

**America At Its Best
America: A Land Of Many People**

Produced by
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America: A Land Of Many People

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America At Its Best
America: A Land Of Many People
Grades 2-5
Viewing Time: 15-minutes with a
ten-question Video Quiz

INTRODUCTION TO THE SERIES

America At Its Best is a series about life in America, how the American government works, the diversity of the people who live in America, and what it means to be an American citizen. This enjoyable series teaches children the values on which America was built and what it takes to contribute and to be a valuable member of a community and a country. This series shows children through example how they can become model citizens and community members.

INTRODUCTION TO THE PROGRAM

America: A Land of Many People explores the many people who live in America today and stresses the value of that diversity. Also explored are the ways in which diversity can be a challenge for a country. What makes an American, when people can be so different in many ways? Americans hold in common certain values and beliefs, such as freedom of religion and freedom of speech. These are defined in the Bill of Rights, an important document that supports the freedoms of Americans. This program teaches why it is so important to honor diversity in America.

The subjects covered in this program include:

- America: A Land of Diversity.
 - What is Diversity?
 - People Move to America to Live
 - So Many Americans!

- Americans' Rights
 - Our freedoms: The Bill of Rights
 - Freedom of Speech*
 - Freedom of Press*
 - Freedom of Religion*
 - The Right to an Education*
- Getting Along
 - The Neat and Tidy Room Treaty
 - How Americans Get Along

LINKS TO CURRICULUM STANDARDS

This lesson correlates to the following standards, outlined by the McREL Education Standards (<http://www.mcrel.org/about/>) for students in grades 2-5.

Standard 8: Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society.

Standard 9: Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy.

Standard 11: Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society.

Standard 25: Understands issues regarding personal, political, and economic rights.

STUDENT OBJECTIVES

After viewing the program and participating in the follow-up activities, students should be able to:

- Define diversity and provide several examples of diversity in America.
- List many of the differences that Americans have, including religious, cultural, ethnic, and linguistic.
- Explain the history of immigration to America.
- Describe some of the arts, food, and sporting events in America that come from other countries.
- Identify and discuss the importance of Americans' rights.
- Illustrate ways that people can resolve differences.
- Explain the benefits of diversity.

INSTRUCTIONAL NOTES

Before presenting this lesson to your students, we suggest that you preview the program and review the guide and the accompanying Blackline Master activities in order to familiarize yourself with their content.

As you review the materials presented in this guide, you may find it necessary to make some changes, additions, or deletions to meet the specific needs of your class. We encourage you to do so, for only by tailoring this program to your class will they obtain the maximum instructional benefits afforded by the materials.

PRE-TEST AND POST-TEST

Blackline Master #1, Pre-Test, is an assessment tool intended to gauge student comprehension of the objectives prior to viewing the program. Explain that they are not expected to get all answers correct, but they are

expected to try their best. You can remind them that these are key concepts that they should focus on while watching the program.

Blackline Master #2, Post-Test, is an assessment tool to be administered after viewing the program and completing additional activities. The results of this assessment can be compared to the results of the Pre-Test to determine the change in student comprehension before and after participation in this lesson.

INTRODUCING THE PROGRAM

After the Pre-Test, "activate" prior knowledge by asking about the subjects in the chapter outline of this program. Ask questions regarding the key concepts: diversity, getting along, and personal freedoms available to all Americans. **Blackline Master #4, Discussion Questions**, may be used for this purpose.

Tell the students that there will be a Video Quiz immediately following the program. Distribute **Blackline Master #3, Video Quiz**, and tell them to turn it face down on their desk and have a pen ready. When the Quiz begins they should be ready to fill in the answers on their paper.

STUDENT/AUDIENCE PREPARATION

Blackline Master #6, Vocal Vocabulary Word Card, is an active learning activity intended for students to complete after viewing the program and answering discussion questions. This vocabulary activity can help students understand the vocabulary presented in the program. The teacher provides students with vocabulary words and copies of **Blackline Master #6, Vocal Vocabulary Word Card**. It is suggested that the teacher model how to complete the activity before asking students to complete their own work independently.

Listed below are vocabulary words presented in the program. These words have been identified to help students understand the content of the program. These words can be worked on at any time during the lesson.

	VOCABULARY	
colony	diversity	immigrants
rights	freedoms	

VIEW THE PROGRAM

Present the program. The viewing time is 15 minutes and includes a Video Quiz following the program.

Support Material: Distribute **Blackline Master #3, Video Quiz**, prior to viewing the program.

FOLLOW-UP ACTIVITIES

Blackline Master #4, Discussion Questions, can be used after the viewing of the program to allow the students to expand on their understanding of the concepts and ideas covered in the program. These questions can be discussed as a class or in groups.

When all activities and discussions are complete, distribute **Blackline Master #2, Post Test**. **Blackline Master #5, Creative Writing**, can be used for the students to write up some of their own ideas about diversity in America. Then choose one or more Extended Learning Activities to allow students to get hands-on experience with the concepts addressed in the program.

DESCRIPTION OF BLACKLINE MASTERS

Blackline Master #1, Pre-Test, is an assessment tool intended to gauge student comprehension of the objectives prior to viewing the program.

Blackline Master #2, Post-Test, is an assessment tool to be administered after viewing the program and completing additional activities. The results of this assessment can be compared to the results of the Pre-Test to determine the change in student comprehension before and after participation in this lesson.

Blackline Master #3, Video Quiz, is intended to reinforce the key concepts of the program immediately following the presentation of the program. The Video Quiz can be used as a tool to outline salient points before viewing the program.

Blackline Master #4, Discussion Questions, can be included before viewing the program to help assess the students' comprehension or after viewing the program to enhance the students' comprehension. Discussion Questions can be presented to the whole class or given to small groups to research and report back to the class.

Blackline Master #5, Creative Writing. After having discussed the Discussion Questions as a class or in small groups, ask the students to do this writing assignment to further strengthen and emphasize their understanding of the concept of diversity in America.

Blackline Master #6, Vocal Vocabulary Word Card, is an active learning activity centered on the vocabulary presented in the program. This is much like show-and-tell. It allows students to show what they know about a vocabu-

lary word by telling a story to the class that illustrates the meaning of the vocabulary word. Decide which vocabulary words on which you would like your students to focus. Model for the class how to complete a **Vocal Vocabulary Word Card** and how to present it to the class that meets your expectations. Have students work in cooperative groups.

ANSWER KEY

Blackline Master #1, Pre-Test

- | | |
|------|-------|
| 1. F | 6. F |
| 2. C | 7. T |
| 3. T | 8. T |
| 4. T | 9. T |
| 5. T | 10. F |

Blackline Master #2, Post-Test

- | | |
|---------------|---------------|
| 1. religion | 6. privilege |
| 2. speech | 7. education |
| 3. press | 8. freedom |
| 4. rights | 9. America |
| 5. immigrants | 10. countries |

Blackline Master #3, Video Quiz

- | | |
|----------|----------|
| 1. False | 6. True |
| 2. True | 7. False |
| 3. True | 8. True |
| 4. True | 9. False |
| 5. False | 10. True |

Blackline Master #4, Discussion Questions

1. Diversity means having a lot of differences. America is diverse because the people who live here are either immigrants or have ancestors who were immigrants. Immigrants have brought many things from the countries from which they come, such as food, religion, clothing, sports, languages, and arts.

2. America benefits from diversity in a variety of ways, which include foods from around the world, and a variety of arts, religions, languages, ways of thinking, and sports. Americans get to learn from people who have differences of opinions and experience from other cultures.

3. Diversity is challenging because sometimes when people have differences it can be hard to agree on everything.

4. People can get along by listening and trying to understand each other. People can also compromise and come up with solutions.

5. The Bill of Rights is a list of rights that all Americans share. A right is a freedom, such as freedom of speech, religion, and the free press. Rights are important because they ensure Americans their freedoms and they help to control the power of the government, for example, free press and free speech keep the government in check by allowing citizens to protest, speak out for what they believe, and to print and read a variety of information with differing points of view.

Blackline Master #5, Creative Writing

The student should be able to describe some of the differences that a person from another country might experience when he or she moves to America. The student might describe feeling left out, learning about different foods, and becoming familiar with new clothing, sports, and a new language.

Blackline Master #6, Vocal Vocabulary Word Card

SAMPLE:

Name: Betty Sue Jacobs

Vocabulary word: immigrant

Where I found it: Video: "America: A Land of Many People."

Story that defines the word: Alphonzo moved to America from Italy with his family. They settled in New York, and he started school there. He is an immigrant. Alphonzo has learned a lot about America from his friends at school. His favorite American activity is going to a baseball game!

EXTENDED LEARNING ACTIVITIES

SCIENCE EXTENSIONS:

Discover the ways that immigration has affected plant and animal life. What plants and animals were brought to America by immigrants?

ART CONNECTIONS:

Break students into groups and have them research a culture that is represented in the United States, and then do an art project, dance, song, or painting based on that culture.

MATH CONNECTIONS:

Research the population growth of the United States from colonialism to the present and make a graph. Draw a line across the graph to show the increase in population.

CREATIVE WRITING CONNECTIONS:

Write a story from the point of view of a colonist, an immigrant, or any other figure from American history.

SOCIAL STUDIES CONNECTIONS:

Have each student make his or her own timeline of his or her family's history in America.

TECHNOLOGY CONNECTIONS:

As a group, research local ethnic arts groups on the Internet that are available in your community.

INTERNET SITES

<http://www.americasstory.com/cgi-bin/page.cgi/sh/oddball>

This website gives examples of instruments that were brought to America by people who emigrated from countries around the world, bringing music and some of their culture with them.

<http://memory.loc.gov/ammem/ndlpedu/index.html>

Excellent website for teachers to use as a resource. Lesson plans for teachers, interactive activities for students, and images concerning immigration and "Our People, A Patchwork of Cultures."

http://ericir.syr.edu/cgibin/lessons.cgi/Social_Studies/Multicultural_Education

This website promotes awareness of the many cultures that have made important contributions to our nation; it demonstrates the value of diversity.

<http://www.earlyamerica.com/earlyamerica/index.html>

This website covers many early American topics. One interesting part of the website explores the world of early America through the media of the day (newspapers, maps, magazines, and writings). There are excellent graphics of such interesting topics as the first political cartoons.

REFERENCE MATERIALS

Kaleidoscope, A Multicultural Booklets for Grades K-8. Bishop, Rudine Sims, National Council of Teachers of English, Urbana, 1994. ISBN 0-8141-2543-3

Excellent reference for teachers, listing and describing books for the younger and older student.

Our Family, Our Friends, Our World, An Annotated Guide to Significant Multicultural Books for Children and Teenagers. Miller-Lachman, Lyn, R.R. Bowker, New Providence, New Jersey, 1992. ISBN 0-8352-3025-2
Informative resource for teachers.

If You Were There In 1776. Brenner, Barbara, Bradbury Press, New York, 1994. ISBN 0-02-712322-7
This book has a very interesting perspective, it puts the student in the midst of life during colonial times. In addition to political events, everyday life of the time is described, what clothes were worn, what food eaten, what entertainment provided, and the nature of family life.

Colonies In Revolt. Carter, Alden R., Franklin Watts, New York, 1988. ISBN 0-531-10576-8
This book examines the events leading to the American Revolution.

A Multicultural Portrait of the American Revolution. Zell, Fran, Benchmark Books, New York, 1996. ISBN 0-7614-0051-6
Very comprehensive overview of early America, taking the point-of-view not only of the white European-Americans, but also of minorities at the time. Very well illustrated.

SCRIPT OF VIDEO NARRATION

People who live in America come from all around the world. People have come from Japan, Canada, France, Iran, India, Mexico, and many, many more countries to live here and become a citizen of the United States. They come to America in search of freedom and opportunity. America is a country of great diversity, which makes people feel very welcomed.

AMERICA - A LAND OF DIVERSITY

What is diversity? Diversity means having a lot of variety. In a box of crayons, there are many colors. Zoos have many kinds of animals, a clothing store has lots of styles and sizes of clothing. These are all examples of diversity. In America, there are people who have many different skin colors and traditions. There are lots of religions practiced in America. The most common language spoken in America is English; however, there are many other languages spoken in the U.S. as well.

America is like a mixed salad. A salad has many different types of ingredients. This makes the salad interesting. Each ingredient is special while making the whole salad delicious.

America became so diverse because it is a country of immigrants. Immigrants are people who come to a new country to make it home. All Americans are either immigrants or have relatives who were once immigrants. During the last ice age, many thousands of years ago, people did not live on the land that is now called America. Hunters crossed into what is now Alaska, being the first people to live on this land. They were the first immigrants. The Native Americans are distant relatives of these early hunters. The next immigrants came from Europe. Christopher Columbus sailed across the Atlantic in 1492 and found what Europeans called the New World. After his discovery, many Europeans made the trip across the Atlantic Ocean to settle in the New World. These people formed the colonies that eventually became America. Many people continued to move to America from countries all around the world. America grew and grew. Today thousands of people immigrate to America every year from countries all over the world.

SO MANY AMERICANS!

Americans enjoy a variety of foods, activities, and arts. Even many of the sports that are played in the United States have come from other countries. Many of the foods that people enjoy in this country have also come from other places. Immigrants who move here bring lots of delicious recipes. A lot of those foods have become a part of the average American diet. It is important to welcome and appreciate these differences. They help to make America a very interesting and special place.

Uta and the High Dukes is a musical group, which performs songs from about 20 countries across Europe as well as a few other places. Uta comes from Denmark, a small country in northern Europe. Europe is a continent across the Atlantic Ocean. Many Americans have immigrated here from Europe. Uta and the High Dukes play in schools and teach their songs to students. Students learn to dance traditional line and circle dances, sing a song in a non-English language, and play percussion along with the band.

The Mexican Folkloric Dance Company of Chicago is a group of kids and adults who perform dances that show the culture of Mexico. They perform across the United States and in Mexico, including for Presidents of both countries. The costumes are brightly colored and show many styles.

Dayo is an artist who lives in the United States. He grew up in a country called Nigeria. Nigeria is located in Africa. Dayo's great grandmother was a potter. His grandfather was a king who traveled around the world promoting Nigerian music. His father was a veterinarian and his mother was a school principal. When he was an adult, Dayo moved to the United States. Now he makes paintings that show in galleries. Dayo's job is a painter.

Recently, the mayor of a town in Nigeria came to America and bought some of Dayo's paintings to bring back to Nigeria. His paintings teach people about his history and the traditions in Nigeria.

OUR FREEDOMS: THE BILL OF RIGHTS

In America, all people have the same rights. A right is a freedom that you are given. In America, all people have the right to go to school, hold a job, buy a house, and practice the religion of one's choice. All Americans, regardless of race, sex, skin color, and religion, have the same rights.

The Bill of Rights is a list of rights that all Americans share. It was created by the founders of this country. The Bill of Rights protects many of our rights as Americans. The First Amendment of the Bill of Rights protects Americans' rights to free speech, to choose and practice a religion, and to free press.

Freedom of speech means that a person, or a group of people, are allowed to speak up for what they believe in. Freedom of speech is important because it gives people the right to speak their mind. If a person or a group of people don't agree with the government, then they can speak out. This is very important because it gives people some way to protest things they don't like and keeps the government working for the people.

Freedom of press means that Americans have a right to have newspapers and the government cannot tell the newspapers what to say or not say. This is important, because newspapers inform people about what is going on in their town, state, country, and the world.

The freedom to practice the religion of one's choice is a very important part of the Bill of Rights. In America, people have a right to practice any religion that they choose.

An important right for all Americans is the right to an education. In America, everyone has the right to be educated. Having an education is also a privilege. A privilege is something a person is lucky to have. Privileges are things that a person gets to do—recess, sports, using the playground, even studying and learning are all examples of privileges. Even having a desk to sit in is a privilege. What if a student didn't have a desk and had to sit on the floor? That would be rough, wouldn't it? It would be very hard to learn that way. So privileges are great things that usually make life more comfortable and fun.

GETTING ALONG

Sometimes it can be hard to get along. Some of the best ways for people to get along with others are to listen, understand, and compromise. Let's see how two brothers use these skills to solve a disagreement.

Charles and his brother share a room. Charles loves trains and has decided to turn the room into a model train track. He wants to have trains, tracks, and model towns running everywhere. His brother Nathaniel is very neat. Nathaniel likes to have everything in place, nothing out of order, so that he can always find what he wants. These brothers have a lot of differences of opinion and yet they need to share such a small space. The boys' mom could hear fighting and complaining coming from their room. Finally, she went in and told them they could talk out their differences so that sharing a room would be easier. She told them that the most important part of talking is listening, especially when people aren't getting along. First, Charles told his side. He said that trains were important to him and that he wanted to learn as much as he could about them so he could grow up to be a train conductor. His brother Nathaniel heard everything that Charles said. Now it was Nate's turn to talk. Nathaniel said that he wanted everything to be neat and orderly so he could get

his schoolwork done. He said it was hard to do his homework with trains all over his desk because they covered up his schoolwork and books. Charles heard everything Nate had to say. Now, his mother told them, it is time for them to come up with a solution. They didn't understand. She told them to talk it over and figure out how they are going to get along and resolve this problem. They talked it over and really listened to the reasons that the other person wanted things a certain way. Charles said that he understood why Nathaniel wanted his desk to be neat, and Nathaniel said that he understood that trains were very important to his brother. They came up with a plan. They would make part of the room a special place for trains. Charles could have all the trains that he wanted but they needed to stay in that area. They would be no trains on Nathaniel's desk, therefore Nathaniel would be able to get his schoolwork done. They called this decision "The Neat and Tidy Train Treaty." Their mother was so proud, and Nate and Charles were able to compromise, and now they share a room together peacefully and successfully.

People who share a country can also have trouble getting along. In America, people have so many different backgrounds, it can be hard for people to agree. It is important that people listen to each other and try to understand each other's ideas. This way, a solution can be found.

So what makes an American is not the color of one's skin, the clothes one wears, the religion he or she practices, or the country that one comes from. What makes Americans is the agreement that all Americans deserve the same rights, freedoms, and opportunities.

VIDEO QUIZ

1. Diversity means everything is the same.
True or False

2. Immigrants are people who move to another country to make it their home.

True or False.

3. Today people from all over the world immigrate to America.

True or False.

4. In America, people enjoy many kinds of foods, sports, and arts.

True or False

5. Americans are alike in every way.

True or False

6. A right is a freedom.

True or false

7. Freedom of speech means that people are not allowed to say what they believe.

True or False

8. Freedom of press gives Americans the right to have newspapers.

True or False

9. Freedom of religion means that all Americans should be the same religion.

True or False

10. It is important for all Americans to listen to each other.

True and False

AMERICA AT ITS BEST
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PRE-TEST

Directions: Circle the correct answer

1. Only one religion is practiced in America.
True False
2. Freedom of speech means people _____.
A) may wear what they want
B) may go to school
C) can speak up for what they believe is right
D) All of the above
3. The Bill of Rights is a list of rights that all Americans share.
True False
4. The first European immigrants moved to America and lived in colonies.
True False
5. Many recipes in America come from other countries.
True False
6. Freedom of press is not a freedom in the Bill of Rights.
True False
7. A privilege is something special someone gets to do.
True False
8. In America, all children have the right to an education.
True False
9. Independence Day celebrates the making of America.
True False
10. It is not important for Americans to try to get along.
True False

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POST-TEST

Directions: Fill in the blank with a word from the list below.

education	immigrants
privilege	speech
press	freedom
America	religion
rights	countries

1. In America, people can practice any _____ of their choice.
2. Freedom of _____ means that people have the right to speak out.
3. Freedom of _____ means that people have a right to have newspapers.
4. The Bill of _____ is a list of rights that all Americans share.
5. People who move to America from another country to become a citizen are called _____.
6. A _____ is something special one gets to do.
7. All Americans have a right to an _____.
8. A right is a _____.
9. Immigrants came to _____ from other countries to live.
10. Many of the foods, sports, and arts in America came from other _____.

AMERICA AT ITS BEST
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VIDEO QUIZ

Directions: Answer true or false to the following statements.

1. Diversity means everything is the same.
True False
2. Immigrants are people who move to another country to make it their home.
True False
3. Today people from all over the world immigrate to America.
True False
4. In America, people enjoy many kinds of foods, sports, and arts.
True False
5. Americans are all alike in every way.
True False
6. A right is a freedom.
True False
7. Freedom of speech means that people are not allowed to say what they believe.
True False
8. Freedom of press gives Americans the right to have newspapers.
True False
9. Freedom of religion means that all Americans should be the same religion.
True False
10. It is important for Americans to listen to each other.
True False

**AMERICA AT ITS BEST
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DISCUSSION QUESTIONS

Directions: Think about the following ideas and in small groups share your opinions. List the group's ideas and report back to the class.

1. What is diversity? In what ways is America diverse?
2. How does America benefit from its diversity? What are some of the things Americans get to enjoy because of diversity?
3. What is challenging about diversity?
4. What are some ways people with different beliefs and opinions can do to get along and live together peacefully?
5. What is the Bill of Rights? What are some of the rights that the Bill of Rights protects? What is a right? Why are these rights so important?

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CREATIVE WRITING


Imagine that you just moved to America from another country. Write a letter to your friend or family back home telling how things are different in America. Some of the things that might be different could be foods, clothing, kinds of plants and animals, sports, music, and activities. In your letter, be sure to explain how you feel about these differences and include how other people treat you.

Dear _____:

AMERICA AT ITS BEST
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VOCAL VOCABULARY WORD CARD

Directions: Complete a Vocal Vocabulary Word Card for each vocabulary word provided to you by your teacher. Use the dictionary, textbooks, the program *America: A Land Of Many People*, or other classroom resources to find the meaning of each word. Please use your own definitions. Make sure your story explains how the vocabulary word is connected to making a difference. Write neatly and in complete sentences. Share your story with your group.


Vocal Vocabulary Word Card 

Name: _____

Vocabulary word: _____

Where I found it: _____

Story that defines the word: _____

Vocal Vocabulary Word Card 

Name: _____

Vocabulary word: _____

Where I found it: _____

Story that defines the word: _____
