUND ESSAYS.
6. When each group has finished its essay, have members work together to complete the READING FOR UNDERSTANDING activity pertaining to their essay. Collect these activities when finished and check for students' understanding.

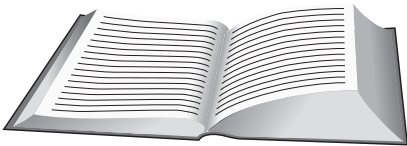
DAY 2: PHONICS + BIG BOOK

Materials:

- Group folders
- LET'S CREATE A BIG BOOK—1 per student
- PHONICS LESSON 1: LONG VOWEL SOUNDS—1 per student

Directions:

1. Organize students by FRIENDS groupings.
2. Begin the period with the phonics lesson on long vowel sounds. Hand out the PHONICS LESSON 1 activity sheet and have students complete it.
3. Return the graded READING FOR UNDERSTANDING sheets and award Map piece # 1 to each group. (One member should take this piece and place it on the group map posted on the bulletin board.) Then have each group review the background material read and discussed on Day 1.
4. Hand out the LET'S CREATE A BIG BOOK directions. Each FRIENDS' group will be creating its own section for the BIG BOOK. The book cover should be large construction paper or posterboard with appropriate writing paper for each student's contribution.



DAY 3: COMPLETE BIG BOOK PROJECT

Materials:

- BIG BOOK SECTIONS—in progress
- PHONICS ACTIVITY 2: SHORT VOWEL SOUNDS—1 per student
- PHONICS ACTIVITY 3: RHYMING WORDS—1 per student

DAILY DIRECTIONS - 3

Directions:

1. Have students meet in FRIENDS groups.
2. Groups continue to work on their BIG BOOK projects. Guide and encourage students to complete their BIG BOOKS.
3. Return the graded PHONICS LESSON 1 and award Map piece #2 to each group. Then have groups complete PHONICS LESSONS 2 and 3 activity sheets. Help students understand the short vowel sounds and the rhyming activity.
4. Have students exchange papers and quickly grade the PHONICS LESSONS. Have groups hand in their lessons. Award each group Map pieces #3 and #4 regardless of scores.

DAY 4: PHONICS + FIRST FRIENDS DAY PREPARATION

Materials:

- Group folders
- PHONICS LESSON 4: SILENT E—*1 per student*
- PHONICS LESSON 5: BLENDS AND DIGRAPHS—*1 per student*
- Completed BIG BOOKS

Directions:

1. Organize the students by FRIENDS groups to begin the period.
2. Hand out the PHONICS LESSONS 4 and 5 activity sheets
3. Explain the rule of *silent e* and discuss blends and digraphs.
4. After students have turned in their completed PHONICS activities, award Map pieces #5 and #6 to each group for the two successfully completed activities. (All group members must have completed their work.)
5. Students prepare their presentations of their group's BIG BOOK section. These presentations should include each child reading the page that he or she created. Each student should also be prepared to explain his/her illustration. These BIG BOOKS are students' summaries of the background information that they read on Day #1.
6. Students should then practice their oral presentations within their own group. Members should listen carefully because each will be responsible for explaining the group's entire BIG BOOK section to a new group the next day.

DAILY DIRECTIONS - 4

DAY 5: FIRST FRIENDS DAY



Teaching tips →

1. The easy way to do this is to have members in each ethnic group number off from 1 to 5; then have all 1's go to a new group; all 2's; and so on, through 5. Of course, group sizes depend upon the number of students in your class.

3. **Note:** The five new jigsaw groups consist of at least six members each. Each round allows a different ethnic group person to speak. This procedure allows group members to use the one BIG BOOK section his/her group has produced while talking to his/her new group.

1. Divide your class into five new multicultural FRIENDS groups by sending one representative from each ethnic group to a new "jigsaw" group. Each of the new groups will include at least one member from each ethnic group. (*Make certain all wear their colored ID tags.*)
2. Each member explains his/her group's BIG BOOK section to the new group when the group's BIG BOOK section becomes available. (*See the chart below*)
3. Since each group has only one BIG BOOK section, you must carefully plan how the sections from each group can rotate among all the groups so the students can share what they have created. Place a time/share chart for each jigsaw group on the board. Note the example below, which gives each member of a 30-student, six-ethnic group class, 15 minutes to explain his/her group's work (*This chart calls for approximately one and a half hours. You will need to modify it to fit your class. You may also wish to duplicate it.*)

Each round = 15 minutes, 1 and 1/2 total hours.

New # ↓	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6
1s	JAs*	NAs	AfAs	AsAs	HAs	IAs
2s	NAs	AfAs	AsAs	HAs	IAs	JAs
3s	AfAs	AsAs	HAs	IAs	JAs	NAs
4s	AsAs	HAs	IAs	JAs	NAs	AfAs
5s	HAs	IAs	JAs	NAs	AfAs	AsAs
6s	IAs	JAs	NAs	AfAs	AsAs	HAs

* JAs= Jewish Americans NAs= Native Americans AfAs= African Americans AsAs= Asian Americans HAs= Hispanic Americans IAs= Irish Americans

4. Award map pieces to each presenter. Each group should receive Map pieces #7, #8, #9, #10, #11, and #12 even if the group has less than six members. But, of course, each member of the group must have contributed. Deduct one piece from this award for each member not contributing.

READING and UNDERSTANDING

Activities

NATIVE AMERICAN ANSWERS

- | | | |
|--------------|------------------|------------------|
| 1. Indies | 13. place | 25. 50 |
| 2. world | 14. belonged | 26. poor |
| 3. Indians | 15. bad | 27. jobs |
| 4. language | 16. human | 28. tourists |
| 5. beliefs | 17. slaves | 29. pottery |
| 6. migrated | 18. fights | 30. farm |
| 7. geography | 19. reservations | 31. education |
| 8. 5 | 20. farmed | 32. civil rights |
| 9. 1.9 | 21. government | 33. Wounded Knee |
| 10. diseases | 22. poor | 34. education |
| 11. slavery | 23. vote | |
| 12. settlers | 24. businesses | |

AFRICAN AMERICAN ANSWERS

- | | | |
|--------------------------|----------------------|-----------------------------|
| 1. Africa | 14. anti-slavery | 27. citizens |
| 2. traditions | 15. differences | 28. Ku Klux Klan |
| 3. grasslands | 16. Abraham Lincoln | 29. separate but equal |
| 4. slaves | 17. union | 30. segregation |
| 5. chiefs | 18. confederacy | 31. NAACP |
| 6. Portugal | 19. Civil | 32. Booker T. Washington |
| 7. trade | 20. discriminated | 33. Civil Rights |
| 8. plantations | 21. Proclamation | 34. Rosa Parks |
| 9. rights | 22. Ulysses S. Grant | 35. demonstrations |
| 10. masters | 23. Thirteenth | 36. Martin Luther King, Jr. |
| 11. people | 24. freedom | 37. peaceful |
| 12. underground railroad | 25. equals | 38. jobs |
| 13. abolitionists | 26. poor | 39. Malcolm X |

JEWISH AMERICAN ANSWERS

- | | | |
|--------------|-------------------|-------------------------|
| 1. Hebrews | 13. promised land | 25. anti-Semitism |
| 2. nomads | 14. David | 26. synagogues |
| 3. Canaan | 15. Jerusalem | 27. ghettos |
| 4. Palestine | 16. Israel | 28. Holocaust |
| 5. Israel | 17. Judah | 29. Adolph Hitler |
| 6. one | 18. weakened | 30. Nazi |
| 7. Torah | 19. defeated | 31. destroy |
| 8. famine | 20. Babylonians | 32. concentration camps |
| 9. Canaan | 21. First Temple | 33. gas |
| 10. Egypt | 22. leave | 34. Zionists |
| 11. slaves | 23. Romans | 35. religious freedom |
| 12. Moses | 24. diaspora | 36. discrimination |

IRISH AMERICAN ANSWERS

- | | | |
|-------------------|----------------------------|------------------|
| 1. Atlantic Ocean | 13. big city | 25. improved |
| 2. British Isles | 14. jobs | 26. skills |
| 3. "Emerald Isle" | 15. settlers or immigrants | 27. jobs |
| 4. unhappy | 16. farmers | 28. Civil War |
| 5. starving | 17. mean | 29. heroes |
| 6. potatoes | 18. accents | 30. political |
| 7. jobs | 19. down | 31. laws |
| 8. citizens | 20. immigrants | 32. labor unions |
| 9. America | 21. "No Irish Need Apply." | 33. unsafe |
| 10. dangerous | 22. prejudice | 34. smaller |
| 11. small | 23. give up | 35. achieve |
| 12. ill | 24. holidays | 36. growth |

HISPANIC AMERICAN ANSWERS

- | | | |
|-----------------|--------------------|---------------------|
| 1. countries | 12. barrios | 23. helped |
| 2. language | 13. Cesar Chavez | 24. third |
| 3. ancestors | 14. laws | 25. Florida |
| 4. southwestern | 15. English | 26. tobacco |
| 5. Spain | 16. Caribbean Sea | 27. Fidel Castro |
| 6. America | 17. Commonwealth | 28. Miami |
| 7. Texas | 18. future | 29. doctors |
| 8. California | 19. immigrants | 30. business owners |
| 9. Utah | 20. discrimination | 31. teachers |
| 10. citizens | 21. jobs | 32. lawyers |
| 11. migrant | 22. farm | |

ASIAN AMERICAN ANSWERS

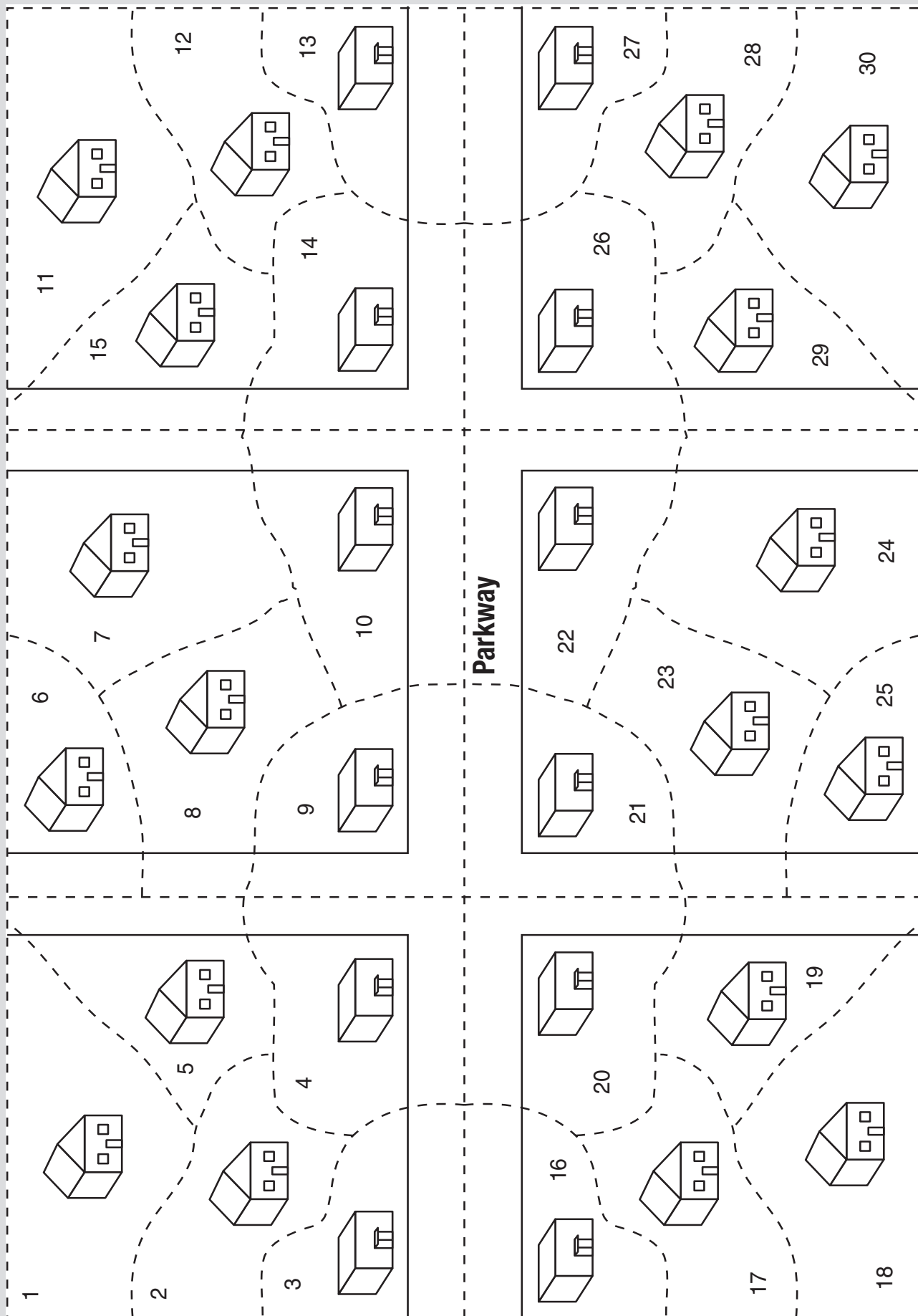
- | | | |
|-----------------|----------------------|--------------------|
| 1. continent | 21. enemy | 41. plantations |
| 2. traditions | 22. Pearl Harbor | 42. happy |
| 3. California | 23. fault | 43. Japan |
| 4. immigrants | 24. internment camps | 44. mainland |
| 5. Chinatown | 25. money | 45. businesses |
| 6. railroad | 26. important | 46. Korean War |
| 7. laundry | 27. Pacific Ocean | 47. work |
| 8. jobs | 28. Spain | 48. progress |
| 9. unfair | 29. Hawaii | 49. Vietnam War |
| 10. school | 30. salmon | 50. good education |
| 11. better | 31. California | 51. homeland |
| 12. communities | 32. discrimination | 52. problems |
| 13. limited | 33. shops | 53. difficult |
| 14. foreigners | 34. jobs | 54. speak |
| 15. overcrowded | 35. against | 55. write |
| 16. Hawaii | 36. bravery | 56. different |
| 17. plantations | 37. praise | 57. careers |
| 18. California | 38. entered | 58. discriminated |
| 19. farmers | 39. development | 59. success |
| 20. separate | 40. Hawaii | 60. American Dream |

Store



House

FRIENDS MAP PUZZLE

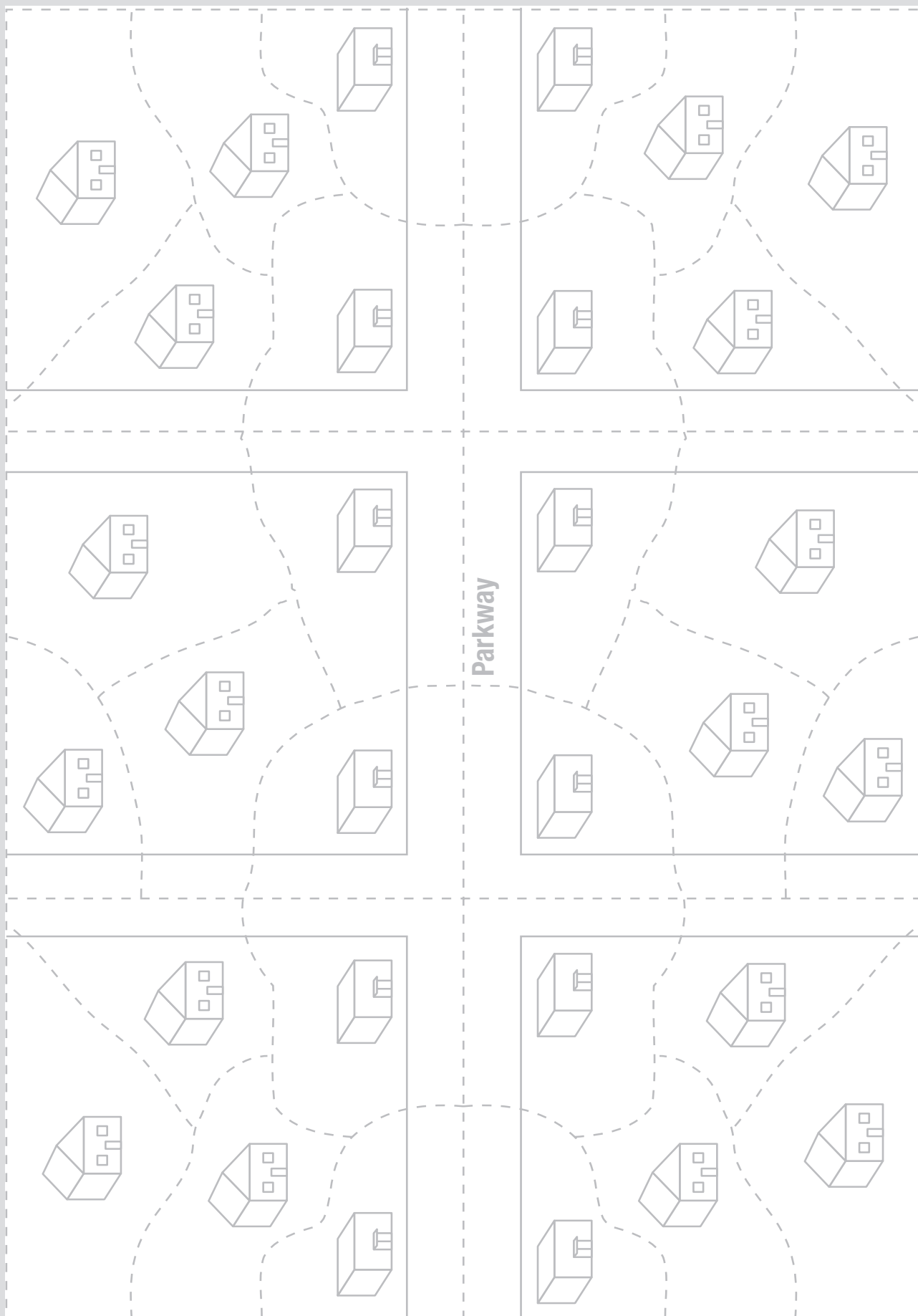


Store



House

FRIENDS MAP PUZZLE-GRAY





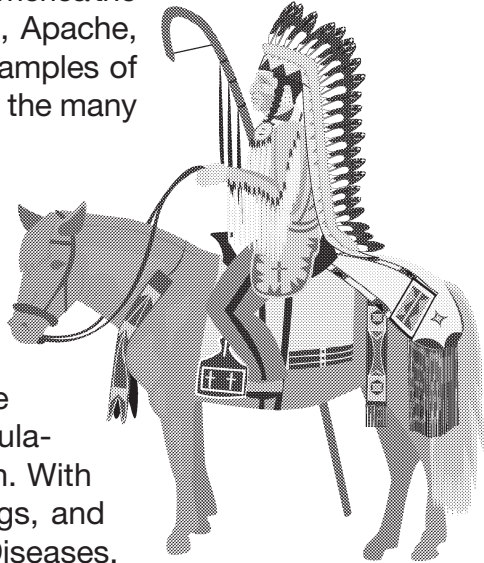
Christopher Columbus: In 1492 this soon to be famous explorer thought he had found the Indies and a new way to reach the western shores of Asia. What he had uncovered, however, was a world that was new to the Europeans. The people he found there he mistakenly named “Indians,” and that name is sometimes used for Native Americans in our history books to this day.

Native American cultures: There have been many Native American cultures. Each nation developed its own language, culture, and beliefs that were special to its people. Indian tribes grew from tribal hunters who had crossed the Bering Strait and migrated (moved from one place to another) throughout North and South America. How these tribes developed was affected by the geography (the land’s surface) where they lived and the number of people in the group. In North America the Hopi, Navajo, Iroquois, Inuit, Apache, Sioux, and Cherokee are examples of just a few tribes from among the many Native American cultures.

Columbus and the Indians:

When Columbus came to the New World, about 5 million native people lived within the continental United States.

A recent census (a people count) showed that the population is now about 1.9 million. With Columbus came many things, and not all of them were good. Diseases, slavery (the practice of selling and owning a person as a servant), and the movement of people to the west coast of North America caused the Indian population to grow smaller. The “seeds of change” that came with Columbus had a terrible effect upon the native peoples.



“

... moved
from place
to place ...

”



Settlers People who come to a place to stay are called settlers. Settlers from Europe lived differently from the Native Americans they met. The Indians moved from place to place within a land area. They didn’t believe that people could or should own land; they believed the earth belonged to everybody. A piece of paper saying that someone owned land was against their beliefs. As a result, bad feelings grew between the settlers and the Native Americans. These bad feelings continued for hundreds of years. Many Europeans thought that the Native Americans were less human than they were.

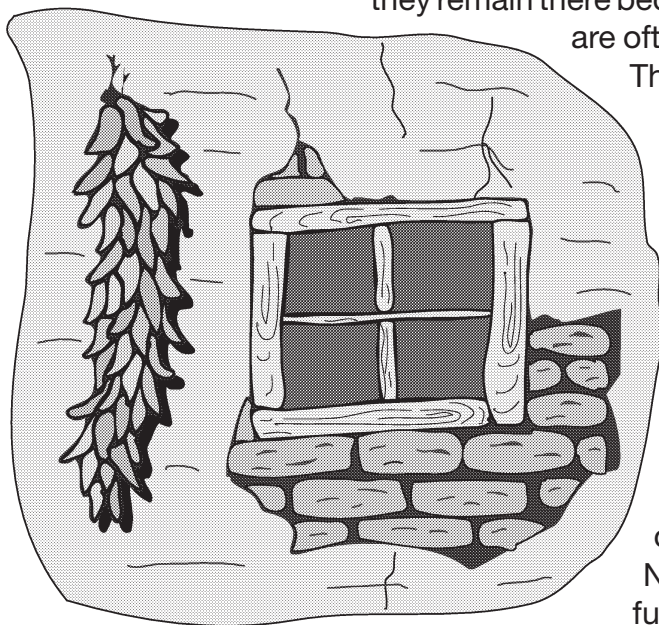
“
There was
little they
could do
to improve
their lives on
the reservations.”

As a result they took advantage of them, making them their slaves or starting fights with them. Many American Indians did fight for the right to stay on the land where they lived in pre-Columbian times (before Columbus came to America), but they lost to powerful armies and to the growing population of European immigrants (settlers in a new land) who were moving further and further west.

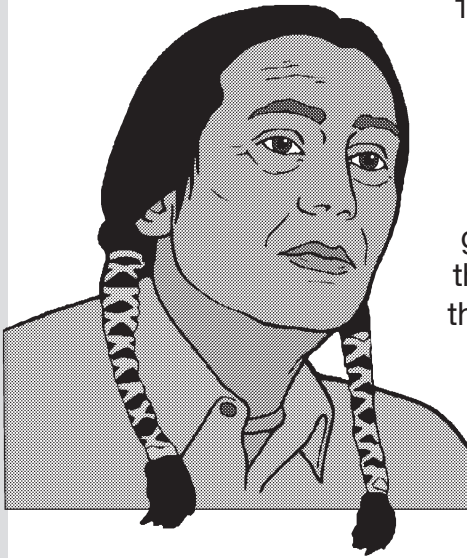
Owning land: The Europeans took whatever land they wanted. After the Indians were defeated they were forced to live on reservations (areas of poor land that were set aside for the Indians). These reservations were created by the Indian Appropriation Act in 1854. Although there was a Bureau of Indian Affairs, the Native Americans were poorly represented there. There was little they could do to improve their lives on the reservations. Only some of the land on the reservation could be farmed, but most could not. As a result, Native Americans came to depend on the national government and charities to help them live.

”
Government treatment: By the early 1900s the government leaders began to realize that the way they had been treating the Native Americans was unfair. The Indians were living in poor conditions and only barely surviving. In 1924, the Indian Citizenship Act finally allowed the Native Americans a vote in the government. In 1934, the Indian Reorganization Act allowed the Native Americans to be in charge of themselves and granted them the freedom to form tribal businesses.

Reservations: Even today, although Native Americans can live anywhere, almost 50 percent of them live on reservations. Maybe they remain there because reservation life feels safe. Sadly, they are often quite poor, and many do not have jobs.

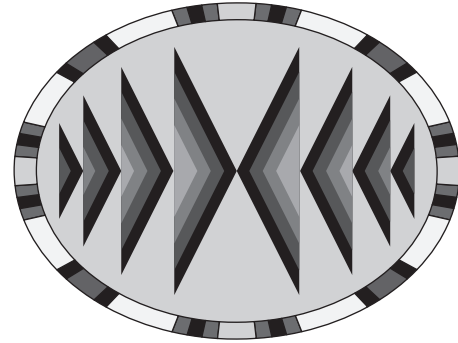


Their homes are not modern and their general health is not as good as other American groups. In the reservations they depend on tourists (people visiting on vacations) to buy the jewelry, pottery, and baskets they have made. They also depend on what they can farm. Recently, some reservations have developed gambling resorts where tourists can visit. Some Native Americans are well-known all around the world; however, many have difficulty finding jobs off the reservations because of their limited schooling. The education of Native Americans is vitally important to their future success.



Protests: In the 1960s Indians began protesting (demonstrating) for their civil rights. In 1968 The **American Indian Movement (AIM)** was created. Later that year, President Lyndon Johnson promised the Indians that the national government would help them move to areas where they could be employed. Protests continued into the 1970s. One incident occurred in 1973 when Native Americans took the village of Wounded Knee, saying that

**AMERICAN
INDIAN
MOVEMENT**



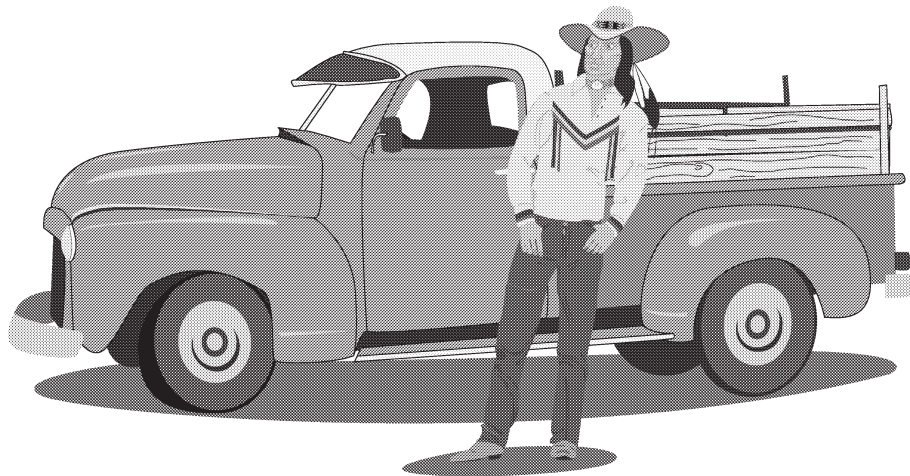
promises made to the Indians of South Dakota had been broken. They demanded that the land in question be returned. This Indian protest was defeated (lost), but it did draw attention to their needs and the poor treatment of Native Americans. The Educational Assistance Act of 1975 was passed to help the Indians receive a better education.

“

... higher
education
and more
jobs will
mean better
lives for
their people ...

”

Education and skills Today's Native American leaders are urging and supporting Native Americans to attend school and gain more skills so that they will get better jobs. Their hope is that higher education and more jobs will mean better lives for their people.



AFRICAN AMERICAN HISTORY - 1

Origin: The large continent of Africa is made up of many different nations. The people in these nations have their own traditions (beliefs, customs, holidays), religions, special foods, and speak their own languages. In the western grasslands of Africa three great empires developed: **Mali**, **Ghana**, and **Songhai**, and is from these three areas that most African American families came.

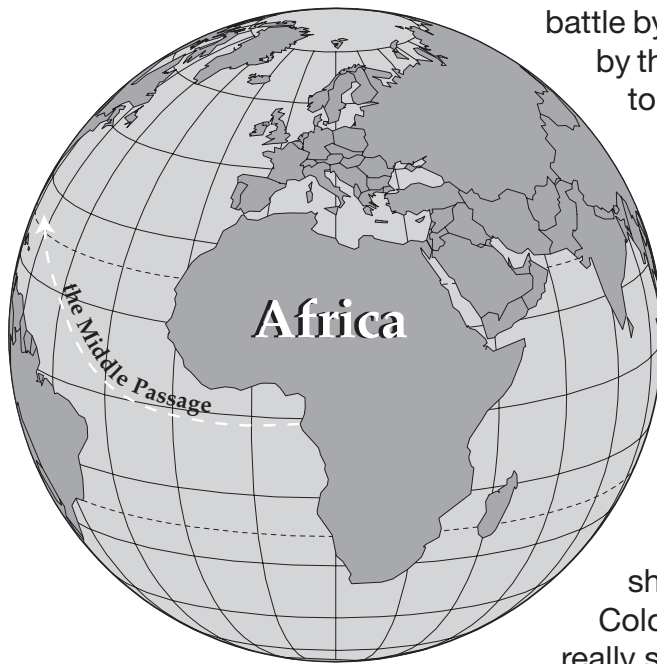
Slave Trade: The slave trade began at the end of the 1400s. Slaves (people taken against their will to be servants) were first part of an exchange between countries such as Portugal and African chiefs. These slaves may have been captured in battle by the chiefs or may have been thought bad by their own people. By “trading” these people to the Portuguese, the chiefs received goods.

With the discovery of North and South America, a big demand was created for slaves. The Portuguese and others found that they could make their countries richer if they traded goods for slaves. Many European countries then began to hunt Africans and send those they captured across the ocean in “The Middle Passage.” This slave trade continued for almost 350 years.

First Blacks in America: In 1619, a Dutch ship brought Africans to the Jamestown Colony in Virginia. These first people were not really slaves since they could earn their freedom if they worked hard. This kind of worker was called an “indentured servant.” Sadly, because of a need for more and more workers in the Southern United States, the slave trade kept growing.

Plantations: In the South, many slaves worked on plantations (big farms) where cotton, corn, tobacco, beans, and cattle were raised. Since slaves had no rights, they could be used unfairly by their masters (the people who owned them) and even beaten. They were considered property, not people.

Underground Railroad: A secret route called the Underground Railroad was a way for some slaves to become free. White Americans who wanted to end slavery helped by hiding slaves on their property. They did this even though it was dangerous for them. Some slaves escaped as far north as Canada. People who did not approve of slavery called themselves Abolitionists. They began to speak up for the rights of Blacks in America. They worked hard to get many other people, both in the North and in the South, to support the anti-slavery movement.



“
... the
Middle
Passage ...
”



“

... Lincoln's
Emancipation
Proclamation

1863

legally freed
those slaves
who lived in ...

”

The South Leaves the Union: The differences between the North and South grew. These two geographic areas had two completely different opinions about slavery. When Abraham Lincoln was elected President in 1860, Southern citizens were afraid that they would lose their slaves. Therefore, the southern states of Alabama, Georgia, Florida, Louisiana, Mississippi, South Carolina, and Texas decided to leave the Union in March, 1861. These states became known as the Confederacy. Later Arkansas, North Carolina, Virginia, and Tennessee joined the Confederacy. These states' citizens felt so strongly about their right to own slaves that they left the union, and the Civil War began.

Black Soldiers: During the Civil War many Black soldiers served with honor, yet they faced daily discrimination. They were paid only about half the money that the White soldiers received. Some generals even refused to have Black soldiers fight with White soldiers against the Confederacy. The Black army units were kept separate from White army units throughout the war.

Emancipation: In 1863, President Lincoln's Emancipation Proclamation legally freed the slaves who lived in the states that were fighting against the North. The Civil War continued with many lives lost on both sides. In April, 1865 General Robert E. Lee surrendered to General Ulysses S. Grant and the war finally ended.

Constitutional End of Slavery: The 13th, 14th, and 15th Amendments to the Constitution were passed by Congress in December 1865. They gave all slaves their freedom, citizenship, and even gave black males the right to vote. Unfortunately, a terrible struggle was still ahead. Blacks were still not thought of as equals. Their living and working conditions were poor. Discrimination surrounded them. There was much confusion during the Reconstruction Period which took place during the ten years following the Civil War. Many persons wanted to help African Americans have a better life, but prejudice and discrimination kept most blacks "in their place." However, black Christian churches were important in helping African Americans become a part of the free society in America.

Ku Klux Klan Although African Americans were legally citizens of the United States, their rights were often denied. The Ku Klux Klan (a white hate group) was known for its terrible treatment of African Americans. They were cruel and violent.

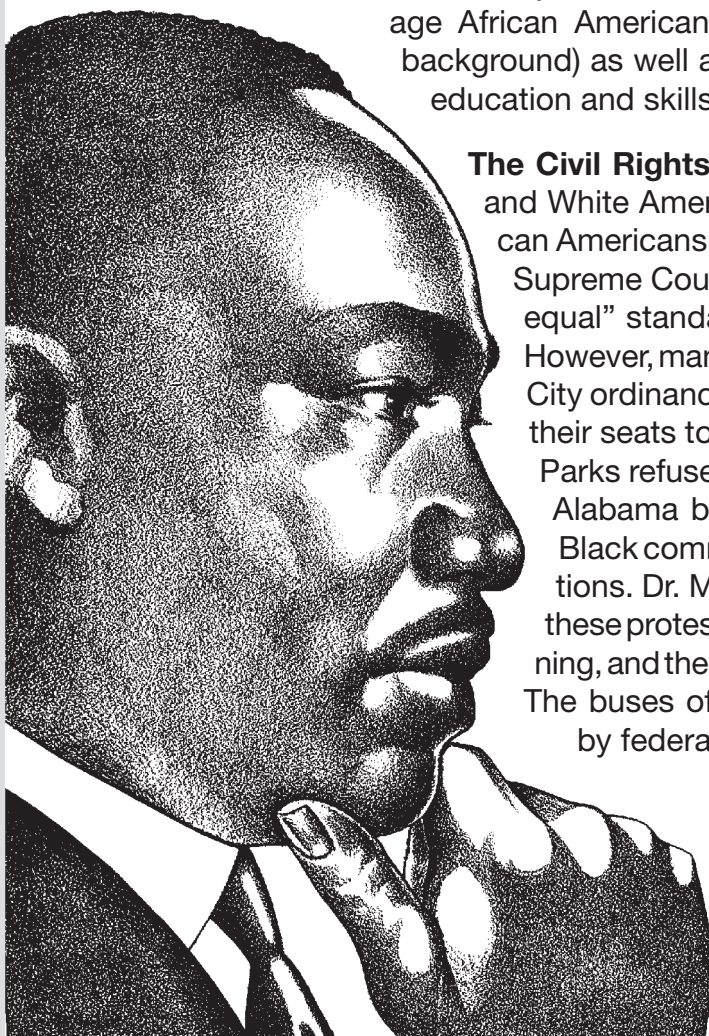
KKK HATE

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... separate
Plessy
vs.
Ferguson
but equal ...
”

Separate but Equal: In 1896, the Supreme Court ruled in the law case *Plessy vs. Ferguson* that separating Black and White passengers on a train was legal. From this case came the policy of “separate but equal.” The idea was that segregating (separating) different groups was all right if both groups were treated equally while separated. But if people were separated because of skin color, would they be treated equally?

Segregation: The practice of segregation continued, keeping Blacks and Whites separate. In Southern states Blacks had their own water fountains, rest rooms, parks, restaurants, public transportation, and schooling. Many African Americans decided to move to Northern cities. They took unskilled jobs and lived in “ghettos” (neighborhoods where members of a minority group live together).

Black Political Groups: In 1910 the NAACP (National Association for the Advancement of Colored People) was formed. This group’s cause was to obtain justice (fairness and equal rights) for African Americans. In 1911, the National Urban League was founded by Booker T. Washington. Its purpose was to encourage African Americans to remember their heritage (cultural background) as well as to help them solve problems through education and skills training.



The Civil Rights Movement: From the 1950s on Black and White Americans united to gain civil rights for African Americans. In the 1954 *Brown vs. Topeka* case, the Supreme Court no longer accepted the “separate but equal” standards for how schools were established. However, many racial segregation practices continued. City ordinances in the South forced Blacks to give up their seats to Whites if a bus were full. In 1955, Rose Parks refused to give up her seat on a Montgomery, Alabama bus. She was arrested. Immediately the Black community protested with public demonstrations. Dr. Martin Luther King, Jr. helped to organize these protests. The Civil Rights Movement was beginning, and the people of America were watching closely. The buses of Montgomery were then desegregated by federal court order.

Dr. Martin Luther King, Jr.: This man became one of America’s most respected and well-known civil rights leaders from the 1950s onward. He believed in peaceful protests. Sadly, violence against African Americans

AFRICAN AMERICAN HISTORY - 4

“

... where
Dr. King gave
gave his

1964

famous ‘I have
a Dream’
speech ...

”

continued. In the summer of 1963 more than 250,000 people came to a civil rights march in Washington, D.C., where Dr. King gave his famous “I Have a Dream” speech. In 1964, the Civil Rights Act was passed, ending public racial discrimination as well as offering equal education and jobs to African Americans throughout America.

Black Power: Another African American group had formed. It was known as the Black Power Movement. Malcolm X was involved in this group. Elijah Muhammed led the Black Muslim Church where Malcolm X was a follower. There was a struggle for power in the group, and Malcolm X began a protest group known as the Organization of Afro-American Unity. Malcolm X was killed in 1965 by black muslims loyal to Muhammed.

Racial Conflict: The summer of 1965 was filled with racial fighting and unhappiness. The government had to step in and change policies. Dr. King never lived to see some of the changes that followed because he was murdered in 1968. Since his death, the Civil Rights Movement has continued to fight discrimination against African Americans, and continues today. The Civil Rights Movement is supported by Americans of many ethnic groups, who continue to work for many positive changes in America. Through such efforts, African Americans and other minorities have made much progress.

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1965

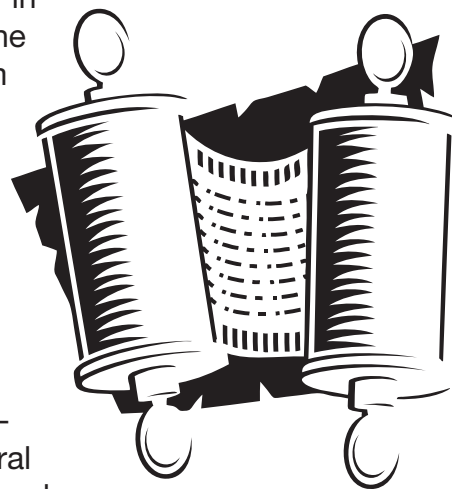
... was filled with racial
fighting and unhappiness.

”

“
Jews carefully
follow the
Torah ...
”

The Hebrews: Four thousand years ago the early Jews lived as nomads (people who move from place to place). Led by Abraham, Isaac, and Jacob (father, son, and grandson), the Hebrews lived in the land of Canaan. This country was later named Palestine. Today it is known as the country of Israel.

One God: Jews were unusual in ancient history. Their belief in one God (*mono* theism) made them different from the other ancient civilizations whose people believed in many gods (*poly* theism). The Jewish religion is known as Judaism. Jews carefully follow the Torah (the books of the Torah are the first five books of the Christian Bible) and other teachings. Importance is placed on the moral (honorable) development of each person, which influences how each person behaves.



Moses: Because of famine (they did not have enough to eat), the Hebrews had to leave Canaan around 1700 BCE. The group went to Egypt. Here they lived until they became slaves (people treated as property and forced to be servants) of the Egyptians. This likely happened during the rule of Ramesses II. Moses, leader of the Hebrews, brought his people out of Egypt and took them to the “Promised Land” of Palestine.

David: In Palestine the Hebrews were first governed by judges and later by kings. David, the second king to rule, made Jerusalem the capital. About 20 years later, Palestine was divided. Israel became the kingdom to the north, and Judah became the kingdom to the south. The kingdoms were weakened by this action, and other countries could now easily defeat them. In 586 BCE, the Babylonians ruined the First Temple (a house of worship) in Jerusalem. The Jews were forced to leave their land, but they did come back in 538 BCE. A Second Temple was built, but the safety of the Jewish people did not last. Alexander the Great and, later, the Romans took control. By 135 CE, the people were no longer allowed to practice their religion, and the Jews were forced to leave. This movement of people to many different areas of the world is known as the “Diaspora.” Although the Jewish people were far from their homeland, their religion remained a very important part of their lives.

JEWISH AMERICAN HISTORY - 2



Adolph Hitler

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About

6 million

Jews
were
killed.

”

Anti-Semitism: One of the main problems the Jews faced in Europe was anti-Semitism (hatred of the Jews). Many Christians blamed the Jews for the death of Jesus Christ. Synagogues (places where the Jews prayed) were burned, and whole villages were ruined. In many countries the Jews were not given rights and were forced to live in certain areas known as ghettos. The Jews were never sure how long they could live in a country without facing serious problems.

Holocaust: The most terrible time faced by the Jewish people in recent history was the “Holocaust.” It began in the 1930s after Adolph Hitler rose to power in Germany following World War I. As leader of the Nazi Party, he started World War II by invading (entering without permission) Poland in 1939. He wanted not only to control all of Europe; he also planned to destroy all Jews. The Jews were taken to concentration camps (prisons) where they were tortured and used in medical experiments. They were even killed in gas chambers. About 6 million Jews were killed. Yet many Jews lived on and dedicated their lives to reestablishing their homeland in Palestine.

Founding of Israel: Following World War II, the British, who controlled Palestine, saw the growing problems between the Arabs and Jews who lived there. In 1947, the British gave control of Palestine to the United Nations, which had been formed in 1946. Zionists (people who wanted the Jewish homeland back) took their message to the United Nations. The UN decided to remove the Arabs from the Jewish region. After centuries of wandering, the Jews could return to their homeland. May 14, 1948, is honored every year on Israeli Independence Day as the day Israel became an independent nation.

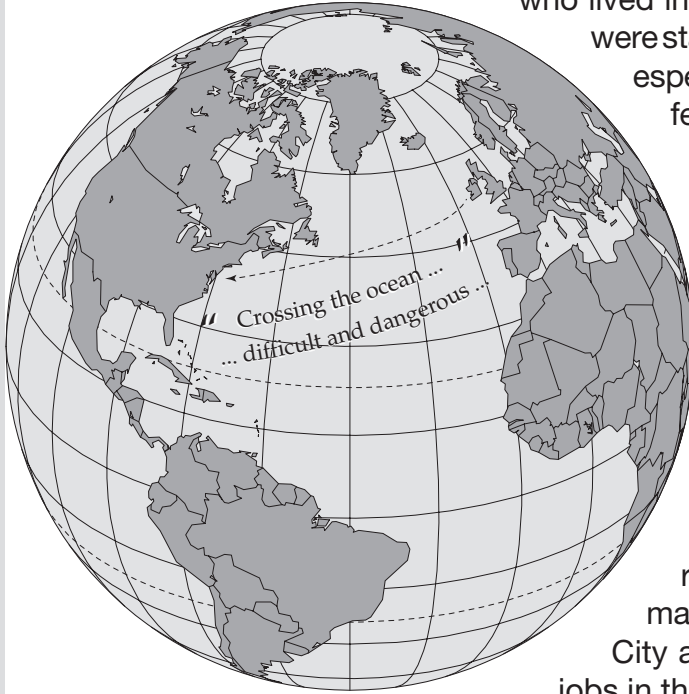
U. S. Jewish Immigration: Although Israel is the spiritual home of the Jewish people, the Jews of the United States have grown to be a sizable minority. Jews were among the first immigrants (settlers in a new land) to reach the American colonies. A famous early immigrant, Hayam Solomon, contributed to the Revolutionary War. Jews came to the New World in search of religious freedom. They did face discrimination (being treated in a different and unfair way) and anti-Semitism in their new country. However, compared to what they had to face in Europe, they were willing to deal with their difficulties in America.

Summary: American Jews have made many important contributions to their country. While keeping their cultural and religious beliefs, they have made much progress in America.

IRISH AMERICAN HISTORY - 1

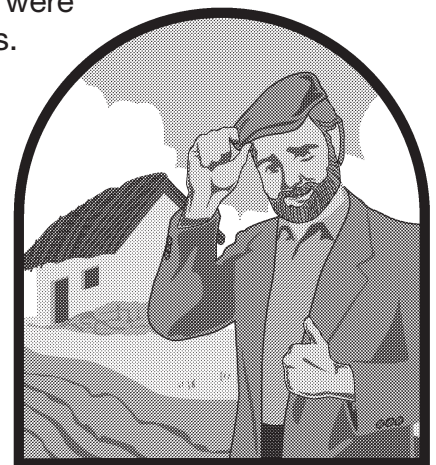
Ireland: This beautiful country lies far across the Atlantic Ocean and is a part of the British Isles. Because of its green countryside, Ireland is sometimes called “The Emerald Isle.”

Food and Jobs: More than one hundred years ago, many people who lived in Ireland were very unhappy. Irish families were starving because there was not enough food, especially potatoes. Other people in Ireland suffered because they could not find jobs. Many Irish citizens (people who are members of a state or nation) decided to come to America. They wanted a better life.



The trip to America: Crossing the ocean was difficult and dangerous for these brave people. They crowded into small ships for the long journey across the Atlantic Ocean. Many passengers became ill because of the bad conditions on board the ship. When they finally arrived in America, the Irish people settled mainly in big city areas such as New York City and Boston. However, it was hard to find jobs in the cities because most of the Irish settlers (called immigrants) had been farmers when they lived in Ireland. They did not have the skills and experience to work in the cities. The men got jobs digging ditches, working in mills, or as servants. To make money needed for their families, some Irish mothers took in other people’s washing and ironing.

Speaking and prejudice: Some Americans were mean to the newcomers because Irish accents (the way they spoke) were “different.” Other Americans were afraid their pay would go down since the new immigrants were willing to work for lower wages. People who were looking for workers wrote newspaper ads that said, “No Irish Need Apply.” But the courageous Irish did not give up even though they suffered from prejudice (disliking someone or something without knowing very much about it). They kept to themselves, celebrated their traditions and holidays, and gave support to each other.



IRELAND

IRISH AMERICAN HISTORY - 2

“

... Irish
Americans
continued to
work hard ...

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Slow improvement in their lives: As the years went by, Irish Americans continued to work hard. Slowly they improved their lives. They learned new skills and found better work in the cities near where they lived. During the American Civil War, many Irish Americans served and received honors as war heroes. Irish Americans became interested in political issues, and demanded laws to make life better for all citizens. They joined political groups and won elections as mayors and congressmen. Irish Americans also became members of labor unions (groups of people who work together) in order to improve unsafe and unfair working conditions.

Irish immigrants today: People from Ireland still come to America these days, but in much smaller numbers. These recent immigrants do not have the same problems as the immigrants of long ago. They are more welcome in America and become part of American life more quickly. With their courage, wisdom, and desire to achieve, Irish Americans have added greatly to our country's growth and spirit.

“

Spain ruled
over Mexico
for 300
years ...

”

Hispanic Americans come from many different Spanish-speaking countries. Some of their family customs, holidays, and foods are similar, while others are different. But they all share one thing in common, the Spanish language. In our nation today, the number of Hispanic Americans is growing rapidly as people come from many countries.

● Mexican Americans

Indian Ancestors: Many of today's Mexican Americans have ancestors (relatives who lived before them) who were Mexican Indians of the 1500s. These Mexican Indian tribes were captured by the Spanish invaders and forced to accept the Spanish language, customs, and religion. Back in the 1500s, Mexico included the southwestern part of the United States. The Spanish started missions (Catholic Churches) in order to convert the

Indians to Christianity. These mission settlements often grew to become cities such as Los Angeles and Santa Fe.



Spanish Rule: Spain ruled over Mexico for 300 years, until 1821 when the Spanish were defeated by Mexico in a war for independence (the right to rule themselves). In 1845 Texas, which was originally Mexican territory, wanted to become part of the United States, but Mexico said, "No!" The Mexican-American

War started, mainly over the issue of Texas. However, when America won the war, she claimed not only Texas, but California, Nevada, Utah, and parts of Wyoming, Arizona, and New Mexico. After the war, some Mexicans who had lived in these areas returned to Mexico, but others remained and became American citizens (people who are members of a state or nation).

Discrimination: Even though more Mexican Americans than Anglo Americans (persons who had come from Britain) lived in these new areas, the Mexican Americans often faced discrimination (different and unfair treatment because of cultural differences). The powerful Anglo people would not allow the Mexican Americans equal opportunities in education and in jobs.

HISPANIC AMERICAN HISTORY - 2

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... still kept
hoping things
would get
better ...

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Immigration: However, Mexican Americans still kept hoping that things would get better for them in America. In fact, many more Mexicans entered the United States in the 1900s seeking a better life. Many could find jobs only as migrant (not permanent) farm workers who were paid a low salary. Others worked for low wages in mines or as railroad laborers. The homes of the Mexican American migrants were very bad. In the cities they lived in poor areas called barrios. On the farms, they lived in small huts—if they had any shelter at all.

Cesar Chavez: After World War II, the lives of the Mexican immigrants (people who come to a new country) improved somewhat. Cesar Chavez helped migrant workers who were grape pickers to have better working conditions. The United States government passed laws to help children who spoke the Spanish language to learn English and to stay in school. Mexican Americans are improving their lives and becoming an important part of the nation.

● Puerto Rican Americans

Puerto Rico: This island is in the Caribbean Sea. It became a Commonwealth in 1952, and is a territory (a part) of the United States. The citizens of Puerto Rico have to follow United States federal laws, but they pay no taxes and do not vote in United States elections. Although they have representatives in Congress, these representatives are not allowed to vote. Puerto Ricans are allowed to travel freely between the United States and their island homeland, and they may live anywhere in the United States they wish since they are citizens of the U.S.

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... they
were
the
victims
of
discrimination

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Emigration: (Movement of persons from one country to settle in another.) During this century, many Puerto Ricans have come to the United States to find a better future. Most arrived in New York City. But the immigrants did not find a warm welcome in their new home. Because many of them were poor, lacked schooling, and spoke a different language, they were victims of discrimination. They could get only low paying jobs, and their housing in the city was poor. In addition, Puerto Ricans were not used to the cold New York winters. As a result, their dreams of a better life soon faded unless they were able to leave the city.

“
... escape
from the
rule of
Fidel
Castro ...
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Education—key to a better life: Some Puerto Rican emigrants turned to farm life, but the job of a migrant worker was not a good one. By 1947, laws were passed that helped the migrants by shortening their working hours, improving their pay, and providing better housing for their families. But many still suffered discrimination. Today, more than 2 million Puerto Ricans live on the United States mainland. With better education, a number of Puerto Rican Americans have greatly improved their lives in the United States.

● Cuban Americans

Cuban Immigration: The third largest Hispanic group in America is the Cuban American one. These immigrants came from the island of Cuba that lies just off the coast of Florida. In 1868 the tobacco industry needed more workers, and many Cubans came to Key West, Florida at that time. However, most Cuban Americans arrived in the United States after 1959. They came here hoping to escape from the rule of Fidel Castro. Many of these immigrants were wealthy or middle class people who were well educated. They thought they would be in the United States for only a short time, until Castro no longer controlled Cuba. Since Castro was not overthrown, the Cubans have stayed here and have become Americans. Many have settled in the Miami, Florida area and have become successful doctors, business owners, teachers, lawyers, and other important community workers. Through the years, the Cuban Americans have made valuable contributions to their new nation while keeping their own culture (customs and beliefs of a group of people).

The large continent of Asia is made up of many different nations. The people in these nations have different traditions (beliefs, customs, holidays), religions, special foods, and speak their own languages. Starting many years ago, and continuing to the present, many Asians decided to leave their homelands to come to America and begin a new and better life.

● Chinese Americans

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... forced to
work very
hard in jobs
that other
Americans
did not
want to do ...

”

Gold: In 1848 gold was discovered in California. This discovery encouraged many Chinese people to leave and seek their fortunes in California. These Chinese were called immigrants (settlers in a new land). They did not succeed in finding gold. Instead, they were forced to work very hard in jobs that other Americans did not want to do. They settled in an area of San Francisco which became known as Chinatown. Some Chinese Americans decided to work for the railroad. Others turned to farming to earn a living. The laundry business was also popular with the Chinese Americans.

Discrimination: Even though the hard working Chinese Americans began to enjoy some success in their new homeland, they were not welcomed by all of their American neighbors. Some American workers feared the newcomers would take their jobs. Laws were passed that were unfair to the Chinese Americans. They could not own land, nor vote, and they had to pay extra taxes. Their children also could not go to school with other American children. “Chinese Must Go” signs appeared in shop windows. In the 1920s a new immigration quota law stopped more Chinese immigrants from coming to America. This discrimination (being treated in a different and unfair way) caused much undeserved sadness among these good people.

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They were
allowed
to serve in
World War II
...

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World War II: In the 1940s China became an ally with the U.S. in its fight against Germany and Japan and life began to get better for Chinese Americans. They were allowed to serve in World War II, and the law that would not allow more Chinese to enter the country was ended. Today, Chinese Americans live in communities all around the United States and attend public schools. Their opportunities are not limited. Chinese Americans continue to be excellent citizens (people who are members of a state or nation) who value hard work and family.

“

Many
Japanese
people left
their country

...



... to improve
their lives
in other
lands.

”

● Japanese Americans

Closed Nation: Starting in the mid 1600s, Japan closed its doors to foreigners (people who are citizens of other countries) and did not allow its own people to travel anywhere else in the world. After 200 years had passed, Japan became overcrowded and this law was ended. Many Japanese people left their country at that time to improve their lives in other lands.

Immigration: Some Japanese traveled to Hawaii, hoping to get jobs on plantations (large farms where crops are grown). Others came to America and settled in California. They obtained jobs as gardeners, railroad workers, farmers, miners, or started their own businesses. Because the Japanese proved to be very good farmers, some American farmers were jealous of them. In the late 1800s, a law was passed that made Japanese children attend separate schools—away from white Americans. In the 1920s other laws limited the number of Japanese people who could come to this country. The Japanese were angry about these laws but could do little about them.

World War II: During World War II, the nation of Japan was our enemy. On Dec. 7, 1941, Japan attacked our navy at Pearl Harbor in Hawaii. Many Americans turned against the Japanese Americans even though the attack was not their fault. The government forced the Japanese Americans to give up their homes and live in guarded buildings called internment camps surrounded by barbed wire. They had to live in these places for three years. Finally, in 1944 they were allowed to leave the camps and return to their own homes.

Some Japanese Americans left the west coast of America to live in other parts of the country. Others returned to Japan after the war. In 1990, the American government awarded money to the Japanese Americans to make up for the unfair treatment that they had received during World War II. Japanese Americans have become an important part of America. Their discipline, hard work, and desire for excellence in education have led to their many achievements.

“
... \$20 million
by Spain
in 1898 ...
”

Filipino Americans

Immigration: The Philippine Islands in the Pacific Ocean were sold to the United States for \$20 million by Spain in 1898 as part of the settlement of the Spanish American War. Some citizens of these islands, called Filipinos, traveled to Hawaii to work on sugar plantations. Others went to Alaska and found work putting salmon into cans. Still other Filipinos landed in California where they worked as laborers on farms or as workers in hotels and restaurants.

Discrimination: This new immigrant group suffered discrimination in America. They were often not allowed to enter certain shops, and they could marry only other Filipinos. These immigrants suffered from the same anti-Asian feelings that the Chinese and Japanese had endured. Since the American workers feared they would lose their jobs to the Filipino workers, they treated the Filipino workers meanly and unfairly.

World War II: After World War II, feelings against the Filipinos began to change. The bravery of the Filipino freedom fighters won the praise of the American people. More immigrants from the Philippines entered the United States. Even though they had been highly educated in their homeland, the Filipino Americans had to return to school to get American licenses. These new arrivals, together with the many skilled workers who had come to America earlier, have added to our nation's development.

Korean Americans

Immigration: Between 1903 and 1905, nearly 7,000 Koreans left their country and moved to Hawaii to work on the sugar plantations. The plantation owners were not happy because other Asian workers had left the plantation work for better jobs. These owners paid for the Korean workers to come to Hawaii because they needed more help on the plantations.

Discrimination: In 1905, Japan took over Korea and stopped the Koreans from leaving their country. Many Korean plantation workers decided to stay in Hawaii rather than return to Korea because they did not want to be ruled by the Japanese. Other Koreans came to our mainland (48 states—Alaska and Hawaii were not yet included). Because discrimination kept them from being hired for jobs, they set up their own businesses and did well.

“
... discrimina-
tion kept them
from being hired
...
”

ASIAN AMERICAN HISTORY - 4

Korean War: After the Korean War ended in 1953, more Koreans entered the United States. The war had caused damage and poverty all around Korea. Many Koreans did not want to stay there. American Koreans have found success in business and also many other work areas. Through their strong efforts, they have made much progress in America.

● Vietnamese Americans

Vietnam War: This was the longest war in our history. It ended in defeat for the United States and South Vietnam, whom the U.S. had supported. After the war in 1975, thousands of South Vietnamese, Cambodians, and Chinese left their homes and entered the United States. Many had escaped from Vietnam by boat. The trip in small, overcrowded boats had been filled with danger. Many refugees starved or became ill during the trip. The first groups to arrive had a good education and money to support themselves. Some had already worked for American companies in Vietnam, or had owned their own businesses. These people had little trouble fitting into their new homeland. Yet many of the immigrants did have problems, for they did not have good work skills. They had been farmers who now settled in American cities, where there was not work for them to do.

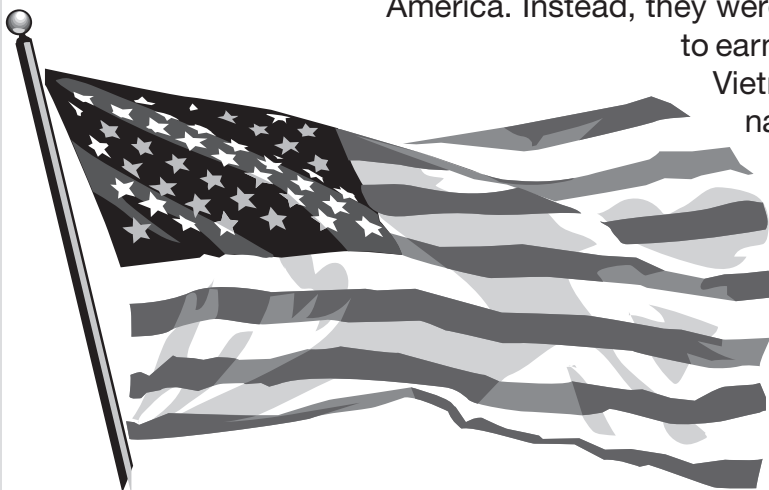
“
Becoming
part of
American
life was
often
difficult ...

”

Mixing In: Becoming part of American life was often difficult for the Vietnamese immigrants. Because many could not speak or write the English language very well, it was hard for them to get jobs. America and its big cities seemed very different to people who had lived on small farms or villages all their lives. They had not had thing such as TV sets or running water in their Vietnamese homes.

Discrimination: Vietnamese doctors, teachers, lawyers, and other educated people were not allowed to continue their careers in America. Instead, they were forced to take low paying jobs just to earn a living. Like other Asian groups, the

Vietnamese were sometimes discriminated against because they were “different.” Nevertheless, many Vietnamese Americans have found success in many areas of our country. Their achievements have earned the respect of other Americans. Like other Asian Americans, they work hard to achieve “the American Dream” (working to achieve a better life for everyone in your family).



Directions: Read the historical essay. Fill in the blanks as you read.

In 1492 Christopher Columbus thought that he had found the _____ (1) and a new way to reach the western shores of Asia. What he found was a _____ (2) new to the Europeans. The people that he found there he called _____ (3) by mistake.

There are many Native American nations. Each nation developed its own culture, _____ (4), and _____ (5) special to its people. Indian tribes _____ (6) throughout North and South America. How these tribes developed was affected by the _____ (7) of where they lived and the number of people in their group.

When Columbus came to the New World, he brought many things, and not all of them were good. The Indian population was about _____ (8) million when he arrived. Today it is about _____ (9) million. Three of the causes for the smaller population of native Americans are _____ (10), _____ (11), and the movement of people to the west coast of North America.

The _____ (12) from Europe lived differently from the Indians that they met. The Indians moved from place to _____ (13) within a land area. They thought that the land _____ (14) to everybody. The settlers believed in land ownership. This difference in beliefs caused _____ (15) feelings between the two groups. Some Europeans thought that the Indians were less _____ (16) than they were and treated them poorly. They made them their _____ (17) and started _____ (18) with them.

Because the Native Americans were not able to fight off the settlers, the land that they had lived on since before Columbus came to America was taken away from them. They had to live on _____ (19). Only some of this land could be _____ (20). As a result, the Native Americans came to depend on the national _____ (21) and charities to help them live. The Indians were living in _____ (22) conditions and just barely surviving.

In 1924, the Indian Citizenship Act allowed the Indians a _____ (23) in the government. The Indian Reorganization Act allowed the Indians to be in charge of themselves and granted them the freedom to form tribal _____ (24). Even today, although Native Americans can live anywhere, almost _____ percent (25) of them live on reservations. Sadly, they are _____ (26), and many Native Americans do not have _____ (27). In the reservations they depend on _____ (28). The Indians often make jewelry, _____ (29), and baskets. They also depend on what they can _____ (30). In order to get better jobs, schooling and training are needed. The _____ (31) of Native Americans is very important to their future success.

In the 1960s Indians protested for their _____ (32). A famous demonstration took place in the village of _____ (33), South Dakota. It drew attention to the needs of Native Americans. The Educational Assistance Act of 1975 was passed to help the Indians to receive a better _____ (34). With a better education and the opportunity to work in better jobs, the lives of Native Americans will improve in today's America.

 **Directions:** Read the historical essay. Fill in the blanks as you read.

The large continent of _____ (1) is made up of many different nations. The people in these nations may have different beliefs, customs, and holidays known as _____ (2). In the western _____ (3) three great empires developed. It was from these three areas that most African American families came.

People taken against their will to be servants were known as _____ (4). African _____ (5) traded people who had been captured to European countries such as _____ (6). This trading was the beginning of the slave _____ (7).

In the South, many slaves worked on _____ (8) where cotton, tobacco, beans, and cattle were raised. They had no _____ (9). The people who owned the slaves were called _____ (10). Slaves were treated just like property, not like _____ (11).

A secret route called the _____ (12) was a way for some slaves to become free. Some slaves went as far north as Canada. It was a dangerous trip. Some White Americans who wanted to end slavery helped by hiding slaves on their property. People known as _____ (13) began to speak up for the rights of Blacks in America. They began the _____ - _____ (14) movement.

The _____ (15) between the North and South grew. These two areas had completely different opinions about slavery. When _____ (16) was elected President, the people of the South were afraid that they would lose their slaves.

In 1861 the southern states of Alabama, Georgia, Florida, Louisiana, Mississippi, South Carolina, and Texas decided to leave the _____ (17). These states were known as the _____ (18). Later, other states joined. Because the North and South felt so differently about slavery, the _____ (19) War began.

During the Civil War many Blacks served with honor, yet they were _____ (20) against. They were paid only about half the money that the White soldiers received. Some generals had even refused to have Black soldiers fight with White soldiers against the Confederacy. The Black army units were kept separate during the war.

In 1863, Lincoln's Emancipation _____ (21) legally freed the slaves who lived in the states that had fought against the North. The Civil War continued until April 1865 when General Robert E. Lee surrendered to General _____ (22).

The _____ (23) Amendment to the Constitution was passed by Congress in December 1865. It gave all slaves their _____ (24). Unfortunately, there was still a struggle ahead. Blacks were not thought of as _____ (25). Their living and working conditions were _____ (26). Although African Americans were now legally _____ (27) of the United States, their rights were put to the test. Groups like the _____ (28) did violent and cruel things to the Blacks in America.


In 1896, the Supreme Court ruled that it was legal to separate Black and White passengers on a train. From this decision came the policy of _____ (29). Blacks and Whites were separated, but they were not treated equally. Keeping Blacks and Whites separate is known as _____ (30).

In 1910 the ____ ____ ____ ____ ____ (31) was formed. This group's cause was to get fairness and equal rights for African Americans. The National Urban League was founded by ____ ____ ____ ____ ____ (32) to encourage African Americans to remember their heritage and to help them solve problems.

The ____ ____ ____ ____ ____ (33) Movement began in the 1950s. The Supreme Court no longer accepted the "separate but equal" belief. Unfortunately, custom forced Blacks to give up their seats to Whites if a bus were full. In 1955, ____ ____ ____ ____ ____ (34) refused to give up her seat on a Montgomery, Alabama bus. She was arrested. The entire Black community protested her arrest with public ____ ____ ____ ____ ____ (35). Dr. ____ ____ ____ ____ ____ (36) helped to organize these successful protests. Eventually, the buses of Montgomery, Alabama were desegregated.

Dr. Martin Luther King, Jr. was one of the most respected and well-known civil rights leaders. He believed in ____ ____ ____ ____ ____ (37) protests. In the summer of 1963, he gave his famous "I Have a Dream" speech in Washington, D.C. In 1964, the Civil Rights act was passed. It ended public racial discrimination and offered equal education and ____ ____ ____ ____ ____ (38) to African Americans.

M ____ ____ ____ ____ ____ (39) was another famous leader for equal rights. He created the protest group known as the Organization of Afro-American Unity. Both Dr. King and Malcolm X were killed. Since their deaths the Civil Rights Movement has continued working for positive changes in America.

 **Directions:** Read the historical essay. Fill in the blanks as you read.

Jews were known as the _____ (1) 4,000 years ago. These early people moved from place to place and lived as _____ (2). They lived in the land of _____ (3). This country was later named _____ (4). Today it is known as the country of _____ (5). The Jews were different from other ancient people because they believed in only _____ (6) God. They followed the _____ (7), which are the first five books of the Christian Bible.

Because of a _____ (8), when there was not enough food to eat, the Hebrews had to leave _____ (9) around 1700 B.C. They went to the country of _____ (10). Here they were forced to be _____ (11). _____ (12) was the leader of the Hebrews, and he brought his people out of Egypt and brought them to the _____ (13).

The second king of the Jews, _____ (14), made _____ (15) the capital. Later Palestine was divided. _____ (16) became the kingdom to the north, and _____ (17) became the kingdom to the south. Because they were divided, the kingdoms were _____ (18) and were easily _____ (19) in battle. In 586 B.C. the _____ (20) ruined their _____ (21). The Jews were forced to _____ (22) their land, but they did later return to build a Second Temple. By A.D. 135, the Jewish people were no longer able to practice their religion, and they were forced to leave by the _____ (23). This movement of people to many parts of the world is known as the _____ (24).

One of the main problems faced by Jews living in Europe was _____ - _____ (25). The places where Jews prayed, called _____ (26), were burned. In many countries Jews were not given rights and were forced to live in certain areas known as _____ (27).

The most terrible time for the Jewish people in recent history was the _____ (28). It happened after _____ (29) came to power in Germany following World War I. As the leader of the _____ (30) Party, he started World War II by invading Poland in 1939. He did not only want to control all of Europe, he also planned to _____ (31) all European Jews. The Jews were taken to _____ (32) where they were tortured and used in medical experiments. They were even killed in _____ (33) chambers. About six million Jews were killed. Yet there were Jews who lived on and who dedicated their lives to reestablishing their homeland in Palestine. People who wanted the Jewish homeland back were known as _____ (34). Through the help of the United Nations, Israel was created as a homeland for the Jews in 1948. Now, after centuries of wandering, the Jews could return to their homeland.

Jews were among the first immigrants to the American colonies. They came to the New World in search of _____ (35). They did, however, face _____ (36) and were treated in a different and unfair way. Compared to their treatment in Europe, they were willing to deal with these difficulties in America. American Jews have made many important contributions to their new country while keeping their cultural and religious beliefs.

 **Directions:** Read the historical essay. Fill in the blanks as you read.

Ireland is a beautiful country that lies across the _____
_____ (1). It is part of the _____ (2), and because
of its green countryside, it is sometimes called the “_____”
_____ (3).

More than one hundred years ago, many people who
lived in Ireland were very _____ (4). Irish families were
_____ (5) because there was not enough food, especially
_____ (6). Other people in Ireland suffered because they
could not find _____ (7). Many Irish _____ (8) decided
to come to _____ (9) to start a better life.

The trip to America was very long, difficult, and _____
(10) for these brave people. They crowded aboard _____ (11)
ships for the long journey across the ocean. Many of the passengers
became _____ (12) because of the bad conditions aboard the ships.
When they finally arrived in America, the Irish people settled mainly in
the _____ (13) areas like New York City and Boston. It was
difficult to get _____ (14) in these areas because most of the Irish
_____ (15) had been _____ (16) when they
lived in Ireland.

Some Americans were _____ (17) to the newcomers because their _____ (18) were “different.” Other Americans were afraid their pay would go _____ (19) since the new _____ (20) were willing to work for lower wages. People who were looking for workers wrote newspaper ads that said “_____ _____ _____” (21). The Irish worked very hard even though they suffered from _____ (22). The courageous Irish did not _____ _____ (23). They kept to themselves, celebrated their traditions and _____ (24), and they supported one another.

As years went by, the Irish Americans continued to work hard and gradually they _____ (25) their lives. They learned new _____ (26) and found better _____ (27) in the cities where they lived. During the American _____ _____ (28) many Irish Americans served and received honors as _____ (29). Irish Americans became interested in _____ (30) issues and demanded _____ (31) to make life better for all citizens. Irish Americans also became members of _____ _____ (32) in order to improve _____ (33) and unfair working conditions.

The Irish immigrants still come to America these days—but in _____ (34) numbers. With their courage, wisdom, and desire to _____ (35), the Irish Americans have added greatly to our country’s _____ (36) and spirit.

 **Directions:** Read the historical essay. Fill in the blanks as you read.

Hispanic Americans come from many different _____ (1).
They all share one thing in common, the same _____ (2).

MEXICAN AMERICANS

Many of today's Mexican Americans have _____ (3)
who were Mexican Indians of the 1500s. At that time Mexico included
what is now the _____ (4) part of the United States.
_____ (5) ruled over Mexico for three hundred years. When
the Mexican-American War was won by _____ (6), America
claimed not only _____ (7), but _____ (8),
Nevada, _____ (9), and parts of Wyoming, Arizona, and New
Mexico.

After the war, some Mexicans returned to Mexico, but others
remained and became American _____ (10). Many new
Mexican Americans could find jobs only as _____ (11)
farm workers. They were paid very little and lived in poor areas called
_____ (12). _____ (13) helped the
grape pickers to have better working conditions. The United States
government also passed _____ (14) to help children who spoke
only Spanish to learn the _____ (15) language and to stay
in school.

PUERTO RICAN AMERICANS

Puerto Rico is an island in the _____ (16). In 1952, it became a _____ (17). Puerto Ricans left their country and came to America to find a better _____ (18). But the _____ (19) did not find a warm welcome in America. In fact, they were often the victims of _____ (20). They could get only low paying _____ (21). Some Puerto Rican immigrants turned to _____ (22) life, but the job of a migrant worker was not a good one. By 1947, laws were passed by the American government that _____ (23) the immigrants.

CUBAN AMERICANS

The _____ (24) largest Hispanic group in America is the Cuban Americans. The island of Cuba lies just off the coast of _____ (25). Cubans first arrived in this country because there was a great need for many more workers in the _____ (26) industry in Key West, Florida. In 1959, Cubans came to America in order to escape the rule of _____ (27). Many Cubans settled in _____ (28), Florida. Here they became successful _____ (29), _____ (30), _____ (31), _____ (32), and other important community workers.

● **Directions:** Read the historical essay. Fill in the blanks as you read.

The large _____ (1) of Asia is made up of many different nations. The people living in these nations have different _____ (2).

CHINESE AMERICANS

When gold was discovered in _____ (3) in 1848, this discovery encouraged many Chinese people to seek their fortunes in America. These people were called _____ (4). They settled in an area of San Francisco which became known as _____ (5). Some Chinese Americans decided to work for the _____ (6). Others turned to farming to earn a living. The _____ (7) business was also popular with the Chinese Americans.

Some American workers feared that the newcomers would take their _____ (8). Laws were passed that were _____ (9) to the Chinese Americans. They had to pay more in taxes, and their children could not go to _____ (10) with the white American children. In 1943, life began to get _____ (11) for the Chinese Americans. Today, Chinese Americans live in _____ (12) all around the United States. Their opportunities are not _____ (13).

JAPANESE AMERICANS

Starting in the mid 1600s, Japan closed its doors to _____ (14) and did not allow its own people to travel anywhere else in the world. After 200 years had passed, Japan became _____ (15), and the law was ended. Some Japanese traveled to _____ (16), hoping to get jobs on _____ (17). Others came to America and settled in _____ (18). Because the Japanese proved to be very good _____ (19), some American farmers were jealous of them. A law was passed that made Japanese children attend _____ (20) schools. During World War II, the nation of Japan was our _____ (21). In 1941, they attacked our Navy at _____ (22) in Hawaii. Many Americans turned against the Japanese Americans even though it was not their _____ (23). The Japanese Americans were forced to live in guarded buildings called _____ (24). In 1990, the American government awarded _____ (25) to the Japanese Americans to make up for the unfair treatment that they had received. Japanese Americans have become an _____ (26) part of America.

FILIPINO AMERICANS

The Philippine Islands in the _____ (27) were sold to the United States for \$ 20 million by _____ (28) in 1898. Some citizens went to sugar plantations in _____ (29). Others went to Alaska and found work putting _____ (30) in cans. Still others settled in _____ (31) where they worked as laborers on farms or as workers in hotels and restaurants. These new immigrants suffered _____ (32) in America. They were often not allowed to enter certain _____ (33), and they could marry only other Filipinos. The American workers feared they would lose their _____ (34) to the Filipino workers. They treated them in a mean and unfair way. After World War II, feelings _____ (35) the Filipinos began to change. The _____ (36) of the Filipino freedom fighters won the _____ (37) of the American people. Many more immigrants from the Philippines soon _____ (38) the United States. These new arrivals, together with the many skilled workers who had come to America earlier, have added to our nation's _____ (39).

KOREAN AMERICANS

Between 1903 and 1905, nearly 7,000 Koreans left their country and moved to _____ (40) to work on sugar _____ (41). The plantation owners were not _____ (42) because other Asian workers had left the plantations for better jobs. In 1905, _____ (43) ruled Korea and stopped the Koreans from leaving the country. Many Korean plantation

workers decided to stay in Hawaii, but other Koreans came to the _____ (44) of the United States. They set up their own _____ (45) and did well.

After the _____ (46) ended in 1953, more Koreans entered the United States. Koreans have found success in business and in other areas of _____ (47). Through their strong efforts, they have made real _____ (48) in America.

VIETNAMESE AMERICANS

At the end of the _____ (49) in 1975, thousands of Vietnamese entered the United States. The first groups to arrive had a _____ (50) and money to support themselves. These people had little trouble fitting into their new _____ (51). Later immigrants had _____ (52). Becoming part of American life was _____ (53) for these people. Because they could not _____ (54) or _____ (55) the English language very well, it was hard for them to get jobs. America with its big cities seemed very _____ (56) to people who had lived on small farms or villages all their lives.

Vietnamese doctors, teachers, lawyers, and other educated people were not allowed to continue their _____ (57) in America. Like other Asian groups, the Vietnamese were sometimes _____ (58) against because they were different. However, in present days, many Vietnamese Americans have found _____ (59) in different areas of our country. Vietnamese Americans show that they believe deeply in the “_____ (60).”

LET'S CREATE A BIG BOOK

● **Directions:** Each member of your group will create a page about your ethnic group for the class BIG BOOK. Your teacher can help you choose a topic. After choosing your topic, fill out the outline below. When you have finished, you can use the outline as a guide for creating your page.

Possible topics for your page include:

- **On the Way to America**
- **Early Days in America**
- **Today in America**
- **Well-known People**
- **Important Facts**

1. **Topic** My big book story is about:

2. **Important information:**

3. **Picture** Describe the picture you want to illustrate your topic:

4. Next try to find the picture in your classroom resources. You may have to draw your own picture.

5. Now create your page. First write information about your topic. Second, add the picture to illustrate what you have written. *Remember to use **large** printing.*

PHONICS LESSON 1: LONG VOWEL SOUNDS

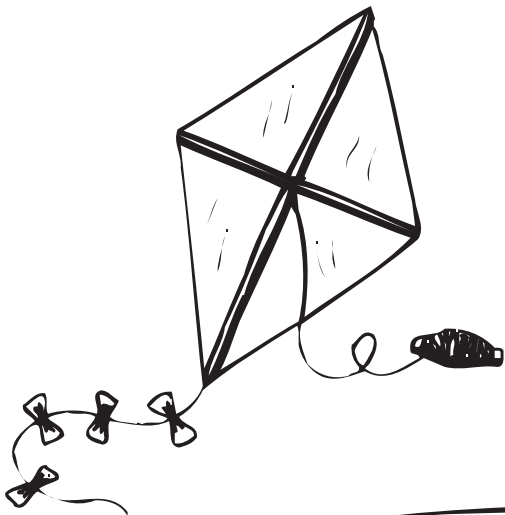
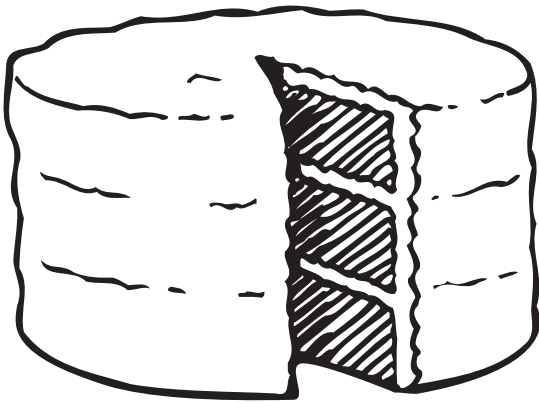
1. Read all the words on this page. Listen for and underline the long vowel sounds that come at the beginning, middle, or end of the words.
2. Circle the vowels **a**, **e**, **i**, **o**, or **u** that have a long sound, such as the **a** in “late.”
3. Below are some pictures. Notice that there are more words than pictures. Draw a line from the word to its picture. Color the pictures and print the word as a title beneath each picture.

bagel
cake
game
grape

cookie
oats
Korea
Irish

migrants
kite
rice
mule

music
totem
bolita
boat



PHONICS LESSON 2: SHORT VOWEL SOUNDS

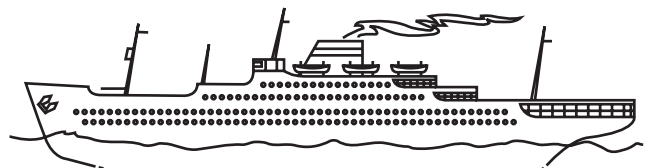
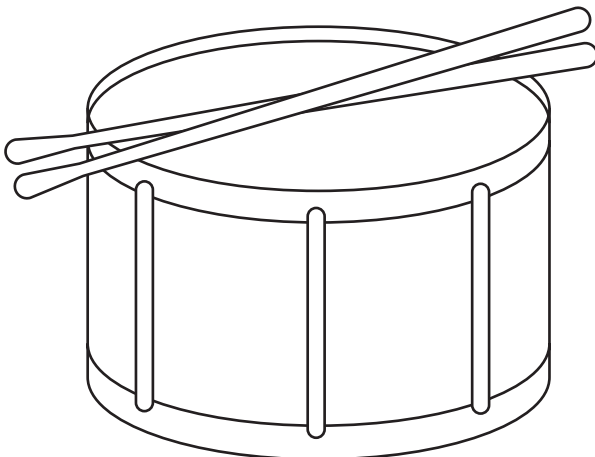
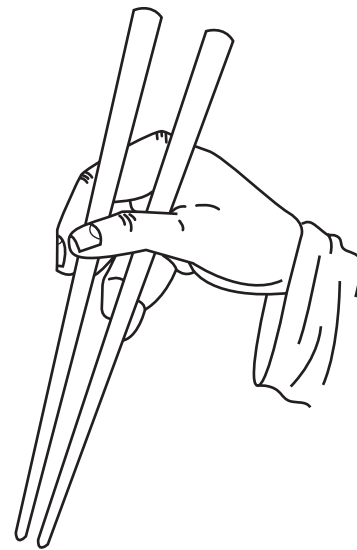
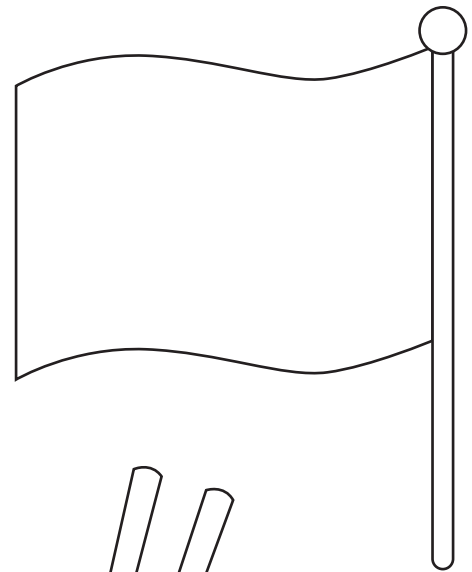
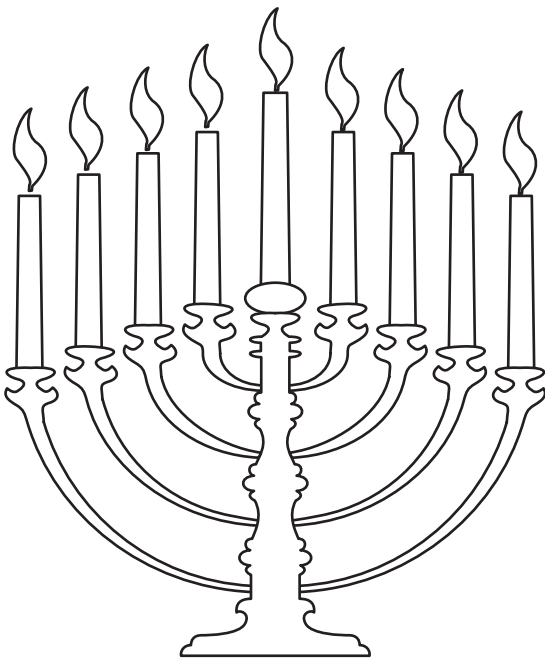
1. Read all the words on this page. Listen for and underline the short vowel sounds that come at the beginning, middle, or end of the words.
2. Circle the vowels **a**, **e**, **i**, **o**, or **u** that have a short sound, such as the **a** in “cat.”
3. Below are some pictures. Notice that there are more words than pictures. Draw a line from the word to its picture. Color the pictures and print the word as a title beneath each picture.

shamrock
flag
leprechaun
menorah

belt
ship
pinata
mission

hat
dragon
pot
chopsticks

doll
hut
drum
dummy



PHONICS LESSON 3: RHYMING WORDS

Directions: Say the first word aloud. Then think of three other words that have the same rhyming sound. Write these words next to the first word. Then underline them.

Example:

jig

big

twig

pig

rice

cake

mask

slave

drum

corn

star

fan

flag

love

sash

weave

bead

light

PHONICS LESSON 4: SILENT E–LONG VOWEL SOUND

When a **silent e** is at the end of a short word, the **first vowel sound** is usually a **long** one.

1. Underline the **long vowel sounds** that you hear in the words below. Draw a picture for each word in the box next to the word.

game

mule

rice

tale

cake

ride

kite

rope

PHONICS LESSON 5: BLENDS AND DIGRAPHS

1. Say each word.
2. Now, next to the word, write the **consonant blend** or **digraph** that you hear. You will hear some sounds at the beginning of their word and some sounds at the end of their word. The first word “share” has been done for you as an example.

● BLENDS: **tr, gr, fr, lp, ng, pl, pr, sm, st**

● DIGRAPHS: **ch, sh, th, wh**

ALL ABOUT FRIENDS

WORD	BLEND/ DIGRAPH	WORD	BLEND/ DIGRAPH	WORD	BLEND/ DIGRAPH
share	sh	help		greet	
protect		touch		smile	
friend		hugging		play	
tradition		children		honest	
cheerful		caring		agree	

3. Using some of the words from this lesson, write in the space below your own story about your friends.

CULTURE—INTRODUCTION

In this tab section your students will learn about their ethnic group's art and crafts; dress, music, and holidays; and games. After reproducing a representative piece of art and doing research on a holiday and a game, each group presents a skit demonstrating what they have discovered. These skits, presented by each FRIENDS group before the entire class, comprise the SECOND FRIENDS DAY.

Set Up

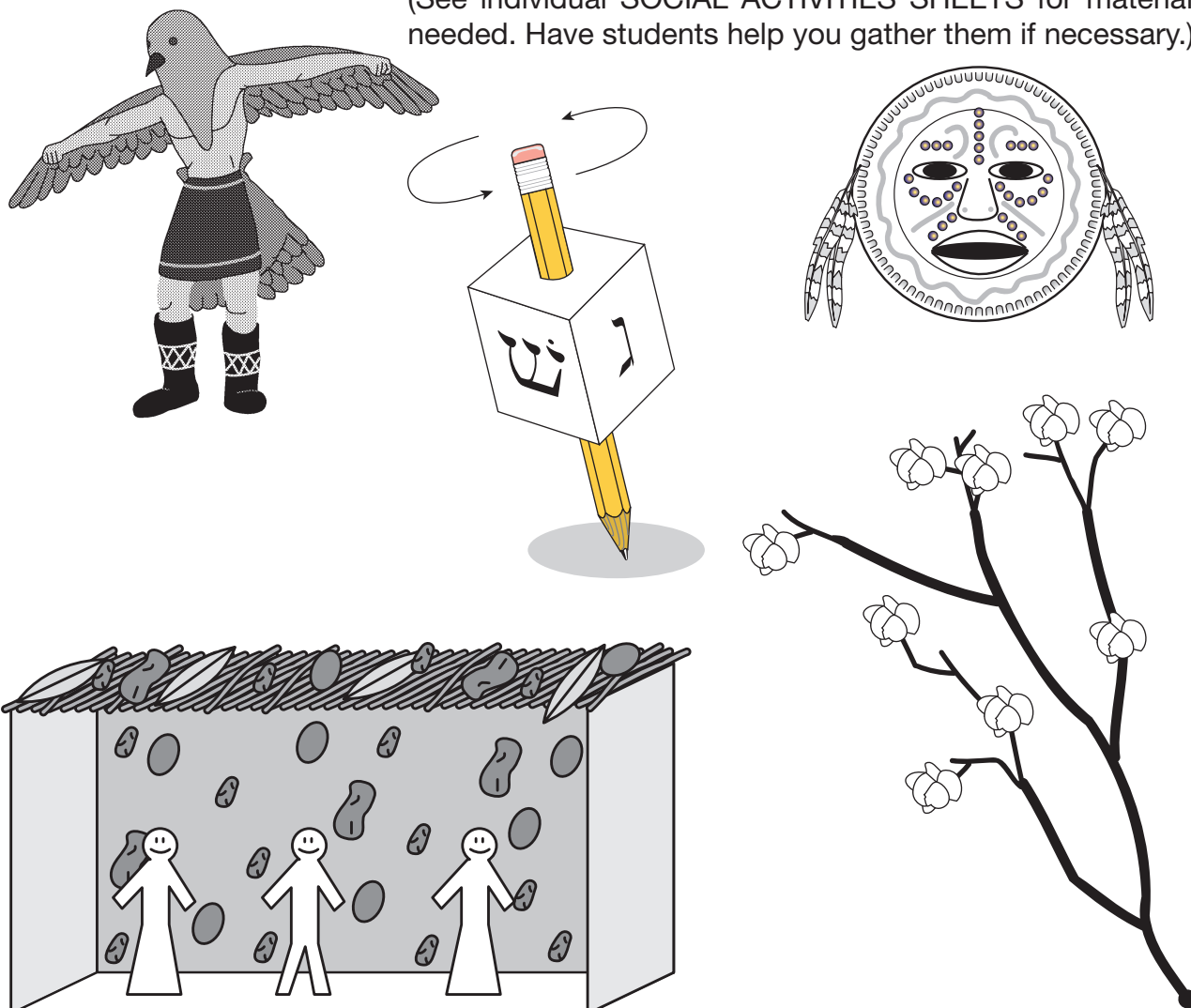
1. Duplication:

Duplicate the items listed below in the quantities suggested.

- SOCIAL ACTIVITIES SHEETS—3 *per group for each ethnic group of its own activity sheets*
- CREATING A SKIT—1 *per group*
- SKIT REVIEW GUIDE—1 *per student*

2. Materials:

(See individual SOCIAL ACTIVITIES SHEETS for materials needed. Have students help you gather them if necessary.)



DAILY DIRECTIONS - 1

DAY 1: ORGANIZE SOCIAL ACTIVITIES

Materials:

- SOCIAL ACTIVITY SHEETS—*3 per group*
- Construction materials as required for each project

Directions:

1. Distribute the SOCIAL ACTIVITY SHEETS. Each ethnic group will receive three sets of activity sheets pertaining to its culture. Explain that all the activities are in preparation for their FRIENDS DAY skit, which they will prepare later.
2. Have members in each group divide into pairs. Tell the pairs they are to choose an area in which to do their work: **Art and Crafts; Dress, Music, and Holiday; or Games.**
3. Each pair is to follow the directions on the SOCIAL ACTIVITY SHEET:
 - a. Artists create a representative piece of art;
 - b. Holiday specialists research the dress, music, and ritual associated with the holiday; and
 - c. Games pair acquire or make the items necessary to play their group's representative game and practice its play.

DAY 2: SOCIAL BACKGROUND PREPARATION

Materials:

- Same as Day 1
- CREATING A SKIT—*1 per group*

Directions:

1. Have group pairs continue with their work.
2. As the pairs finish their work, award Map pieces #13, #14, and #15 to each group.
2. When all group members have finished their pairs assignments, distribute the CREATING A SKIT instruction sheet and have them begin their skit preparations.

DAILY DIRECTIONS - 2

DAY 3: CREATING A SKIT

T

eaching
ips →

Adults outside of the school can often be found who would be willing to help the groups do a correct rendition of the holiday celebration.

Circulate among the groups helping them as necessary.

Materials:

- CREATING A SKIT

Directions:

1. Have groups continue work on their skit about an ethnic holiday.
2. Suggest students acquire as many realistic props as possible (costumes, music, and ritual pieces). Students may need to create their own props.
3. Have students practice presenting their skit when it is completed.

DAYS 4 AND 5: SECOND FRIENDS DAY

Materials:

- SKIT REVIEW GUIDE—1 per student

Directions:

1. Distribute the SKIT REVIEW GUIDES—five for each FRIENDS group. Have all groups sit in a semicircle while each group, in turn, presents its skit.
2. After each skit, the students rejoin their original FRIENDS groups to discuss the SKIT REVIEW GUIDE questions. The FRIENDS groups will hold five discussions and complete five sets of questions. Each student should have an opportunity to record one set of responses for his or her FRIENDS group.
3. Award Map pieces #16 and #17 to each group for its skit presentation and for its five completed SKIT REVIEW GUIDES.



● Totems

The symbolism behind the totem is spiritual. The totem may represent a particular family or one person. Some totems are created to symbolize an entire tribe. The totem means more than what you see right on its surface. The size of the totem is a show of power. The taller the totem, the greater the respect Native Americans give it.

Materials:

- Empty clean cylindrical containers: oatmeal cartons, large juice containers, or coffee cans.

Directions:

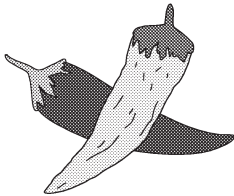
1. Each individual in your group should decide what she/he wants the totem to include.
2. According to the size of your containers, each student should decide how many individuals will be included on the totem.
Note: *You may tape cans together to make a taller totem.*
3. Spray paint the interior of the cans with either black or brown paint.
4. Cover the cans with construction paper—papier mache may be substituted for construction paper—as a base. Extensions such as wings/arms may be taped to the sides using toilet tissue rolls.
5. Three-dimensional facial features may be added using egg cartons, paper towel rolls, feathers, etc.
6. Use bright colors to paint the features. After the paint dries, apply a light transparent gloss to your totem.
7. Faces may appear on both the front and back of your totem.
8. Be prepared to tell a story about the ancestors depicted on your totem.

NATIVE AMERICAN SOCIAL ACTIVITIES - 2

NATIVE AMERICAN DRESS AND HOLIDAY

● Feast of Saint Guadalupe

In New Mexico, the San Juan Pueblo tribe celebrates a special feast on June 24 to honor Saint Guadalupe. On this feast day family members gather and enjoy their time together. Those who have moved far from the reservation realize how important this festival is and are encouraged to return home. The celebration of this festival provides an opportunity to rekindle the family spirit.



... red and green chiles ...

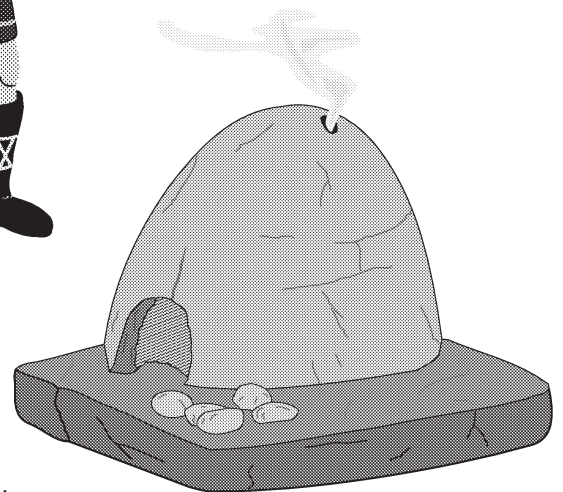
Friends are welcomed and a special meal is prepared of traditional foods. This meal includes red and green chilies, bread baked in *ornos* (Pueblo ovens), *posole* (hominy), pies, cakes, and cookies.

● Clothing

Traditional dances are performed which honor the game which has been successfully hunted. Traditional religious costumes may be worn at these performances. The costumes often represent animals or birds that the people honor. Visitors are considered impolite if they ask questions concerning the meaning of these rituals. The nature of these dances and ceremonies is considered private. Those involved do not wish to have their private religious beliefs violated.



... traditional dances ...



... bread baked ...

NATIVE AMERICAN SOCIAL ACTIVITIES - 3

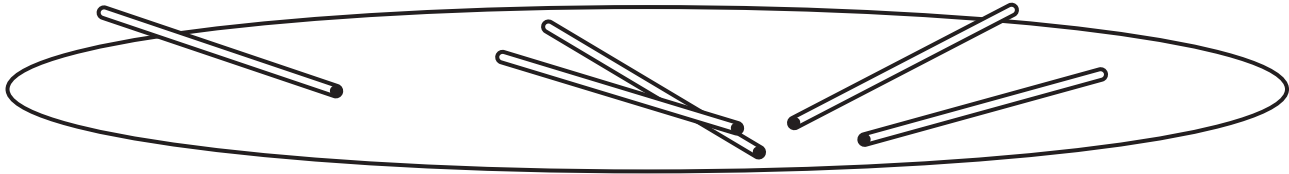
NATIVE AMERICAN GAME

● Arrow Toss

Materials:

- 50 plastic straws
- Clay
- Red marker or paint

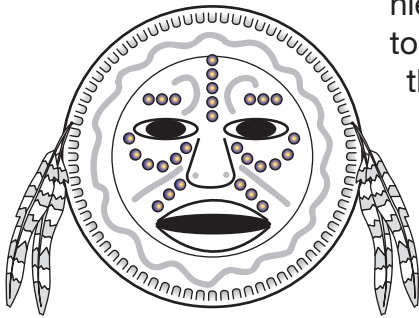
Directions:



1. Make arrows by plugging one end of each straw with clay.
2. Mark with red the end of the straw that has the clay inside.
3. Each person should receive 10 arrows. (Five people will need 50 straws)
4. Draw a circle that is three feet in diameter.
5. Have everyone stand three paces from the circle.
6. The first person tosses his/her arrow into the circle.
7. The second person tries to have her/his arrow land on top of the first player's arrow. If this happens, the second player has two arrows!
8. If the second player's arrow does not land on the arrow tossed by the first person, the third player tries to land his/her arrow on one of the arrows in the circle.
9. If this happens, he/she wins and collects all the arrows in the circle.
10. Players continue to take turns tossing arrows into the circle. The game continues until one person wins all of the arrows—or until your class period ends!

AFRICAN AMERICAN SOCIAL ACTIVITIES - 1

AFRICAN AMERICAN ART



● Ceremonial Masks

Ceremonial masks were an important part of religious ceremonies in many African societies. When the Africans were brought to America as slaves, they brought with them an appreciation for the masks as a means of allowing sacred spirits to become active in their lives. The masks were an invitation for the sacred spirits to become powerful and alive. They believed that the masks allowed the sacred spirits to enter the body of the person wearing the mask and become active through that person during the religious ceremony. You may research actual museum pieces in order to recreate authentic reproductions of masks for your FRIENDS group skit.

Materials:

- Paper plates
- Bright paint colors
- Beads, feathers, aluminum foil, yarn, paper cups, egg cartons

Directions:

1. Use the paper plate as a base for the face.
2. Create the facial features using any of the three-dimensional materials (egg cartons, paper cups, bead, etc.).
3. Create facial designs with beads and aluminum foil.
4. Paint with bright colors, add decorations of feathers and yarn.

AFRICAN AMERICAN DRESS AND HOLIDAY

● Kwanzaa

This holiday is based on the principles of self-determination, responsibility, purpose, working together, faith, unity, and creativity. Kwanzaa is celebrated from Dec.

26 through Jan. 1. The word *Kwanzaa* refers to the “first fruits of the harvest” and follows African traditions.



AFRICAN AMERICAN SOCIAL ACTIVITIES - 2

A fast is observed from sunset to sunrise during the time of the festival. On the last evening before the final day, families share remembrances of African or African American ancestors. Children give their family elders gifts which remind them of these ancestors. A feast is generally held on the final night.

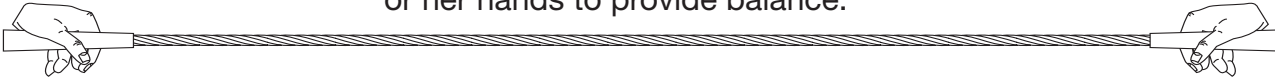
● Clothing

Women and men may wear traditional African dress in celebration of this holiday. Men wear *dasikis*, and women wear *lappas*—both of which are fashionable dress style. Beads may be worn around the neck and *kofis* may be worn on the head.

AFRICAN AMERICAN GAME

● Limbo

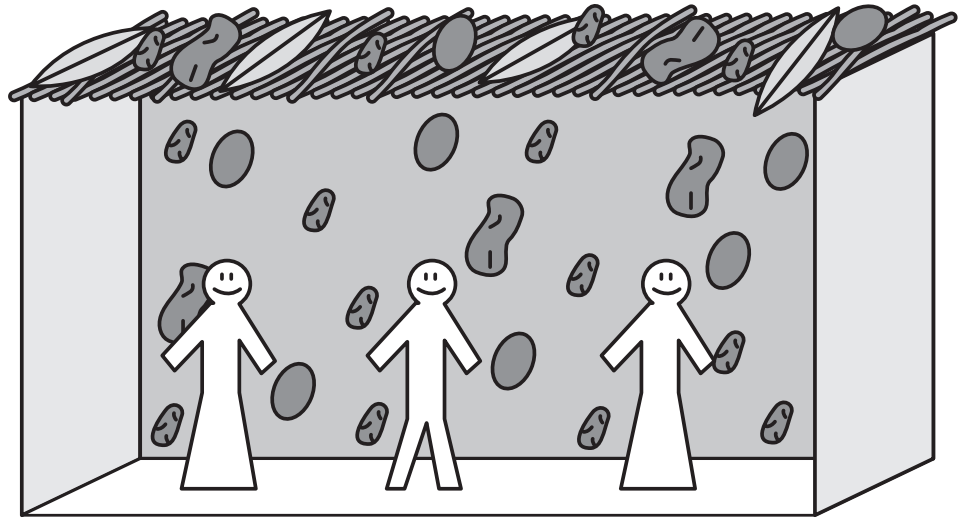
This game is really a dance contest that began in Haiti. Participants must be very agile, have great balance, and trust in their own ability to succeed. The limbo bar is a long stick. The dancers take turns dancing under the stick. It is necessary for the dancers to stay on their feet, bending backwards to go under the bar. It is a contest to see who can successfully dance under the stick without touching it, without falling down, and without using his or her hands to provide balance.



1. Have the other students take turns dancing under a long stick balanced between two chairs. (A jump rope could also be used.)
2. Dancers who touch the stick or fall down are finished with their part of the contest. Dancers who succeed in dancing under the stick at the original height are allowed to continue. The stick is lowered a notch, and all remaining dancers again dance under the stick.
3. Any dancer who touches the stick or falls down at the new lower height are finished with their part of the contest. Dancers who succeed in dancing under the stick at the new height are allowed to continue for a third round. Each time a dancer goes under the stick without touching it, he or she earns another try. Each time the dancer gets to dance again, the stick is lowered.
4. Students continue to take turns dancing under the stick as it is lowered from one round to the next round. Every time a dancer touches the stick or falls down, that dancer is finished.
5. The winner is the person who can dance under the lowest position of the stick—without touching it or without falling down.

● Sukkah Diorama

A sukkah is a hut or booth that is built during Sukkot, a week-long harvest festival. When the Jews left Egypt and traveled through the desert on their way back to Palestine, they built small huts in which to live. A sukkah today is made of three walls and an open roof covered only with branches. From these branches the people hang vegetables and fruits. These vegetables are symbols of the harvest. You now have the opportunity to make a Sukkah Diorama.



Materials:

- Shoe box
- Fruit—raisins, berries, dates, figs, etc.
- Leaves
- Twigs
- Sand

Directions:

1. Using a shoe box turned on its side, cut one long side off the box so that the top and the front are open. Cut construction paper to act as a backdrop, and glue it to the back of the diorama. Spread sand on the bottom of the box to symbolize the desert.
2. Decorate the backdrop with the fruit of the harvest.
3. Cover the open top of the shoe box with twigs and leaves, and hang pieces of the fruit from the branches.
4. Draw figures for the diorama to make it come alive.

JEWISH AMERICAN SOCIAL ACTIVITIES - 2

JEWISH AMERICAN DRESS AND HOLIDAY

Every cultural group celebrates holidays and festivals which have special significance. The Jewish people have always combined their religious beliefs with their conduct in their daily lives.

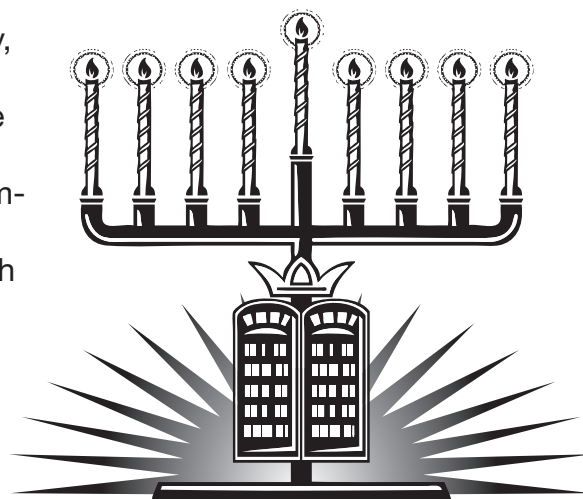


A Jewish family worshipping together at home.

● Chanukah

The eight-day celebration of Chanukah is also known as “the festival of lights.” During this festival people remember the victory of Judah Maccabee over the Syrian King Antiochus. The Syrians had taken over the Holy Temple and had desecrated it. They had a large professionally trained army, while the Jews were a small band of determined fighters who wanted their religious freedom. This freedom had been denied by the Syrians. After a series of battles, Judah Maccabee was the victor.

Following their victory, the Jewish fighters planned to rededicate the Holy Temple. As they cleansed the Temple, they realized that there was only enough purified oil to last for one day. This oil was burned in a candleholder known as a menorah. As if by miracle, the oil burned not for just one day, but for eight days.



“
... a candle-
holder known
as the
menorah ...

”

The Jewish people today celebrate Chanukah with the lighting of candles on an eight-pronged candle holder, the menorah. The shamash candle is used to light the others each night at sunset as special prayers are recited. During this holiday, children play a game with a dreidel. Chanukah gelt (coins) may also be given to friends and family as a gift.

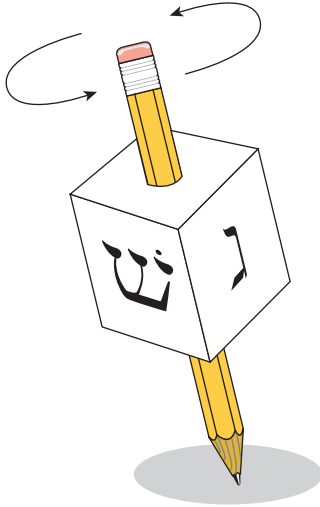
● Clothing

Jewish men frequently wear a yarmulke on their heads when they go to synagogue. This reminds them that human beings are separated from heaven, and should not try to act like gods. Formal clothing is required for worship services; it is not proper to go to synagogue in casual clothes or shorts.

JEWISH AMERICAN GAME

Dreidel

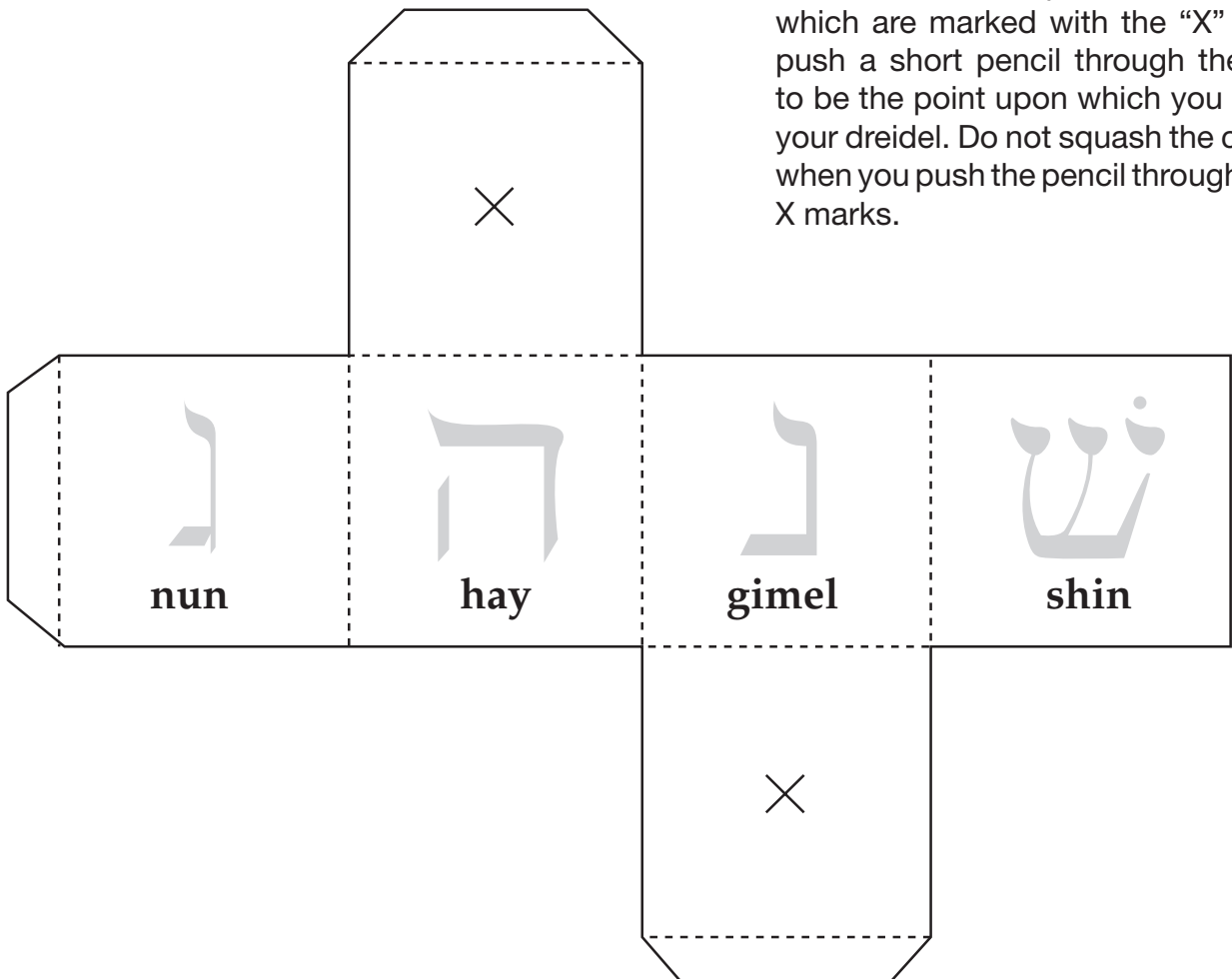
During the holiday of Chanukah a traditional game is played with a top called a dreidel. Hebrew letters are written, one on each side of the dreidel. These letters stand for the words "A great miracle happened there."



Directions:

1. Get a sheet of tracing paper and trace the dreidel pattern below.
2. Cut out this tracing pattern and place it on a piece of oaktag. Cut out the dreidel design from the oaktag.
3. Color your dreidel and the Hebrew letters.
4. Fold the cube along the dotted lines, then tape or glue together the pattern to make a dreidel cube. You may need to reinforce the ends of the dreidel cube where the "X" is marked.

5. Poke holes in the top and the bottom, which are marked with the "X" and push a short pencil through the Xs to be the point upon which you spin your dreidel. Do not squash the cube when you push the pencil through the X marks.

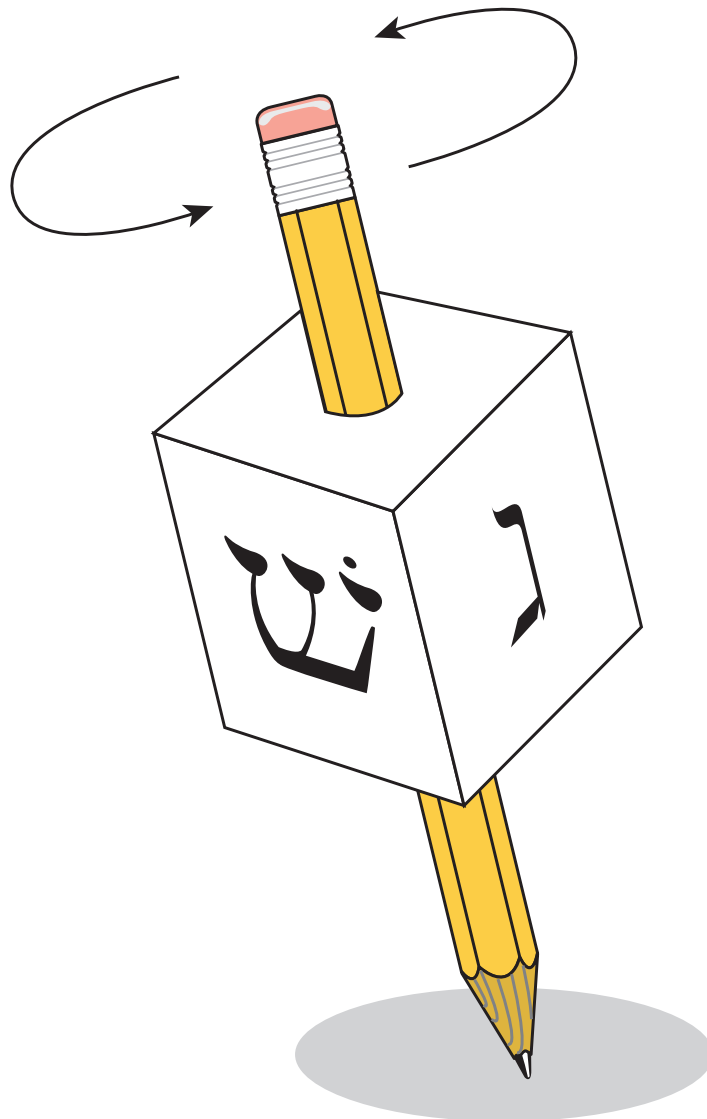


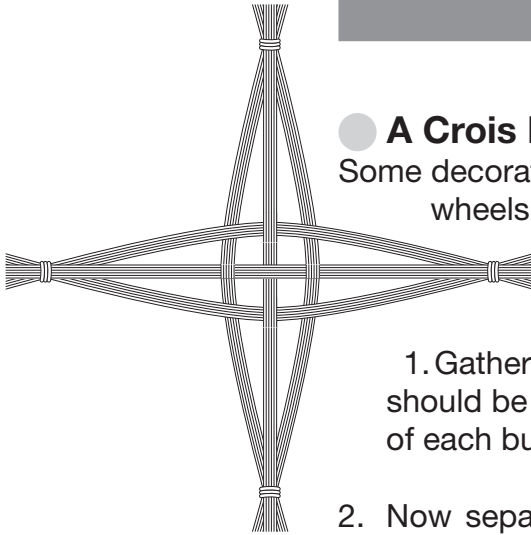
JEWISH AMERICAN SOCIAL ACTIVITIES - 4

● Playing with the dreidel

Using the dreidel can be lots of fun. Here's how to play with it:

- Each player gets 20 small objects (examples: buttons, pasta shells, checkers, small stones, etc.)
- Mark a circle with string or chalk.
- Each player places one object in the circle.
- Every person in the group gets a chance to spin the dreidel.
- If the dreidel lands on the **nun**, nothing is won.
- If the dreidel lands on the **gimmel**, everything in the center is won.
- If the dreidel lands on the **hay**, half of everything in the circle is won.
- If the dreidel lands on the **shin**, the player has to add another object to the circle.
- The game is over when one player has no more objects left. The player with the most objects is the winner!





● A Crois Bride for Saint Brigid's Day

Some decorations are diamond shaped while others resemble pin-wheels. The traditional crois is made from reeds, but you can use colorful straws, pipe cleaners, or straw.

Directions:

1. Gather the materials of your choice into two bunches. They should be the same length. Wind yarn or string around one end of each bunch, and tie it securely.
2. Now separate each bunch into three strands. Weave the two bunches together in the middle, just as if you were braiding hair, but you will only weave right in the middle where the two bunches cross each other. Experiment with pulling the braid tight, or making it more loose.
3. Tie the remaining loose ends with more yarn or string.
4. Hang the *crois* above your front door.

IRISH AMERICAN DRESS AND HOLIDAY

The Catholic Church is very important to the lives of many Irish people, and most of their celebrations are centered around their Church calendar, when they observe Church anniversaries and Saints Days.

● St Brigid's Day

Feb. 1 marks the holiday of St. Brigid, who is the patron saint of the dairy and its cows. A *Crois Bride* or Saint Brigid's Cross is a special decoration made for the holiday. It is the custom to place these good luck decorations on houses and barns in order to protect them from harm. Even today, children in Irish schools make these decorations and place them around their villages.

● Clothing

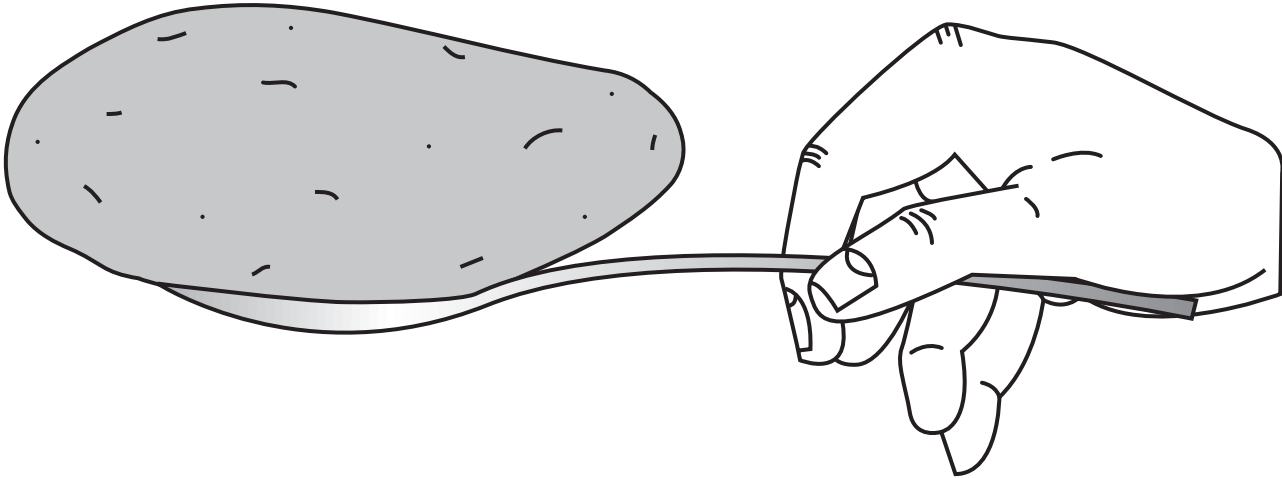
Irish clothing is made mainly of wool and cotton. People wear many beautifully knit sweaters and caps. Irish people also manufacture beautiful lace, and decorate their clothes with fine, colorful embroidery.

IRISH AMERICAN SOCIAL ACTIVITIES - 2

IRISH AMERICAN GAME

● Potato Race

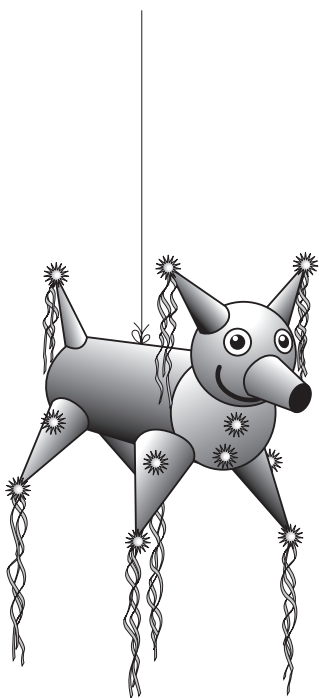
In Ireland, it is traditional for farmers to plant their potato crops on March 17, St. Patrick's Day. A game that you can play is the potato race. This can also be played as a relay race.



Directions:

1. Start with two small potatoes and two large spoons. Divide classmates into two teams.
2. If this is a straight race, each contestant will race a certain distance, turn around, and return to the starting line, then will hand the potato and spoon to the next person in line.
3. If this will be a relay race, divide each team into two parts, with one half of the members of each team at the starting line, and one half of the members at the ending line.
4. The first member of each team takes a potato, places it on the spoon, and walks or runs a specific race course. Team members take turns balancing the potato on the spoon while crossing the course until everyone has had a turn.
5. If a team member drops the potato, he or she must stop and replace the potato on the spoon, then resume racing from the point where the potato was dropped. (It is possible to require that the person who dropped the potato must return to his or her starting place, but that might be too difficult. Test your rules and determine which method will work best for your class.) The team that drops the potato the fewest times will make better time running the course and will be the winner.

HISPANIC AMERICAN ART



● A piñata

Piñatas are an exciting part of many Hispanic holidays. This tradition started around the time of the third voyage of Christopher Columbus to the new world, around 1500. A Spanish priest traveling with Columbus introduced the idea of the piñata to the natives of Cuba. Piñatas come in a variety of sizes and shapes. Many people enjoy making piñatas to look like animals, as in the illustration below.

Materials:

- Large round balloon
- Wire mesh or cardboard
- Strips of newspaper and papier mache paste
- Brightly colored tissue paper or construction paper
- Brightly colored paints

Optional:

- Blindfold
- Yardstick or batting stick
- Lots of small hard candies

Directions:

1. Blow up a balloon. If you wish to form a special shape, surround the balloon with cardboard or wire mesh.
2. Cut newspaper into strips. Make a papier mache paste mixture of flour, salt, and warm water.
3. Dip paper strips into the paste and wrap them all over the balloon.
4. Let each layer of paper strips dry before adding another layer. Make enough layers to form the shape and design that you want.
5. Allow the paper strips to dry thoroughly, then paint the piñata bright colors. Decorate the outside with strips of tissue paper or other types of decorations.
6. Cut an opening in the side of the piñata and pop the balloon so that the inside of the piñata can be filled with candies.
7. Attach a rope or heavy string so that the piñata may be suspended for the competition.
8. If you are going to break the piñata during your skit, you will need the blindfold and stick. Blindfolded players take turns trying to hit the piñata hard enough to break it open so that all the candy inside can fall out to be gathered up by everyone at the party.

HISPANIC AMERICAN SOCIAL ACTIVITIES - 2

HISPANIC AMERICAN DRESS AND HOLIDAY



● Three King's Day (Dia de Los Reyes)

According to tradition, the three kings, Melchior, Gaspar, and Balthasar, arrive at the homes of well-behaved Puerto Rican children during the night of Jan. 5, the eve of Three Kings' Day. The children gather green grass and straw for the kings' camels, and place the grass and straw near their beds, in boxes or in their shoes. While the children sleep, the kings stop at each house and replace the grass or straw with a toy, fruit, or candy. On Jan. 6, families attend church services and hold celebration parties. This tradition represents the journey of the three kings to bring gifts to the infant Jesus.

● Clothing

Hispanic people generally wear clothing of cotton or wool. People express their joy and enthusiasm for life by using bold designs and bright colors in their clothing and in the decorations that they use in their homes, workplaces, and churches.

HISPANIC AMERICAN GAME

● The Cat And The Mouse

Directions:

1. Choose one player to be Cat and one to be Mouse.
2. Have the rest of the players form a circle and clasp hands.
3. The Mouse takes a position standing inside the circle.
4. The Cat moves around outside of the circle and tries to break into the circle through the clasped hands of the other players in order to capture the Mouse.
5. If the Cat succeeds in breaking through the circle, the players can decide whether to allow the Mouse to escape from the circle by raising their arms, or whether to allow the Cat to catch the Mouse.
6. Once the Mouse is caught, two other players take turns being the Cat and the Mouse.

● Spring Blossoms

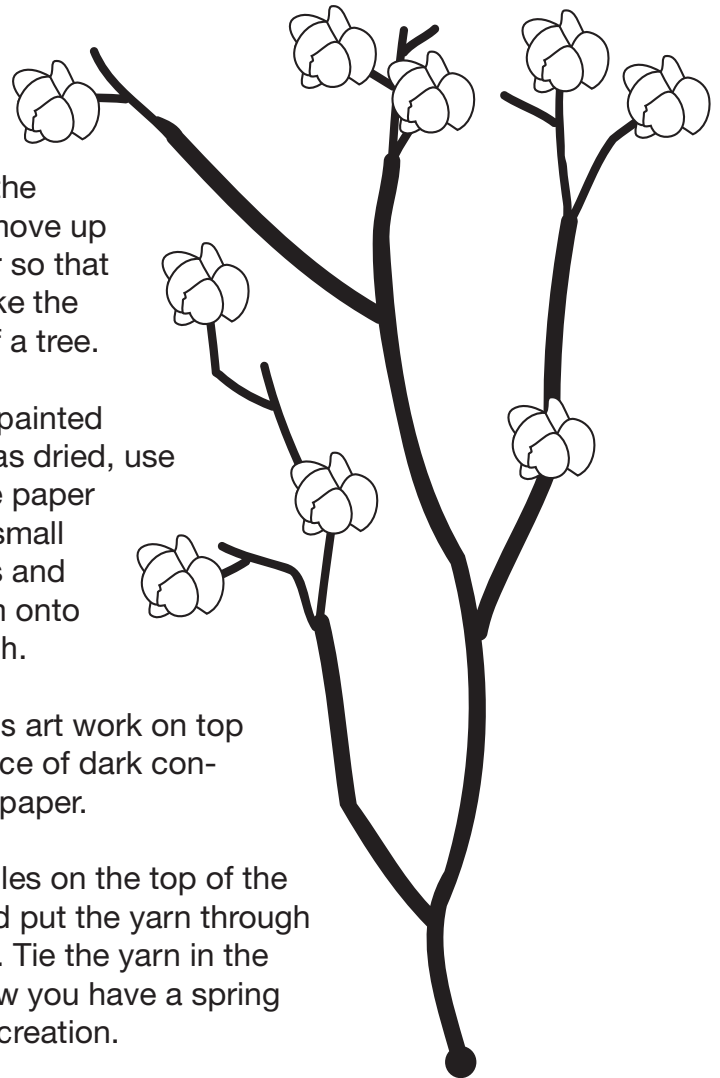
In Vietnam, spring blossoms appear on many forms of art work, especially to celebrate Tet, the Vietnamese New Year. A wall hanging of blossoms is a very traditional decoration.

Materials:

- White and dark colored construction paper
- Pastel colored tissue paper cut into small squares
- Yarn or string
- Black paint mixed to a creamy consistency
- Glue
- Drinking straws

Directions:

1. Place a small amount of paint near the bottom of the white construction paper.
2. Blow softly through the straw allowing the paint to move up the paper so that it looks like the branch of a tree.
3. After the painted branch has dried, use the tissue paper to make small blossoms and glue them onto the branch.
4. Mount this art work on top of the piece of dark construction paper.
5. Punch holes on the top of the paper and put the yarn through the holes. Tie the yarn in the back. Now you have a spring blossom creation.



ASIAN AMERICAN SOCIAL ACTIVITIES - 2

ASIAN AMERICAN DRESS AND HOLIDAY



● Japanese Doll Festival

March 3 is known as the Doll Festival, an especially happy day for Japanese girls. This Shinto ritual began hundreds of years ago to welcome the start of spring and clear away the evil spirits of winter.

Many Japanese girls own special doll sets that they bring out only on Doll Festival day. The dolls are placed on steps or shelves that are decorated with a red cloth. The dolls representing the emperor and empress are placed on the highest level. Dolls representing court attendants, servants, musicians, etc. are placed on lower shelves. Miniature dogs, orange trees, and furniture are added, as are fresh peach blossoms. Some very treasured festival dolls have been handed down to the girls by their mothers, grandmothers, and other female relatives. Families visit the homes of friends to see other doll exhibits and enjoy the holiday foods.

● Clothing

The clothing of Japanese people is made primarily of silk and cotton. It is bright and colorful. Most other Southeast Asian people also wear silk, cotton, and linen. The clothing is usually lightweight, because many of these areas are very warm.

ASIAN AMERICAN GAME



● Catch the Dragon's Tail (Chinese)

Directions:

1. One player is chosen to be the dragon's head. The other players form a straight line directly behind the dragon's head.
2. All players except for the dragon's head place their hands on the shoulders of the person in front of them. They begin to walk around the room.
3. When the signal is given, the first person in line (the dragon's head) tries to catch the last person in line (the dragon's tail). The rest of the players wiggle around but try to stay in line by keeping their hold on the person in front.
4. If the dragon's body (the line of players) is broken, if the players cannot keep holding on to the person in front, then the first person is no longer the head, and the next person in line moves up to play that role.

CREATING A SKIT - 1

Introduction Your group will be under the direction of the two members who did the original research on your FRIENDS group's holiday. All of you will do more research, either the holiday already studied, or another holiday. Then you will present a skit showing how this holiday is celebrated. Follow the directions below to create the skit.

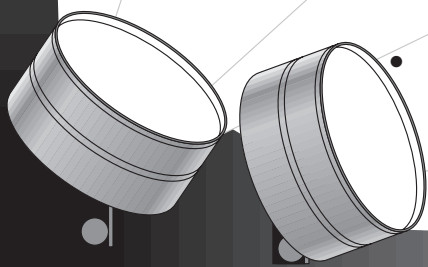
● **Holiday:**

● **Setting:**

- **Where** will your story skit take place?
- **When** will it happen?
- **How** can you **describe the story background** so that it adds color and interest to your skit?

● **Plot**

- What will be **the main idea** of your story?
- What **problem(s)** will occur?
- When will the **climax** or high point take place?
- How will your story **end**?



● Parts

What **parts** will your group members play? (List your **characters**, even those who will be playing “props” such as a tree.) After listing each character below, decide on each character’s **appearance**, **behavior**, and **beliefs**. Write down examples of the way your characters will speak. (*For example, how will each character react to the problem in your skit?*) You may decide to develop as many characters as you have group members, but in any event, make sure everyone has a role even if it as a tree or lamp or a ... ?

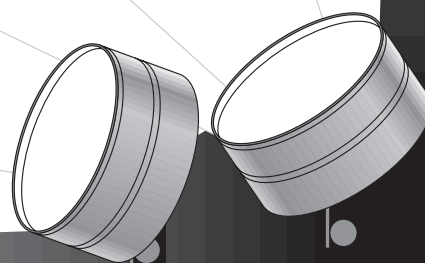
Character 1:

Character 2:

Character 3:

Character 4:

Character 5:



● Scenes

Decide how many scenes you want in your one act play. Then plan how one event leads into another. This decision will depend on your plot—the series of events in your story. Tell where each scene will take place and at what time of day. See the example below.

ACT 1: THE SWIFTLY SPINNING DREIDEL

Scene 1: The living room of Bonnie and John Stein's home (evening)

Scene 2: Roosevelt Elementary School (the next morning)

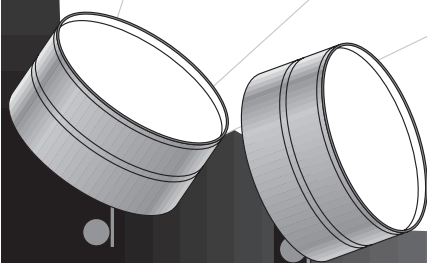
Dialog and Stage Directions:

Write your skit in "play form." To do so, follow these directions:

- Write the character's name and then follow it with a colon (:).
- Put stage directions in parentheses.
- Write dialog (persons speaking to each other).
- See the example below. Notice how directions for the actor are given in italics within parentheses.

Bonnie: (*Running to her brother*) Have you seen Mom?

John: (*Shaking his head*) No, I haven't seen her since dinner.



SECOND FRIENDS DAY: SKIT REVIEW GUIDE

1. Before you saw another group's skit, what did you **already know** about the people of the cultural group who will be featured?

2. What information was **new**?

3. Which **holiday** was celebrated?

4. Who were the **characters** in the skit?

5. **Where** did it take place?

6. Were any **problems** discussed in the skit?

7. Were any **special foods** eaten?

8. Were any **games** played?

9. Did you notice **any things that also could have occurred in your FRIENDS group presentation**? What were they?

LITERATURE—INTRODUCTION

“

... introduces
students to
lives of



famous people
from their
ethnic group...

”

This tab section introduces students to the lives of famous people from their ethnic group and to the literature produced by and about their group. Students do exercises related to these two topics, then conclude with Literature Sharing on the **THIRD FRIENDS DAY**.

Set Up

1. Duplication:

Duplicate the items listed below in the quantities listed.

- FAMOUS PERSONS LISTS: (Tab 4/pages 6-8)—*1 per student*
- FAMOUS AMERICAN REPORT: (Tab 4/page 9)—*1 per student*
- LITERATURE ACTIVITY 1: DIALOG (Tab 4/page 10)—*1 per student*
- LITERATURE ACTIVITY 2: STORY SEQUENCING (Tab 4/page 11)—*1 per student*
- LITERATURE ACTIVITY 3: COMPARISON AND CONTRAST (Tab 4/page 12)—*1 per student*
- LITERATURE ACTIVITY 4: POINT OF VIEW (Tab 4/page 13)—*1 per student*
- LITERATURE ACTIVITY 5: FIGURATIVE LANGUAGE (Tab 4/page 14)—*1 per student*
- LITERATURE ACTIVITY 6: FRIENDS SHARING LITERATURE (Tab 4/page 15)—*1 per student*

2. Materials:

- Group folders—same as for other tab sections
- Literature selections (See BIBLIOGRAPHY for each ethnic group. Find and display as many materials as possible.)
- Construction paper, crayons, and/or colored pencils
- Map pieces in group envelopes (continued activity from Tabs 2 and 3)

DAILY DIRECTIONS - 1

DAY 1: FAMOUS PEOPLE

Materials:

- FAMOUS PERSONS LIST—1 per student
- FAMOUS AMERICAN REPORT—1 per student

Directions:

1. Have each group member pick one famous person from the group list to research. Have boys study men and girls study women.
2. Have students read/study about their selected person and then fill out the FAMOUS AMERICAN REPORT assignment sheet.

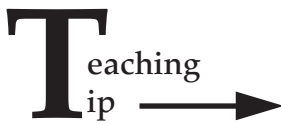
DAY 2: LITERATURE STUDY BEGINS

Materials:

- Literature selections (*Make available in your classroom library or on a table as many as possible for each group.*)
- LITERATURE ACTIVITY 1: DIALOG—1 per student
- Map pieces (Award as needed.)

Directions:

1. Display the available books conveniently in your classroom. Allow sufficient time for all group members to select a book that interests them.
2. Students meet in their separate FRIENDS groups.
3. Have students read/research their selections.
4. Distribute LITERATURE ACTIVITY 1. Do some “modeling” of dialog from any source you wish to use. *Make sure you clearly direct how you want students to complete this activity.*
5. Some students may need help with choosing the dialog they would like to quote in their “bubbles.”
6. If the students experience any difficulty with vocabulary in their selected readings, encourage them to use context clues and/or to begin to write down a personal list of words that they find challenging. Use structural analysis and phonetic clues as you individualize your instruction.
7. Award Map piece #17 to each group for completed work.



It is possible that these short literary selections relating to the culture of their FRIENDS groups may need to be read to the group as a whole or to students individually—according to their level and ability. Try to use older helpers for this purpose.

DAILY DIRECTIONS - 2

DAY 3: SEQUENCING AND COMPARISON AND CONTRAST

Materials:

- LITERATURE ACTIVITY 2: STORY SEQUENCING—1 per student
- LITERATURE ACTIVITY 3: COMPARISON AND CONTRAST—1 per student

Directions:

1. Students meet in FRIENDS groups and pair off. Each pair selects two stories, if possible.
2. Distribute group folders and the two literature activities and clearly explain the directions. Students may need individualized assistance.
3. Allow enough time for the students to complete these projects on each pair's stories.
4. Award Map pieces #18 and #19 to each group if all members have completed their work.

DAY 4: (OPTIONAL) POINT OF VIEW AND FIGURATIVE LANGUAGE

Materials:

- LITERATURE ACTIVITY 4: POINT OF VIEW—1 per student
- LITERATURE ACTIVITY 5: FIGURATIVE LANGUAGE—1 per student

Directions:

1. Students meet in FRIENDS groups and pair off. Each pair selects two stories, if possible.
2. Distribute the LITERATURE ACTIVITY sheets 4 and 5 and have group pairs complete them.
3. When pairs are finished, have all FRIENDS group members compare answers and pick their group's best response to LITERATURE ACTIVITIES 4 and 5.
4. Have each group pick a spokesperson and report to the whole class: first, on #4; then, on #5.
5. Award Map pieces #20 and #21 for this work

Teaching Tips

You may choose to pair a stronger reader with a weaker reader to work on one story. If you do so, then each pair would work together on both literature activity sheets.

If you elect not to complete this optional activity, you must distribute Map pieces #20 and #21 in some other way.

DAILY DIRECTIONS - 3

DAY 5: SHARING LITERATURE PREPARATION

Teaching Tips →

If your class is above average, you may be able to combine Days 5, 6, and 7 into two days.

Circulate among the FRIENDS groups to help students with their presentations as needed.

Materials:

- LITERATURE ACTIVITY 6: SHARING LITERATURE—1 per student
- Construction paper
- Colored pencils and/or crayons
- Writing paper

Directions:

1. Students meet in FRIENDS groups.
2. Distribute the group folders and LITERATURE ACTIVITY 6.
3. Describe the THIRD FRIENDS DAY to the whole class. Explain how each group will share its cultural readings from the classroom library.
4. Students begin work on their presentations. They will be creating book covers and summary “blurbs,” and will be preparing dramatic readings.
5. Assist your students with passage selection, word attack skills, dramatic emphasis, possible costumes or props, etc. to enhance their dramatic readings.

DAY 6: DRAMATIC READING PREPARATION (CONTINUATION)

Materials:

- Group folders
- Materials used during Day 5

Directions:

1. Students complete the projects required for the THIRD FRIENDS DAY.
2. Encourage your students to rehearse their dramatic readings by practicing before their respective FRIENDS group members.
3. Award Map piece #22 to each group as their written work is completed.

Teaching ips →

This is accomplished by having students in each group number off from 1 through 5. All 1's then meet in a new circle; all 2's in a new circle, and so on.

Materials:

- Group folders
- Completed projects

Directions:

1. Have students meet first in their FRIENDS groups. Then jigsaw them into new groups.
2. Each class member explains his/her book cover and blurb. Then, having practiced their dramatic readings, students share their favorite passages with their new groups.
3. Award Map pieces #23, #24, #25, #26, #27, and #28, to each group. (Award all six pieces even if the group numbers less than six, as long as all group members have completed their work.)

FAMOUS PERSONS LIST - 1

FAMOUS NATIVE AMERICANS

Harrison Begay—Navaho artist
Lehman Brightman—contemporary civil rights advocate for Indians
Crazy Horse—Sioux leader at the Battle of the Little Big Horn
Geronimo—Chief of the Apaches
The Grant Sisters—trick riders
Charles Grounds—Seminole attorney
Helen Hardin—painter
Fred Kabotie—Hopi artist
Paul Little Chief—entertainer
Maria Martinez—potter
Mescal Martinez—operatic singer
Beatrice Medicine—Dakota anthropologist
George Owl, Jr.—Cherokee aeronautic engineer
Arthur Raymond—editor of the *Grand Forks Herald*
Ben Reifel—first Dakota Indian elected to U. S. Congress
Everett Rhoades—chief of the Infectious Disease Center in Oklahoma City
John Ross—Cherokee chief during “Trail of Tears” relocation
Buffy Saint Marie—folk singer
Sequoyah—Cherokee scholar, developed Cherokee alphabet
Jay Silverheels—actor
Sitting Bull—Sioux chief
Maria Tallchief—ballerina
Jim Thorpe—great athlete
Baida White Bread—painter, Indian chronicler

FAMOUS AFRICAN AMERICANS

Muhammad Ali—boxer
Marion Anderson—opera singer
Maya Angelou—poet
Louis Armstrong—musician
Arthur Ashe—tennis player
Benjamin Banneker—scientist
Guion Stewart Bluford—astronaut
Tom Bradley—Mayor of Los Angeles
Edward W. Brooke III—U. S. Senator (Massachusetts)

Dr. Ralph Bunch—diplomat and United Nations mediator
Yvonne Braithwaite Burke—California legislator
Ray Charles—musician
Shirley Chisolm—U. S. Congresswoman (New York) and first African American woman U. S. Presidential candidate
Bill Cosby—entertainer
Frederick Douglass—escaped slave, abolitionist, orator, and adviser to President Abraham Lincoln
Dr. Charles Drew—physician, discovered blood plasma
Duke Ellington—jazz musician
Alex Haley—author
Gregory Hines—dancer/actor
Billie Holiday—jazz singer
Langston Hughes—writer, poet
Jesse Jackson—civil rights leader, minister
Quincy Jones—musician
Martin Luther King, Jr.—leader of civil rights movement, author, orator, minister
Jacob Lawrence—artist, book illustrator
Malcolm X—orator, civil rights leader, Black Muslim
Thurgood Marshall—U. S. Supreme Court justice
Jesse Owens—Olympic gold medal winner in track
Rosa Parks—began Montgomery bus boycott
Sidney Poitier—actor
Leontyne Price—opera singer
Paul Robeson—freedom fighter, athlete, concert artist, scholar
Jackie Robinson—first African American to play baseball in the major leagues
Diana Ross—singer
Wilma Rudolph—Olympic gold medal winner in track
Henry O. Tanner—artist
Sojourner Truth—former slave, abolitionist
Harriet Tubman—former slave who aided the “underground railroad”
Nat Turner—led slave rebellion
Roy Wilkins—civil rights leader for school desegregation, head of NAACP

FAMOUS JEWISH AMERICANS

Bella Abzug—U. S. Congress (New York)
 Walter Annenberg—philanthropist/publisher
 Bernard Baruch—presidential advisor
 Jack Benny—entertainer
 Milton Berle entertainer
 Irving Berlin—composer
 Carl Bernstein—investigative reporter
 Leonard Bernstein—composer/conductor
 Mel Brooks—producer/actor
 Al Capp—cartoonist
 Benjamin Nathan Cardozo—U. S. Supreme Court justice
 Charlie Chaplin—entertainer
 Neil Diamond—singer
 Albert Einstein—scientist
 Max Factor—cosmetician
 Arthur Fiedler—conductor
 Felix Frankfurter—U. S. Supreme Court justice
 George Gershwin—composer
 Ruth Ginsburg—U. S. Supreme Court justice
 Arthur Goldberg—U. S. Supreme Court justice
 Alan Greenspan—presidential economic adviser
 Harry Houdini—magician
 Jacob Javits—U. S. Senator (New York)
 Henry Kissinger—presidential foreign policy adviser
 Edward Koch—Mayor of New York City (New York)
 Sandy Kofax—baseball player
 Ted Koppel—news commentator
 Emma Lazarus—poet
 Jerry Lewis—comedian
 Ted Lewis—boxer
 Nancy Lieberman—basketball player
 Harry Litwack—basketball coach
 Norman Mailer—author
 Howard Metzenbaum—U. S. Senator (Ohio)
 Bette Midler—singer/actress
 Hyman Rickover—U. S. Navy Admiral
 Harold Robbins—author
 Albert Sabin—physician, developer of oral polio vaccine
 Jonas Salk—scientist, discovered polio vaccine
 Solomon Schechter—scholar and founder of United Synagogue of America

Milton Shapp—Governor of Pennsylvania
 Beverly Sills—opera star
 Hayam Solomon—financier of American Revolution
 Arlen Specter—U. S. Senator (Pennsylvania)
 Gertrude Stein—poet, author
 Irving Stone—author
 Leon Uris—author

FAMOUS IRISH AMERICANS

John Barry—Revolutionary War naval hero
 William Brennan, Jr.—U. S. Supreme Court justice
 Jerry Brown—Governor of California
 Tom Clancy—author
 Mary Higgins Clark—author
 Jack Dempsey—boxing champion
 James Farrell—author
 F. Scott Fitzgerald—author
 Victor Herbert—composer
 Gene Kelly—actor, dancer
 Grace Kelly—actress
 Jim Kelly—quarterback Buffalo Bills
 John F. Kennedy—President of United States
 Connie Mack—baseball manager and owner
 George Meany—labor leader
 Mary McCarthy—author
 Tug McGraw—baseball pitcher
 Daniel P. Moynihan—U.S. Senator (New York)
 Sandra Day O'Connor—first woman U. S. Supreme Court justice
 John O'Hara—author
 Georgia O'Keefe—artist
 Eugene O'Neil—author, playwright
 Tip O'Neil—U. S. Congress (Massachusetts)
 Eileen Parnell—sculptor
 Ronald Reagan—President of the United States
 Fulton Sheen—religious leader, author
 Philip Sheridan—U. S. Army General (Civil War)
 Louis Sullivan—architect
 Charles Thompson—signer of the Declaration of Independence
 Spencer Tracy—actor
 Woodrow Wilson—President of the United States

FAMOUS HISPANIC AMERICANS

Mexican-Americans

Joan Baez—folk singer
 Vicki Carr—singer
 Henry Cisneros—Mayor of San Antonio,
 Cabinet official
 Cesar Chavez—labor leader
 Ernesto Galarza—writer, educator
 Pancho Gonzales—tennis champion
 Nancy Lopez—golf champion
 Ricardo Montalban—actor
 Joseph Montoya—U.S. Senator
 (New Mexico)
 Anthony Quinn—actor
 Linda Rondstadt—singer
 Porfirio Salinas—southwestern artist
 Lee Trevino—golf champion
 Luis Valdez—playwright

Cuban-Americans

Fernando Bujones—ballet star
 Gloria Estefan—singer
 Roberto Goizueta—business executive
 with Coca Cola
 Tony Oliva—professional baseball player
 Robert Suarez—journalist

Puerto Rican-Americans

Herman Badillo—U.S. Congress
 (New York)
 Eddie Belmonte—champion jockey
 Pablo Casals—cellist, conductor
 Orlando Cepada—professional baseball player
 Roberto Clemente—professional baseball
 player
 Jose Feliciano—singer, musician
 Raul Julia—actor
 Rita Moreno—actress
 Dr. Antonia Novello—physician, Surgeon
 General of U.S.
 Chita Rivera—actress, dancer
 Geraldo Rivera—TV talk show host
 Piri Thomas—novelist

FAMOUS ASIAN AMERICANS

Chinese Americans

Hiram Fong—U.S. Senator (Hawaii)
 Y.D. Lee/C.N. Yang/Samuel Ting—Nobel Prize
 winners for physics
 Maya Lin—sculptor (Vietnam War Memorial)
 I.M. Pei—architect

Korean Americans

Philip Ahn—actor, movies, Kung-Fu
 Herbert Choy—U.S. judge
 Kyung Wha Chug—violinist
 Richard Kim—writer
 Sammy Lee—Olympic diver
 YoYo Ma—cellist
 Alfred H. Song—California legislator

Japanese Americans

Dr. Samuel I. Hayakawa—U.S. Senator
 (California)
 Daniel Inouye—U.S. Senator (Hawaii)
 Patsy Mink—U. S. Congress (Hawaii)
 George Nakashina—woodwork artist
 Dr. Hideo Noguchi—bacteriologist
 Seiji Ozawa—symphony conductor
 Pat Suzuki—actress

Vietnamese Americans

Dr. Thong Q. Dang—NASA research
 investigator
 Dr. Duong Nguyen—U.S. Army Colonel
 Duong N. Nguyen—Houston municipal judge
 Dr. Duy D. Nguyen—vascular surgeon
 Dr. Gioi N. Nguyen—U.S. Air Force Major
 Dr. Vinh X. Nguyen—space scientist
 Dr. Xuong H. Nguyen—physicist
 Dr. Mai T. Pham—corneal surgeon
 Dr. Peter V. Phung—atomic scientist
 Dr. Eugene H. Trinh—space scientist
 Dr. Thuan X. Trinh—astrophysicist
 Dr. Tinh T. Trinh—NASA inventor
 Thuy T. Vu—journalist, 21st Century Woman
 Award

FAMOUS AMERICAN REPORT

Your name: _____

You are a member of this FRIENDS ethnic group: _____

Directions:

Attached to this sheet is a list of many famous persons with your ethnic background. Each group leader should assign one name of the same gender to a member of the same gender. (**Gender** here means that boys will research men and girls will research women.) Research the following information about the man or woman assigned you.

1. List here the **name** of person you are going to study:

2. On the back of this sheet put his/her **picture** or, if necessary, trace the individual's face.

3. Under the picture list the following items:
 - **Date** of birth:

 - **Place** of birth:

4. Other life information:
 - **Family:**

 - **Education:**

 - **Work positions:**

 - **Other:**

5. Give her or his **main contributions to our society:**
 -

 -

 -

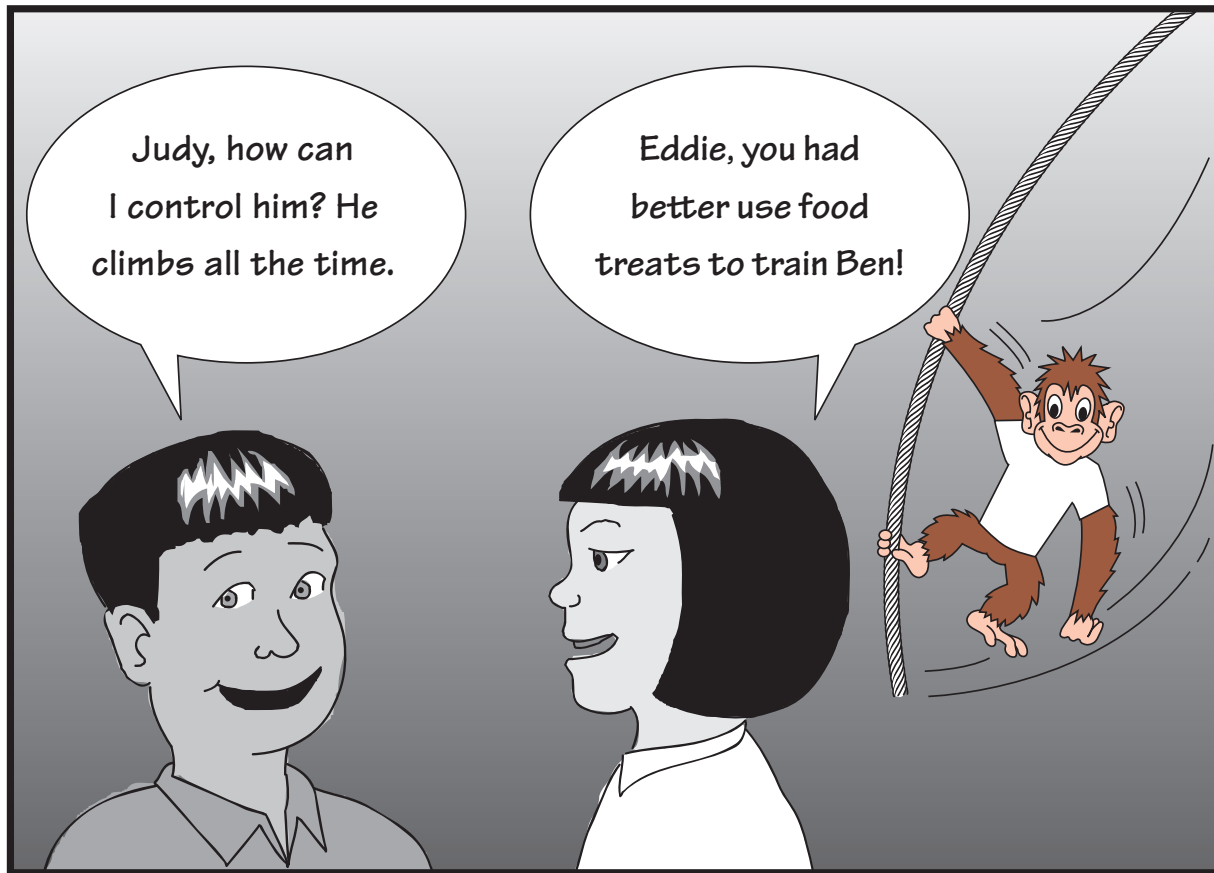
LITERATURE ACTIVITY 1: DIALOG

Introduction:

Dialog is the words that the characters say to each other. You can learn a great deal about what the characters are thinking and feeling by what they say. Dialog makes the characters come alive to us while we read a book or attend a play.

Directions:

1. Pick your favorite short scene or part from the story you have read. (Make sure that the characters in this part of the story have plenty to say to each other.)
2. On a separate piece of paper, draw a picture of the scene you have chosen. Include the characters who will be speaking to each other.
3. Draw “bubbles” for the dialog your characters will speak. Write the quoted dialog inside the “bubbles.”



Title of Book: *Ben, Eddie's Climbing Monkey*

Author of Book: Jim Williams



LITERATURE ACTIVITY 2: STORY SEQUENCING

Introduction:

Plot is how one event in a story flows into the next event. Therefore, one way to understand a story's plot is to divide it into its main events or parts. Try this with your story by following the directions below.

Directions:

1. Think of the story that you just read. Divide the story's plot into **six main parts**. (Remember: parts can be thought of as **events**.)

1

2

3

4

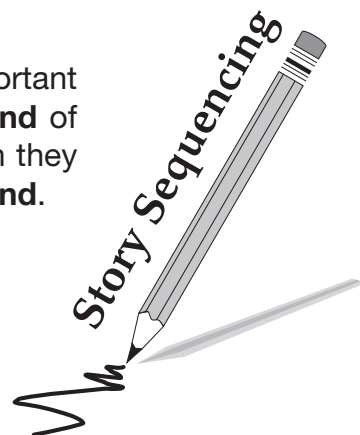
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6

2. On the back of this sheet draw at least **three pictures** of important events that happened during the **beginning**, **middle**, and **end** of your story. Be sure that you draw them in the order in which they happened! Label each picture either **beginning**, **middle**, or **end**.

Title of Book:

Author of Book:



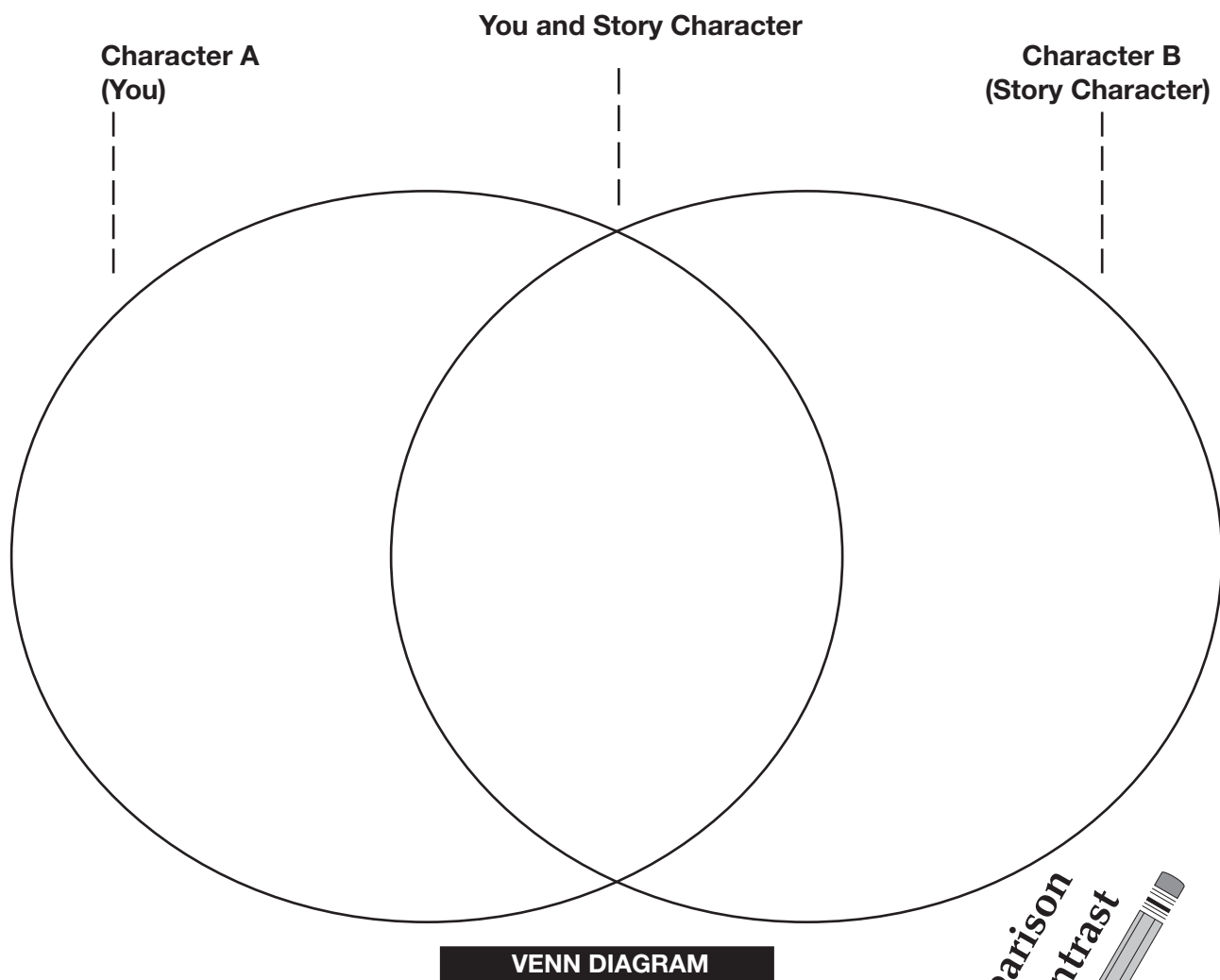
LITERATURE ACTIVITY 3: COMPARISON AND CONTRAST

Introduction:

Think about the characters you have just met in the story you read. How are they the same or different than you are? One way to compare things that are the same and to contrast things that are different is to use a **Venn Diagram**.

Directions:

1. Fill in the Venn Diagram with your ideas. Note that this diagram has the following:
 - a section for items that are true only for **Character A, you**;
 - a section for items that are true only for **Character B, a character from your story**; and
 - a middle section for items that are true for **both A, you, and B, the story character**.
2. Think about such factors as **language, schools, family, holidays, dress, food, transportation**, etc. List these items in the appropriate spaces in the Venn diagram.



Title of Book:

Author of Book:



LITERATURE ACTIVITY 4: POINT OF VIEW

Introduction:

Everyone has his or her own way of looking at something. Each person brings to a situation personal opinions about how things are or should be. In other words, everyone has his or her own “**point of view**.”

Directions:

1. Pick a situation that happened in the story that you read.
2. Select two characters who have different views about that situation. *Briefly* describe each character.
3. Summarize the incident as each of the two characters would tell it.

Name the **two characters** you have selected:

Describe the **First character**, the one telling the story:

Tell **the story this first character would tell** about the incident:

Describe the **Second character**:

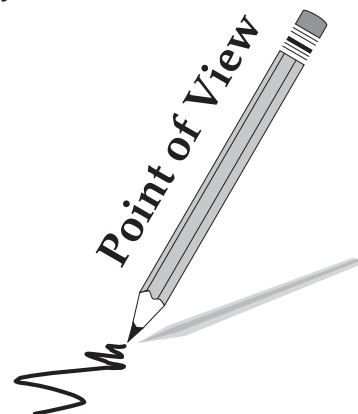
Tell **the story the second character would tell** about the same incident:

Describe **Yourself**:

Now tell **the story you would tell** about the same incident if you were a character in the story:

Title of Book:

Author of Book:



LITERATURE ACTIVITY 5: FIGURATIVE LANGUAGE

Introduction:

Similes, metaphors, and personification are called “**figurative language**” or “figures of speech.” Because figurative language helps to make writing more exciting, you will want to recognize and learn to use it yourself. Read the definitions and examples of how figurative language is used in stories.

A **simile** is a comparison between two things that are not the same. A simile uses “like” or “as” to make the comparison.

Example: I was **as** angry **as** a fly in a fruit jar.

A **metaphor** is a comparison between two things that are not the same. A metaphor does **not** use “like” or “as” while making the comparison.

Example: He was a bear of a man.

Personification is a comparison which gives human characteristics to non-human things or ideas.

Example: The flowers danced on the hillside.

Directions:

1. Study the story that you read. Locate an example of **figurative language** in the story you read. Write it in the space below.

Example:

The above example is a **simile** **metaphor** **personification** (*Circle one.*)

2. Create your own **figurative language example** about a favorite character in the story.

- **Simile:**

- **Metaphor:**

- **Personification:**

Title of Book:

Author of Book:



LITERATURE ACTIVITY 6: FRIENDS SHARING LITERATURE



Introduction:

On the THIRD FRIENDS DAY you will meet with members of other FRIENDS groups. You will be able to share information you learned from the story you read.

Directions:

1. Create a **book cover** which you think will show your classmates something about the book you read. Include the title and the author, and illustrate your book cover.
2. Write a **short summary** of the story. Paste it on the back of your book cover. You will read this summary aloud during sharing time.
3. Pick one part of the book that you really enjoyed, a part that you thought was very important. **Practice reading** this passage.
4. During your sharing time you will have the opportunity to **do a dramatic reading** of the part you practiced. After you explain to the group why you chose that passage, you will read it dramatically.
5. You may also wish to share some of the **other information you learned** during the literature study activities in your own FRIENDS group.

Title of Book:

Author of Book:



DISCRIMINATION—INTRODUCTION

“

... being an



American
friend ...

”

Introduction In previous tab sections, students have studied the history, customs, and literature of various ethnic groups living in American neighborhoods usually peacefully; but, too often, in social isolation from one another. This isolation is often self-imposed due to a misguided discrimination, if not outright prejudice. The discrimination exercises in this tab section are designed to get students to realize that discrimination based on race, color, or religion is ridiculous and hurtful. They will also examine their own definition of a true friend; and will appreciate and value being an *American* friend with all that the word *American* implies.

Set Up

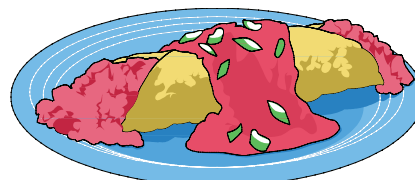
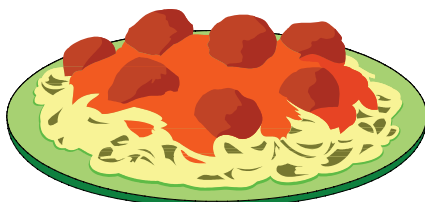
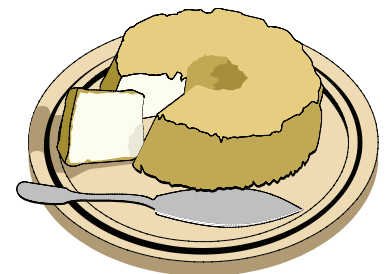
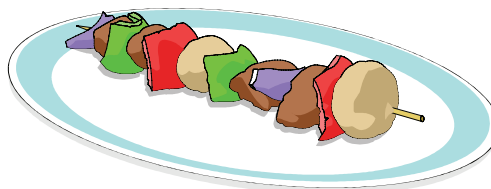
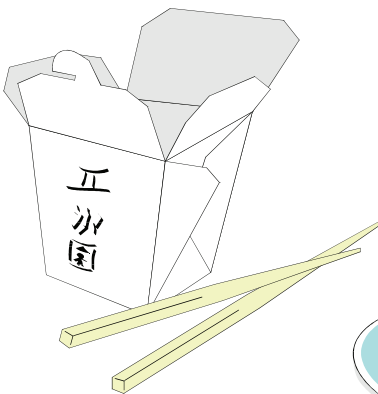
1. Duplication:

Duplicate the items listed below in the quantities listed.

- DISCRIMINATION DAY RULES SHEET (Tab 5/page 6)—*1 per student*
- DISCRIMINATION DAY RESPONSE SHEET (Tab 5/page 7)—*1 per student*
- PICTURE A FRIEND (Tab 5/page 8)—*1 per student*
- FRIENDS FESTIVAL Invitation (Tab 5/page 9)—*Optional*
- FRIENDS FESTIVAL BOOTH PREPARATION (Tab 5/page 10)—*Optional*
- FRIENDS FESTIVAL FOOD PREPARATION (Tab 5/pages 11-18)—*Optional*
- IMPORTANCE OF HAVING DIFFERENT GROUPS SPEAK (Tab 5/page 19)—*1 per student*
- READER'S THEATER (Tab 5/page 20)—*1 per group/Optional*

2. Materials

- Cardboard for booth partitions plus any other materials needed to make “solid” booths
- Food items—donated by parents?



DAILY DIRECTIONS - 1

DAY 1: DISCRIMINATION DAY

Materials:

- GROUP FOLDERS
- DISCRIMINATION DAY RULES SHEET—1 per student

Directions:

1. Students meet in FRIENDS groups. Make certain all have their brightly colored group badges on.
2. Distribute the DISCRIMINATION DAY RULES sheets.
3. Carefully explain what you expect each student to do. Answer any questions, but do not discuss the rules' implications. **Note well: The success of this day is determined by the serious tone that you establish and by your strict enforcement of the Discrimination Day rules!**
4. Students work on other subjects throughout the day. **Note well: Do not allow students to talk to one another if their paper badge colors differ!**
5. Although the rule in #4 above will be difficult to enforce, emphasize that the students must wear their badges at recess and lunch and that they must not talk or play with anyone other than those in their own group.

Teaching
tip →

#3 and #4 are very important to the success of this phase of the simulation.



DAY 2: DISCRIMINATION DAY RESPONSE

Materials:

- DISCRIMINATION DAY RESPONSE SHEET—1 per student
- PICTURE A FRIEND—1 per student
- FRIENDS FESTIVAL Invitation—Optional

Directions:

1. Students meet in their regular FRIENDS groups.
2. Distribute group folders and DISCRIMINATION DAY RESPONSE SHEETS.
3. Students fill-in their reactions to DISCRIMINATION DAY.
4. Students jigsaw into new groups.
5. In a group sharing period, students react to their discrimination experiences. They should also discuss the qualities they look for in friends and discuss if DISCRIMINATION DAY has affected their views.

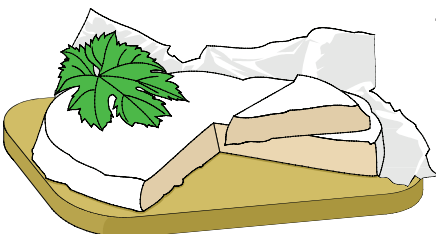
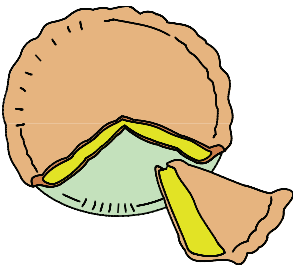
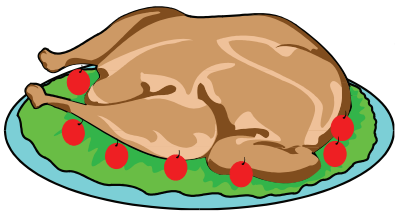
DAILY DIRECTIONS - 2

6. Have students return to their original FRIENDS groups. Then distribute the PICTURE A FRIEND assignment. Tell them it is due tomorrow.
7. If you plan to invite parents to the FRIENDS FESTIVAL, now is a good time to send home the invitation.

DAY 3: FRIENDS FESTIVAL PREPARATION

Teaching Tip →

Having food is an option you may not be able to provide. Instead you could have students find or draw pictures of traditional foods and explain how the foods are prepared and how the dishes taste.



Materials:

- FESTIVAL DAY BOOTH PREPARATION—*Optional*
- FESTIVAL DAY FOOD PREPARATION—*Optional*
- IMPORTANCE OF HAVING DIFFERENT GROUPS SPEAK—*1 per student*
- READER'S THEATER—*1 per group/Optional*

Directions:

1. Collect the PICTURE A FRIEND assignment sheets. Award Map piece #29 to each group if all have completed the assignment.
2. Have students meet in their FRIENDS groups. Have each group appoint a Festival Chairperson.
3. Hand out the BOOTH and FOOD PREPARATION sheets to each group. The chairpersons should ask for two volunteers for each area. Make sure the volunteers understand they will likely have to bring items from home—particularly food.
4. Hand out the IMPORTANCE OF HAVING DIFFERENT GROUPS SPEAK instruction sheet. Have each group's members work together to produce a good outline. Then, require each member to write a speech using this outline, but with the freedom to add or subtract whatever they wish.
5. Hand out the optional READER'S THEATER instruction sheet, if you would like your students to do this activity. Provide sufficient time and support to ensure student success.
6. Be sure to contact the local media (newspaper and TV) if you sense that your FRIENDS FESTIVAL is going to be a good one that will showcase your students and your work to help them learn about multicultural friendship.

DAILY DIRECTIONS - 3

DAY 4: FRIENDS FESTIVAL PREPARATION (CONTINUED)

Materials:

- Completed speeches from yesterday

Directions:

1. Have students meet in their FRIENDS groups. Have each member stand and give her/his speech within the FRIENDS group only.
2. When all speeches have been given, have each group pick its best speaker to give a “Welcoming Speech” to the visitors at tomorrow’s festival.
3. Award the final Map piece, #30 to all groups when the speech practice is finished. Each group’s map on the bulletin board should now be complete. Tell the groups they will transfer this map and the Speech Outlines to their booths for the FRIENDS FESTIVAL.
4. Have chairpersons discuss with their groups final preparations for tomorrow’s FRIENDS FESTIVAL, to determine if members have anything more they can do to make the Festival a success.



Materials:

- Booth Materials
- Food Materials

Directions:

1. Have groups prepare their booths.
2. Have food persons set up their samples on a table or stand inside of, or in front of, their booths.
3. When the guests arrive, seat them in the center seats. When they are settled, have each group's spokesperson give his/her welcoming speech.
4. If you are using the Reader's Theater option, have groups present their dramatic readings.
5. Ask the guests to circulate and visit the booths.
6. As another option, prepare a final song with all the class participating. An example of an appropriate song is "We Are the Children." (Whatever song you select should stress "color-blind" friendship.)
7. Another option to consider:
Ask a willing parent or former student to attend and to video your FRIENDS FESTIVAL. The video tape could have several uses. Examples:
 - A school board presentation
 - Copies of students' speaking and accomplishing other activities could go into students' portfolios (authentic assessment).
 - A presentation at a PTA general meeting, followed by students' comments about their experiences during the simulation that helped them learn the meaning of friendship.

Teaching Tip →

*Consider preparing a **Festival Program** with the song's words on it so that your guests can sing along with the children—a nice warm, fuzzy experience for everyone.*



DISCRIMINATION DAY RULES SHEET

Introduction:

Have you discriminated against someone? Have you ever been discriminated against by someone else?

What is **discrimination**? Discrimination is the act of treating another person unfairly just because this individual, in some way, is different from you.

By taking part in this class activity, you will learn what discrimination means.

Follow the directions below, and listen carefully to your teacher's instructions. Each of you must wear your FRIENDS group colored identity badge around your neck all day long, including during recess and lunch.

Directions:

1. Speak only to someone whose badge color is the same color as yours.
2. Exchange any material only with someone whose badge color is the same color as yours.
3. Play only with someone whose badge color is the same color as yours. You must ignore everyone else—even if the person is usually your best friend.
4. Sit at lunch only with someone whose badge color is the same color as yours.
5. Help only those whose badge color is the same color as yours.



Discrimination

DISCRIMINATION DAY RESPONSE SHEET

Introduction:

Think back on yesterday when no group member of one color was talking with or doing anything with a member of another group whose members wore different colors.

Directions:

To summarize your thoughts, fill in the spaces below:

1. The color of my group is _____
2. Yesterday I could not play with my friends in the _____ or the _____ groups.
3. Other groups acted _____ toward me and my group.
4. I could not talk or play with my friends of a different color. They could not talk or play with me. As a result, I felt _____.
5. I think it is _____ to be forced to be apart from other children simply because they are of a different color or ethnic background than I am.

Here is the lesson I learned from taking part in Discrimination Day:

PICTURE A FRIEND

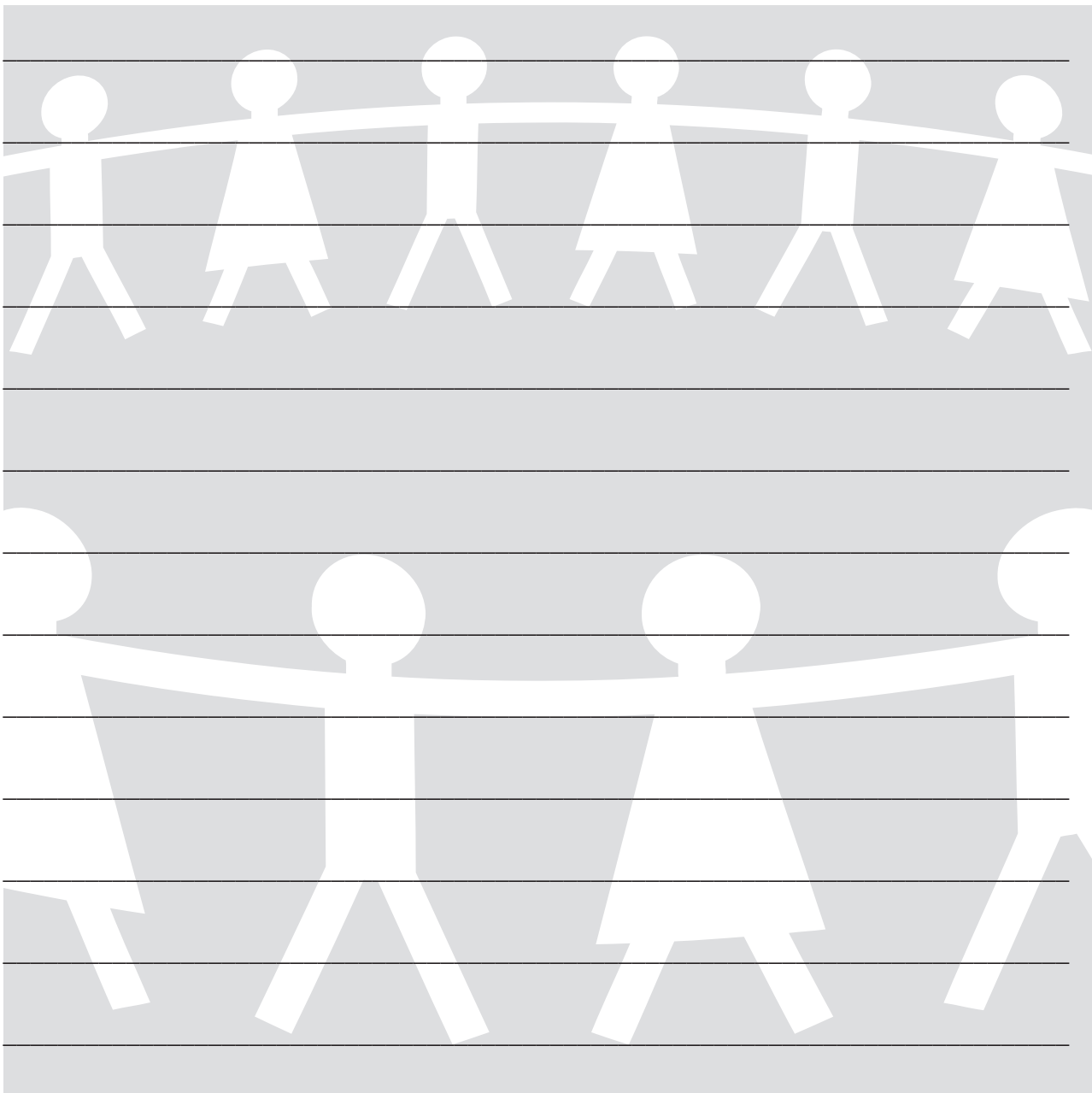
Introduction:

The word “**friend**” is defined as a person who knows and likes another person, a person who supports another, a person who belongs by one’s side. Its word origin is a Latin word, “freon,” meaning to love.

Directions:

Each of us has, in our own way, a personal definition for friend . On the lines below, describe what being a friend means to you. You may wish to include a picture to illustrate your definition.

To me a friend is _____





FRIENDS FESTIVAL

Please join us at our festival.

Date:

Time:

Place:

We will provide food, fun,
and information.

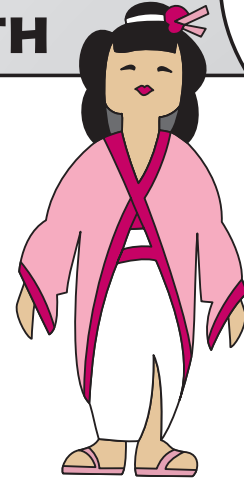
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FRIENDS FESTIVAL BOOTH PREPARATION

Introduction

You must set up a display of your FRIENDS group's work. You will set up this work in an area on the perimeter of your classroom or in another room that your teacher chooses. Your display should have some kind of a banner announcing your ethnic group but also stressing friendship. Here is an example. Do not copy it exactly. Use your own ideas for your FRIENDS group friendship banner.



Directions:

1. Ask your group members to give samples of the following assignments:
 - Arts and Crafts items produced by your FRIENDS group members
 - Pictures of persons in ethnic dress
(Students can also dress in traditional costumes, if possible.)
 - Illustrations of ethnic holidays
 - Rules of one or more traditional games
 - Collage of FAMOUS PERSONS studied by the students in your FRIENDS group
 - Ethnic literature books plus assignments produced by students in your FRIENDS group
 - DISCRIMINATION DAY RESPONSE SHEETS and PICTURE A FRIEND samples
2. Attach these assignments to a poster board. Print titles above the items. Carefully print using black ink. The letters should be large enough so that visitors to your booth can easily read them from five or six feet away.
3. Attach to another piece of poster board the pieces of your ethnic map in proper position so that the map is accurately displayed. Put its title—**AMERICAN FRIENDS MAP**—at the top of the poster board.
4. If you do not have enough pieces to complete the map, ask your teacher to give you the missing pieces—in different colors.

FRIENDS FESTIVAL FOOD PREPARATION

Introduction:

Various ethnic groups prepare and eat different foods. Recipes are given on the following pages for the ethnic groups in the MULTICULTURAL COOKBOOK included in the FRIENDS simulation. If you wish to substitute another recipe for your FRIENDS group, clear it with your teacher.

Directions:

1. Try to find someone to prepare one of the dishes for your FRIENDS group. You should offer to help in any way you can.
2. Find out the history of the dish. The history should include why this particular food is prepared and served the way it is. (Many traditional ethnic foods are associated with holidays and/or religious ceremonies.)
3. Bring the dish, in an appropriate dish, and set it up for tasting on a table in your booth.
4. Serve your dish to festival visitors and be prepared to talk about the food item with them.

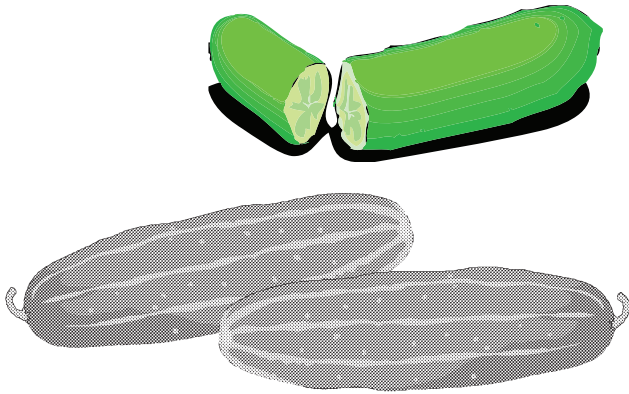
FRIENDS FESTIVAL HISPANIC BOOTH



“Come to our booth and find out what we have learned about friendship! We even have food for you!”

BAKED CUCUMBERS

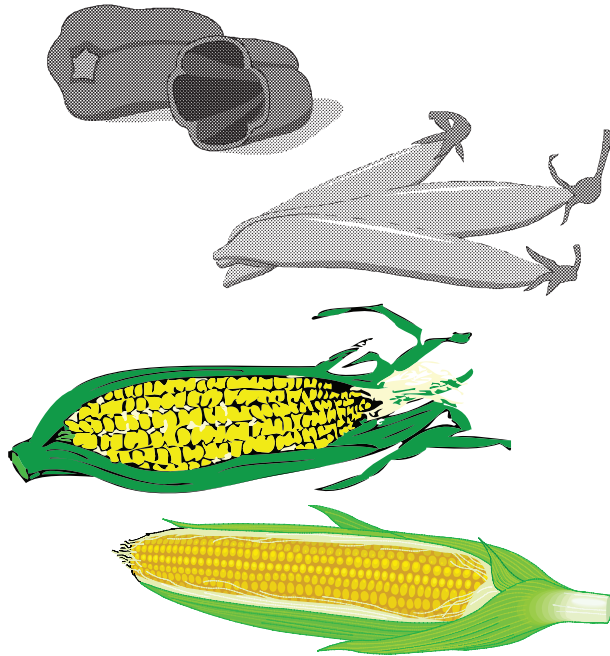
- 3 cucumbers (peeled and cut into quarter-inch slices)
- 2 tablespoons butter or margarine
- 1/2 teaspoon dill
- 1/4 teaspoon fresh ground pepper
- 1/2 teaspoon salt



1. At the bottom of a greased baking dish, place a layer of cucumbers and dot with butter or margarine.
2. Mix the dill, pepper, salt, and sprinkle approximately half over the cucumbers.
3. Add the rest of the cucumbers, dot with butter or margarine, and sprinkle the rest of the seasonings.
4. Bake uncovered in an oven at 400 degrees for 50 minutes.
5. Lightly stir the cucumbers after 20 minutes while mixing the layers.
6. Serve warm.

SUCCOTASH

- 3 cups green beans (trimmed)
- 3 cups fresh corn (cut off the cob)
- 1 cup green pepper (chopped)
- 2 tablespoons butter or margarine
- salt and pepper (to taste)




1. Place green beans in a pot, cover with water, simmer for 12 minutes, then drain.
2. In a separate pan heat the corn and green pepper, then add to the beans.
3. Add salt and pepper, then add butter or margarine
4. Bring to a boil, stir constantly, then remove from the burner and serve.



Multicultural Cookbook


HOME GREENS

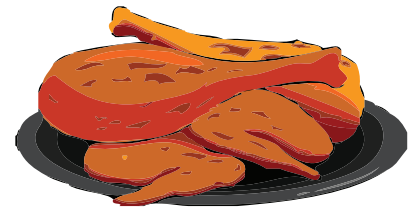
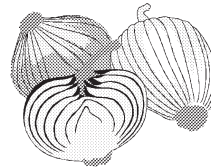
- 5 cups of greens: collard, turnip, mustard, etc. (fresh or frozen)
- 3/4 cup water
- 1/2 pound bacon (cooked) 
- 1/2 large onion (coarsely chopped)
- 1 teaspoon lemon juice
- 1 red pepper or chili pepper (finely chopped)
- 1 cup tomato (chopped, steamed or stewed)
- salt and pepper (to taste)



1. Wash, drain the greens thoroughly, and chop.
2. In a large frying pan cook the bacon and drain off the fat. Crumble the bacon and set it aside for later.
3. Add the greens, water, lemon juice, other vegetables, and seasonings to the frying pan.
4. Cover and cook on a low heat until greens are tender (1-1 1/2 hours).
5. Remove from heat and drain thoroughly.
6. Toss with crumbled bacon and serve.

PEANUT CHICKEN

- 3 pounds frying chicken (cut in sections)
- 1/2 cup chunky peanut butter
- 2 tomatoes (diced) 
- 2 tablespoons tomato paste
- 1 cup onion (finely chopped)
- 1 cup scallion (finely chopped)
- 2 cups water
- 1/4 cup peanut oil
- 1 teaspoon thyme
- paprika, salt, and pepper (to taste)



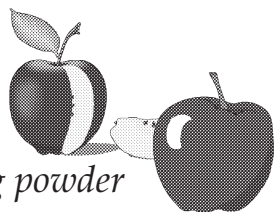
1. Heat oil in large frying pan.
2. Brown chicken sections in oil (16-20 minutes, turning the sections every 4-5 minutes).
3. Drain off the fat.
4. In a mixing bowl combine peanut butter, seasonings, tomato paste, water, and vegetables.
5. Mix until completely blended.
6. Add mixture to chicken in the frying pan. Bring to a boil, then simmer for about 30 minutes.
7. When the chicken is tender, remove from flame and serve.



Multicultural Cookbook

MOM'S APPLE CAKE

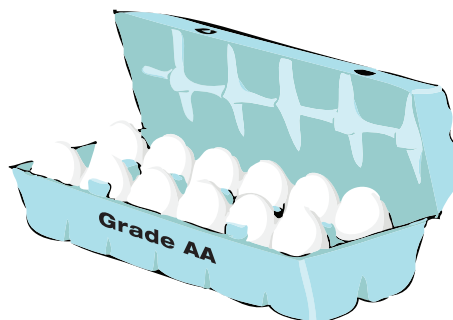
- 4 large apples
- 1/2 cup raisins
- 1/2 cup orange juice
- 3 teaspoons baking powder
- 3 cups sifted flour
- 1/2 teaspoon salt
- 2 cups + 4 tablespoons of sugar
- 4 eggs
- 1 cup oil
- 1 tablespoon vanilla
- 2 teaspoons cinnamon



1. Grease and flour a 10-inch tube pan.
2. Pare and slice the apples (use tart green apples). Set aside.
3. Beat eggs, beat in two cups of sugar gradually, then beat in oil.
4. Sift flour, baking powder, and salt together. Add to egg mixture, alternating with orange juice.
5. Add vanilla.
6. Mix cinnamon and four tablespoons of sugar in a small dish.
7. Pour 1/4 batter in the pan. Put 1/3 of the raisins and apple slices on top; sprinkle with 1/3 of the cinnamon-sugar mixture. Make 2 more batter and apple/raisin/cinnamon-sugar layers. Finish with the batter on top.
8. Bake in preheated oven at 350 degrees for 70 minutes or until done.

MATZO BALLS

- 3 eggs, slightly beaten
- 1 tablespoon oil
- 1/4 teaspoon salt + dash pepper
- 3/4 cup matzo meal



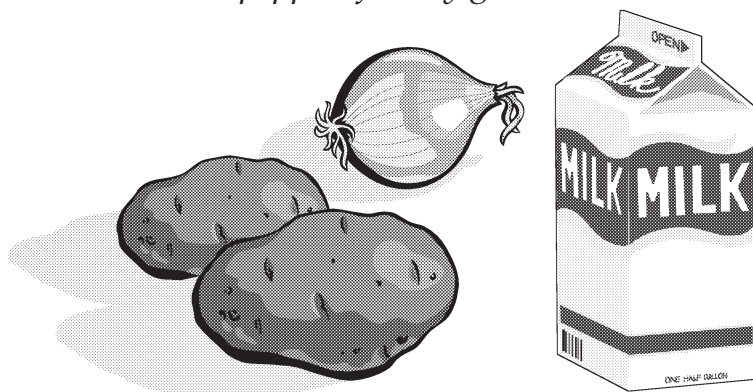
1. Beat eggs until light in color.
2. Add oil, salt, and pepper to beaten eggs.
3. Beat in matzo meal.
4. Cover and refrigerate for 20 minutes. Mixture must have consistency to shape into balls.
5. Moisten hands and shape matzo balls.
6. Using a large pot, bring water to a boil.
7. Reduce flame to maintain slightly bubbling water. Gently drop the matzo balls into the water.
8. Cover the pot and cook 30-40 minutes.
9. When finished, place into warm chicken soup, and simmer five to 10 minutes.



Multicultural Cookbook

POTATO SOUP

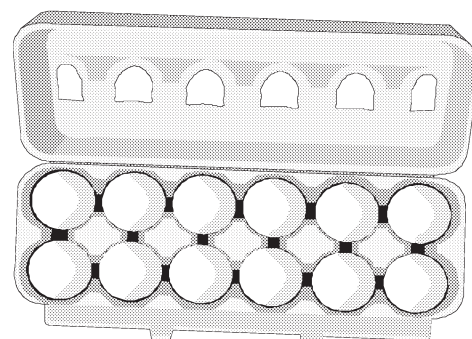
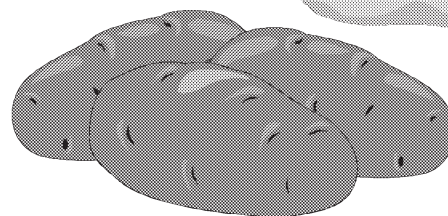
- 2 pounds potatoes (peeled and diced)
- 2 large onions (sliced)
- 3 ounces butter
- 5 cups water
- 1 1/4 cups milk
- 3 tablespoons mixture (finely chopped) of parsley, thyme, and sage
- 2 tablespoons chives or mint (chopped)
- salt and pepper (freshly ground)



1. Sauté the potatoes and onions in the butter for about 15 minutes. Do not brown.
2. Place them in a large saucepan, add the water, herbs, pepper and salt. Simmer for about 30 minutes, until the vegetables are tender. Remove from heat and allow to cool.
3. Blend the mixture.
4. Transfer to a saucepan, add the milk and bring to a boil. Serve hot.
5. Garnish with chives or mint. Serve with cream.

POTATO PUDDING

- 2 cups flour
- 2 ounces butter (melted)
- 1 pound or 3 large potatoes (mashed)
- 2 eggs
- 1 1/4 cups milk
- salt and pepper



1. Mix the flour and butter into the mashed potatoes.
2. Stir in the eggs and enough milk to make the mixture sloppy.
3. Season to taste.
4. Spoon the mixture into a buttered ovenproof dish.
5. Cover and bake in a preheated oven at 225 degrees for six hours.

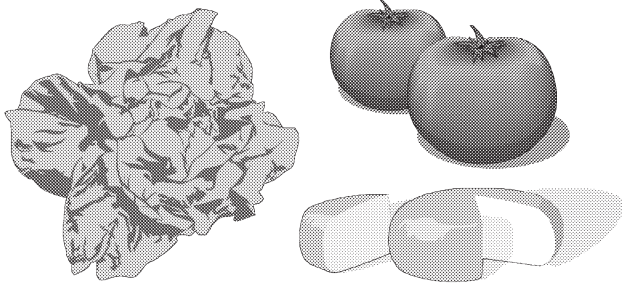


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TACOS

This popular Spanish food is a type of sandwich made with tortillas, a bean or meat filling, and a spicy sauce.

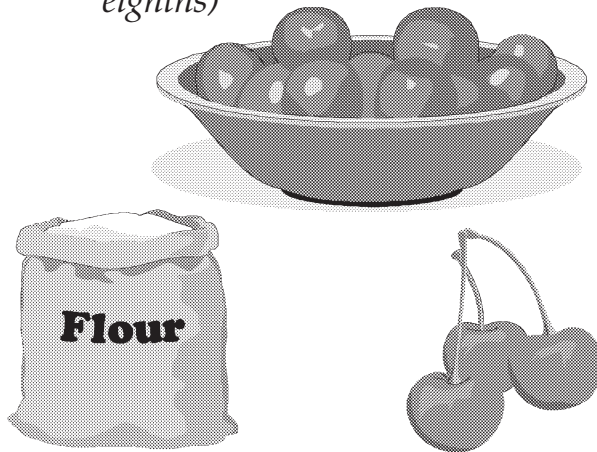
- 6 seven-inch corn tortillas
- 1/2 cup vegetable oil
- 1 1/4 pounds meat: beef, pork, or chicken (precooked, shredded, or ground) and/or refried beans
- shredded lettuce
- chopped tomatoes
- grated cheddar cheese
- bottled taco sauce or salsa



1. Preheat 1/2 cup oil in a frying pan.
2. Place a tortilla in the oil and fry lightly on one side. Turn over, then fold in half with tongs. Fry both sides of folded tortilla to desired crispness.
3. Drain on a paper towel. Fry each tortilla in the same way and drain.
4. Fill folded taco shells with meat or beans, lettuce, tomatoes, and cheese. Add sauce and serve.

PUERTO RICAN BUTTER COOKIES

- 4 tablespoons butter
- 4 tablespoons solid shortening
- 4 tablespoons sugar
- 2 teaspoons almond extract
- 1 1/4 cups flour
- 3 maraschino cherries (cut into eighths)



1. Beat the butter and shortening in a deep bowl until smooth.
2. Add the sugar and mix well.
3. Add the almond extract.
4. Sift the flour and add into mixture. Do not overmix.
5. Form the mixture into little balls and place on an ungreased cookie sheet.
6. Flatten the balls and top the center of each with a piece of cherry.
7. Bake in a pre-heated 350 degrees oven for 25 minutes.



Multicultural Cookbook

PHILIPPINE CHICKEN ABBADO

This delicious Filipino favorite has a Chinese flavor.

- 1/2 of three-pound frying chicken*
- 2 tablespoons soy sauce*
- 4 tablespoons vinegar*
- 1/4 cup water*
- 1 clove garlic*
- 3 peppercorns*

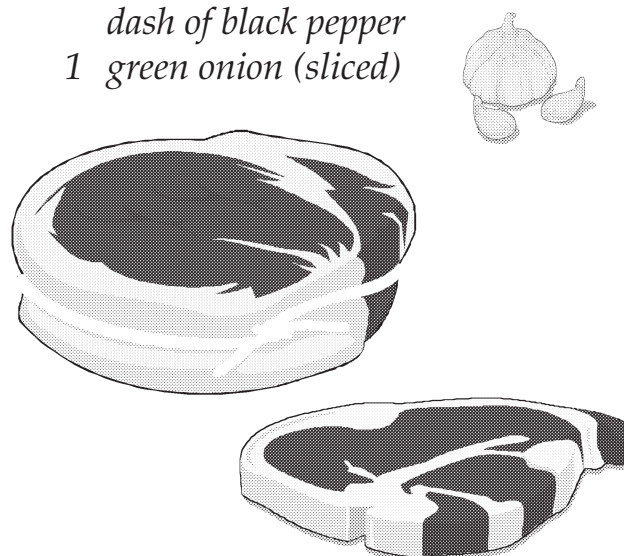


1. Prepare the chicken by cutting into it into two-inch pieces.
2. Mix soy sauce, vinegar, garlic, and peppercorns together in a bowl.
3. Dip the chicken in the sauce to get a good covering, and let it marinate for about one hour.
4. To cook, put the chicken and sauce into a saucepan and cook over medium heat for five minutes.
5. Be sure to turn the chicken so that it cooks on all sides.
6. Add water.
7. Cover the saucepan and continue to cook for about 20 minutes or until it is tender.
8. Rice is a good accompaniment for this meal.

KOREAN BULGO-KI

This meat dish is usually served on special occasions.

- 2 pounds beef sirloin (thinly sliced across the grain)*
- 2 tablespoons soy sauce*
- 2 teaspoons sugar*
- 2 teaspoon sesame seeds*
- 1/8 teaspoon garlic powder*
- dash of black pepper*
- 1 green onion (sliced)*



1. Mix soy sauce, sugar, garlic powder, pepper, green onion, and sesame seeds in a bowl.
2. Marinate the meat in this sauce for about 15 minutes.
3. Remove beef from mixture.
4. Broil it under high heat until the edges are crisp and the meat is tender.

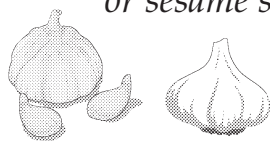
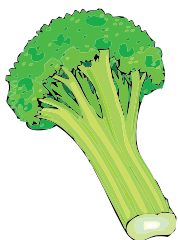


Multicultural Cookbook

CHINESE BROCCOLI/MUSHROOMS

Chinese don't overcook their vegetables.

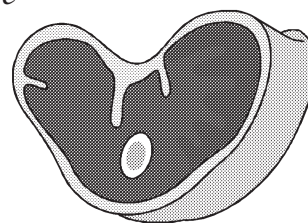
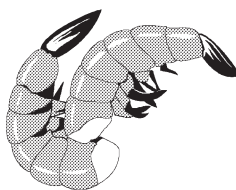
- 1 large head of broccoli
(cut into bite sized pieces)
- 1/2 pound of fresh mushrooms
(cut in half)
- 1 clove of garlic (smashed)
- 1 teaspoon salt and 1 teaspoon sugar
- 1 tablespoon soy sauce
- 4 tablespoons water or
chicken broth
- cooking oil, sesame oil
or sesame seeds



1. In a wok or frying pan with deep sides, saute the garlic in 1 tablespoon of oil until it starts to blister. Remove the garlic and discard. Keep the heat on medium high.
2. Place the broccoli in the hot oil, sprinkle with the sugar and salt and start to stir and fry. After 1 minute add the water or chicken broth, and stir constantly for about 3 minutes while the broccoli cooks.
3. Add the mushrooms and continue to stir fry for about 2 minutes more.
4. Sprinkle with soy sauce and sesame oil or seeds and serve hot.

VIETNAMESE SPRING ROLL

- 1 pound pork (two-inch thickness)
- 1 pound large shrimps (peeled and deveined)
- 1 package of rice paper (9" diameter)
water, lemon or lime juice
- 4 tablespoons hoj sin sauce and
peanut butter
- 1 teaspoon salt and sugar
- green-leaf or purple-leaf lettuce
mint and chive



1. Boil water with salt in a large pan.
2. Place pieces of pork in uncovered pan and wait for water to boil again, then let it simmer for 30 minutes.
3. Add the shrimps into pan, let them cook until turning red, then drain.
4. Slice pork into thin pieces and put them aside with shrimps.
5. Mix hoj sin sauce with sugar, lemon juice, and peanut butter to taste.
6. Dip rice paper (one at a time) into a bowl of warm water and spread it on your plate. Top with lettuce, pork, shrimps, mint, and chive. Roll them all up and dip spring roll in peanut sauce.



Multicultural Cookbook

IMPORTANCE OF HAVING DIFFERENT GROUPS SPEAK

Introduction:

In your FRIENDS groups you have learned many facts about people who have different ethnic backgrounds. Hopefully, you now believe we should respect those differences as we learn what being an “American” friend really means.

Directions:

Outline a short speech below by filling in the blanks that are provided.



1. List **three ways all Americans are alike.**

-

-

-

2. List **three ways Americans can be different.**

-

-

-

3. List the **most important qualities you want in a friend.**

-

-

-

4. Using the outline above, and your own paper, write a short speech describing your own ideas about what a friend is in America.

READER'S THEATER

Introduction:

In this **Reader's Theater** your FRIENDS group will first discuss scenes or incidents that you remember as being the most dramatic things that have happened to your group members during the unit. Then, you will pick the scene or incident that most of your members agree is the most dramatic and easiest for your group to present during the class sharing time—and during the Festival.

Directions:

1. After choosing your scene or incident (see above), decide on who among you is to be the **writer** (or writers), to write the script for your reader's theater presentation. The writer should write the script and then do #5 below.
2. Next your group must decide who among your group members are to be **readers**. They must read the dialog of the various characters aloud to the class.
 - a. If you are chosen to be a reader, practice reading your part so that your presentation is smooth and dramatic. You should know your part so well that you are able to look up at your audience as you read.
 - b. In addition, you may wish to dress in costume to make your dramatic reading more exciting for your audience. (For example, one character may wear a certain hat, while another may wear a jacket.)
3. Decide who is to be the **narrator**. She/he will introduce the scene and read any small explanations necessary to make the action of the scene flow smoothly between the dialog parts read by the characters. If you are the narrator, you are somewhat like a movie director.
4. Decide who is to be the **scenery designer**. This task can be anything from bringing in props to becoming one, such as a tree or a bench or a lamp.
5. Ask your teacher or a parent to **reproduce** the script page or pages so that each person having a reading part has a copy.

Writer? Readers? Narrator? Scenic Designer?

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