

Tuesday/Day 3-Diversity and Globalism

Before You Begin

This lesson visits the concept that race and lifestyle varies around the world.

Content/Goal

Students will:

- Understand that having different kinds of people in our community helps communities thrive and that everyone needs to feel safe.
- Understand that they should be considerate of different people all over the world, and think about ways to keep things equitable everywhere.

Standards:

CCSS.ELA.Literacy.1.6

Identify who is telling the story at various points in a text

Social Justice Standards:

Justice 12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

Materials

- [Slide deck](#) (English)
- [Slide Deck](#) (Spanish)
- [Same Same But Different by. Jenny Sue KostECKi-Shaw](#)
- [US Demographic Map \(2016\)](#)
- [Venn Diagram](#)
- Exit Ticket

Vocabulary

- Diversity
- Inclusion
- Globalism
- Cultural
- Multicultural

Learning Plan

Tell students that today they'll be learning about diverse communities on a global scale.

Teacher: *What does the word diverse mean?*

Jot down student responses. Explain to students that **diversity is when there are a variety of differences**. Add that within our own community, we have diversity, which means we have different lifestyles and beliefs.

Teacher: *What are ways that our school is diverse? What about our friend groups? Should it matter if our groups of friends are diverse?*

Teacher: *Just like our school and city, the countries around the world are diverse. Some have a lot of different folk who look and believe differently, while some countries don't have a lot of diversity.*

When we have a country that has a lot of cultural diversity, it is multicultural.

*Share the map of The United States and the location of race populations, linked above under materials

Teacher: *What country is this? Would you say that our country is diverse? Are all of the states diverse? What do you notice?*

with racial/ethnic diversity map of the world*

Teacher: *Are all countries really diverse? Why would we want to learn about whether countries are diverse or not?*

Circle activity: Start by acknowledging that the sharing circle is done by Indigenous folk who use this space to share their feelings in a space that is welcoming. They would use this space as a ceremony and celebration for growing together. Have a sharing circle to talk about a time they traveled or were in a group of folk who did not look like them/act like them. Pose the question, "why would it matter for us to learn about others and diversity?"

- Remote Learning Modification: Review the circle norms. You might choose to have students popcorn share, share in breakout rooms, or journal their responses to the prompt.

After sharing student responses, read the text, *Same, Same, but Different* by Jenny Sue Kostecki-Shaw. State that the book highlights a friendship between two kids from different places. As you read the book aloud, stop frequently and prompt students to think about the differences and similarities between both characters. Record their responses on the [venn diagram](#).

- Remote Learning Modification: Record their responses on the slide deck.

After completing the read aloud, ask students the circle questions below.

Circle Question(s) + Taking Action

- What did you notice about the different places?
- Did that impact the friendship in a positive or negative way?

- What is the lesson we can take from this book?

Taking Action

- What could you do to learn more about other cultures?

Exit Slip/Project/Performance

Have students assess how they felt about today's learning using the exit ticket.

Additional Resources: Read aloud *What Does it Mean to be Global?* By Rona DiOrio.