

Passports: Crossing Cultural Borders

www.opb.org/education/trs/culturalcompetence/

Passports: Crossing Cultural Borders is an online collection of resources, lesson plans and information designed to help both teachers and students become more culturally competent. This site has been developed with the help of educators in schools around the Portland metro area.

Every classroom activity on this site can be adapted to meet the needs of students in grades 2 -12 and can be integrated into lessons in many subject areas including culture, geography, history, art, music, communication, writing, reading, research, presentation and math.

Overview

The goal of this Web site is to support teachers in their efforts to integrate culturally competent content and educational strategies into their classrooms and school communities, and to make students of all backgrounds, languages and socio-economic levels feel respected, heard, welcome, comfortable and able to learn.

Learning Objectives

Teachers will understand:

- In order for a school to function as a community, it must acknowledge and understand the diverse influences that affect students.
- What defines culture and the meaning of cultural competence.
- That EVERYONE has culture, history, values and beliefs.
- How culture shapes a person's perspective and style of learning.
- How our personal culture shapes who we are and what we do.
- That cultural competence is essential to a successful school environment.
- The connection between cultural competence and student achievement.
- The qualities that make an educator Culturally Competent.
- How to integrate cultural competence across the curriculum and subject areas.
- How to collaborate with community members to enrich both schools and community.
- Where to find and how to cultivate cultural competence resources in the school community.
- The scope of resources available through OPB and PBS programming and related Web sites.

- Where to find additional resources at many levels, including additional lesson plans, ESL learning modifications, multilingual and multicultural materials, books, videos, music, arts, games, food, community resources, etc.
- Specific ideas for making cultural competence a regular part of the classroom.

Students will:

- Study their national heritage and culture, and the diverse cultural traditions that other nations contribute to that heritage.
- Study relationships around individuals, groups (e.g., ethnic, age), institutions (e.g., schools, family) and systems (e.g., political and economic)
- Understand that everyone has a cultural history — even people who are born in America and are part of the dominant culture are shaped by their family background.
- Study how various cultural/ethnic groups express distinctive values, experiences, struggles and contributions as well as give voice to the commonalities of the human condition.
- Give voice to underrepresented groups in areas of curriculum, which are typically represented by majority populations.
- Learn that our culture and background shape who we are, what we believe and many of the things we do.
- Explore continents and countries on a map.
- Determine their family origins.
- Mark their "point of origin" on a map of the world.
- Be motivated to "visit" and learn about many countries.
- Learn words in other languages.
- Experience other countries and cultures through art and music, books, legends and folk tales, food, conversation, film, games, language and more.
- Build an understanding of other cultures through sharing.
- Have opportunities to communicate their findings about their own and other cultures with fellow students and community members.
- Build awareness of cultural resources in the community.
- Experience games, foods, music, art, language, literature, flags and much more from around the world.
- Gain a broader perspective on many issues.
- Compare and contrast cultures, discover the many ways that we are all alike and different, and gain understanding of the reasons for our differences.

Content Standards

The lesson plans and activity ideas on this Web site address the following

content standards, which satisfy Oregon Department of Education standards unless otherwise noted.

Diversity

Students should be able to:

- Demonstrate respect for people of all races, color, creed, origin, religion, age, sex and handicap.
- Interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.
- Value differences, respecting the validity of one's own perspective and understanding the interdependency of all people.
- Apply effective interpersonal communication skills across the spectra of ethnicity, nationality, language, culture, gender and political ideology.
- Identify, interpret and apply cultural information and practices gained from a variety of sources.
- Compare and contrast cultural practices with one's own culture.

Art:

- Know that the visual arts have both a history and a specific relationship to various cultures. (McRELL)
- Identify specific works of art as belonging to particular cultures, times and places. (McRELL)
- Analyze a work of art by comparing and contrasting it to another work from a different time or culture.
- Describe and explain how the characteristics of a society or culture influences works of art.

English - Literature:

- Compare and contrast versions of the same stories from different cultures.
- Identify themes in literary works, and provide support for interpretations from the text.
- Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.
- Generate relevant questions about readings on issues that can be researched.

English - Writing:

- Write biographical or autobiographical narratives or short stories.
- Write descriptive pieces about people, places, things or experiences.
- Use a variety of information sources, including firsthand interviews, reference materials and electronic resources to locate information to support the topic.
- Cite references appropriately.

English - Communication:

- Investigate topics of interest and importance, selecting appropriate media

- resources and using effective research processes.
- Acquire, interpret and use information from print, visual, electronic and human sources.

Foreign Language:

- Use basic vocabulary to describe assorted objects (e.g., toys, dress, types of dwellings, foods) in everyday environments.
- Use appropriate vocabulary, gestures, and oral expressions for greetings, introductions, departures, and other common or familiar interactions (e.g., exchanging name, address, phone number, place of origin, general health/state of being; giving and asking for permission; using the telephone; making and responding to requests).

Geography:

- Know the basic components of culture (e.g., language, social organization, beliefs and customs, forms of shelter, economic activities, and education systems). (McRELL)
- Understand how people and the environment are interrelated.
- Understand how people's lives are affected by physical environment.
- Locate and identify on maps and globes the regions of the world and their prominent physical features.
- Know characteristic similarities and differences of cultures in different regions (in terms of environment, resources, technology, food, shelter, social organization, beliefs and customs, schooling, and gender-based expectations). (McRELL)

History:

- Know family history through two generations (e.g., various family members and their connections). (McRELL)
- Understand personal familial or cultural heritage through stories, songs, and celebrations. (McRELL)
- Know ways in which people share family beliefs and values (e.g., oral traditions, literature, songs, art, religion, community celebrations, mementos, food and language). (McRell)

Language Arts:

- Make contributions in class and group discussions (e.g., recount personal experiences, report on ideas and personal knowledge about a topic, initiate conversations, connect ideas and experiences with those of others).
- Make basic oral presentations to class (e.g., use subject-related information and vocabulary; include content appropriate to the audience; relate ideas and observations; incorporate visual aids or props; incorporate several sources of information).
- Understand that language reflects different regions and cultures (e.g., sayings; expressions; usage; oral traditions and customs; historical,

geographical and societal influences on language).

Presentation:

- Use credible and relevant information to convey message.
- Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
- Use a variety of descriptive words, demonstrating awareness of impact on audience.

Social Science Analysis:

- Identify and compare different ways of looking at an event, issue or problem.
- Examine an event, issue or problem through inquiry and research.
- Gather, use and document information from multiple sources (e.g., print, electronic, human, primary and secondary).
- Analyze an event, issue, problem or phenomenon from varied or opposed perspectives or points of view.

Thinking and Reasoning:

- Identify the similarities and differences between persons, places, things and events using concrete criteria.
- Compare people in terms of important ethnic, religious and cultural characteristics. (McRELL)
- Formulate judgments about ideas under discussion, and support those judgments with convincing evidence.

Cultural Competence for Teachers

"Culturally competent educators are aware and respectful of the importance of the values, beliefs, traditions, customs, and parenting styles of the children and families they serve. They are also aware of the impact of their own culture on their interactions with others and take all of these factors into account when planning and delivering services to children and their families."

National Association of School Psychologists (NASP)

Good teachers, like good parents, want the best for their students. They want them to have dreams, set goals and develop the skills and confidence to achieve them. Good teachers want all their students to feel good about themselves and comfortable in their community. Yet, as every teacher knows, not all students are the same. Children come from different backgrounds, different places and different cultures. They possess different abilities, speak different languages, and have different values and different dreams -- just like their teachers.

Teachers too come from different backgrounds. They have different skills, different values and different levels of comfort with all the differences they face in their classrooms every day. Research shows that the way a teacher feels and teaches about differences can affect the atmosphere in a classroom, and for better or worse, impact student success and achievement.

To be truly effective, a teacher in today's classroom needs to teach from a multicultural perspective. To achieve this, the Department of Special Education at San Diego State University found that "educators must experience culture, explore their own culture and cultures different from their own, and examine how cultural perspectives collide and intertwine." In other words, if educators are to improve the quality of the classroom experience for all of their students, they need to become culturally competent.

What is Culture?

If teachers are to be culturally competent, they first need to understand the question: What is culture? The dictionary definition of culture covers everything from yogurt to opera. For our purposes, the concepts below demonstrate the complexity of this topic and how the term "culture" relates to every aspect of our lives, values, beliefs and behaviors.

An Anthropological Perspective of Culture

- **Topical:** Culture consists of everything on a list of topics, or categories, such as social organization, religion or economy.
- **Historical:** Culture is social heritage, or tradition, that is passed on to future generations.
- **Behavioral:** Culture is shared, learned human behavior, a way of life.
- **Normative:** Culture is ideals, values or rules for living.
- **Functional:** Culture is the way humans solve problems of adapting to the environment or living together.
- **Mental:** Culture is a complex set of ideas or learned habits that inhibit impulses and distinguish people from animals.
- **Structural:** Culture consists of patterned and interrelated ideas, symbols or behaviors.
- **Symbolic:** Culture is based on arbitrarily assigned meanings that are shared by a society.

Source: John H. Bodley, From *Cultural Anthropology: Tribes, States, and the Global System*, 1994

What is Cultural Competence?

Cultural competence is the ability to effectively respond to students from different cultures and classes, while valuing and preserving the dignity of cultural differences and similarities between individuals, families and communities. It is an understanding of the hidden rules within different economic and cultural structures in order to have productive relationships with students.

Why Is Cultural Competence Important?

Students from culturally and linguistically diverse backgrounds often do not fare well in public education and are plagued by problems such as the achievement gap, overrepresentation in special education, high suspension and expulsion rates, and high drop-out rates. (Jencks & Phillips, 1988; Losen & Orfield, 2002; Townsend, 2000)

Who Is a Culturally Competent Educator?

"Teachers who are prepared to help students become culturally competent are themselves culturally competent. They know enough about students' cultural and individual life circumstances to be able to communicate well with them. They understand the need to study the students because they believe there is something there worth learning. They know that students who have the academic and cultural wherewithal to succeed in school without losing their identities are better prepared to be of service to others; in a democracy, this commitment to the public good is paramount."

- **Gloria Ladson-Billings**, Professor in the Department of Curriculum and Instruction University of Wisconsin-Madison

Become a Culturally Competent Educator - Tips for Success

The suggestions on this list are intended to increase awareness of the importance of cultural competence in schools and provide concrete examples of things that teachers can do to foster a culturally competent environment.

1. Regularly seek out opportunities to enhance cultural competence by participating in diversity trainings, cultural workshops and classes that will help you identify stereotypes.
2. Integrate cross-cultural communication topics and materials into the curriculum.
3. Provide and display books, maps, words, posters, games, videos and other materials that reflect the different cultures of students in your classroom and school.
4. Encourage students to see not only the differences among cultures, but also the similarities.

5. Learn as much as you can about a student's culture.
6. Use educational approaches and materials that capture the attention of your intended audience.
7. Be creative in finding ways to communicate with students and families that have limited English-speaking proficiency.
8. Avoid stereotyping.
9. Find ways to partner with the community by including neighborhood and community outreach efforts and involving community cultural leaders in classroom and school activities.
10. Help students understand that everyone (including you) has a cultural identity.
11. Review and revise classroom tests to eliminate cultural bias.
12. Attempt to learn and use key words in other languages in the classroom.
13. Use visual aids, gestures and physical prompts when interacting with children who have limited English proficiency.
14. When possible, insure that notices to parents are written in their language of origin.
15. Keep in mind that limitations in English proficiency are in no way a reflection of the intellectual capacity of your students.
16. Screen books, movies and other media resources for negative cultural, ethnic or racial stereotypes before sharing them with students.

The Culturally Competent Classroom

The culturally competent classroom is a place where individuality is honored, differences are celebrated, and experiences are respected. It's a place where everyone feels safe, comfortable, valued and able to learn.

A culturally competent classroom acknowledges that everyone has a cultural history. Whether black or white, Asian, European or American, whether newcomer or Mayflower descendant - everyone comes from somewhere. Our cultural background shapes:

- Who we are
- What we believe
- The foods we eat
- Our traditions and celebrations
- Our perspective
- Our learning style

In a culturally competent classroom, the ideas, languages, skills, values and beliefs that each person brings enriches the community. It is a place where we strive to learn about one another and our varied backgrounds, because the more similarities we discover, the more differences we talk about and learn to

understand, and the more comfortable we can be together.

Research shows that a culturally competent classroom can be created by integrating cultural learning into all aspects of the curriculum and classroom activities as often as possible. The activities and resources on this Web site are designed to provide you with information and inspiration as you implement strategies to foster a culturally competent learning environment.

<http://www.opb.org/education/trs/culturalcompetence/teachers.html> - top

Resources for Teachers

The Center for Cultural Competence

www.luzsocialservices.org/ccs/index.html

Cross-Cultural Communication

An Essential Dimension of Effective Education

www.nwrel.org/cnorse/booklets/ccs/index.html

Five Lessons for Teaching About Tolerance

www.nea.org/lessons/tt030120.html

- **Lesson One: Bursting Stereotypes**
Balloons serve as the conduit for this lesson in which students "burst" stereotypes. (Grades 2-12)
- **Lesson Two: How Tolerant Are Kids in Your School?**
Students graph results of a survey of attitudes and tolerance in their school. (Grades 6-12)
- **Lesson Three: Those Tear-Me-Apart, Put-Me-Back-Together, Never-Be-the-Same-Again Blues**
This powerful activity illustrates how unkind words can hurt. (Grades PreK-8)
- **Lesson Four: Teaching About Tolerance Through Music**
Invite students to analyze the lyrics of Peter, Paul and Mary songs that express themes of tolerance. (Grades 3-12)
- **Lesson Five: Everybody Is Unique: A Lesson in Respect for Others' Differences**
Teach about respect for others' unique qualities in this lesson that combines art and language arts. (Grades K-8)

Identifying Stereotypes in the Media

<http://school.discovery.com/lessonplans/pdf/stereotypes/stereotypes.pdf>

Justice Talking Presents "The Education Gap: Which Way to a Smarter America?"

www.justicetalking.org/viewprogram.asp?progID=465

Cross-Cultural Communication

www.maec.org/cross

Read debate between Chester E. Finn, Jr., Senior Fellow at **Stanford's Hoover Institution**, and Patrick Burk, Ph.D., Chief Policy Officer.

Promoting Diversity in Elementary School Curricula

Yale-New Haven Teachers Institute

www.cis.yale.edu/ynhti/curriculum/units/1997/4/97.04.10.x.html

Lesson Plan

Passports: Crossing Cultural Borders

Lesson Overview

In this activity, students in grades 2-12 will identify where they (or their families) come from on a map. Based on the countries where they and their classmates are from, they will create a list of places to "visit" and receive a passport (**Download passport template**) to help them record where they have been and what they have learned.

Students will earn stamps to fill their passports. To do so, they may participate in or set up activities, read books, write a story, play games, listen and respond to music, view and create art, watch video presentations, visit community resources, interview community and family members, conduct first person and/or media-based research, taste food, visit places and more.

The greater the number of activities the students participate in related to a certain country, the more points they will earn on their passports. The goal is to motivate students to want to earn points, learn more about all the countries, and put the cultures around them into sharp and pleasurable focus.

Students who fill in all the passport areas in one country may become ambassadors -- sharing what they know with others. Newcomers can be Special Ambassadors -- sharing language, experiences, photos, games or special knowledge with others who are "visiting."

Note: The activities described here can be implemented as a short-term project - something as simple as sharing books, videos, games and food within a classroom -- or they can become the basis for a year-long, school-wide effort. Either way, we hope that you will find ways to bring activities and learning strategies promoting cultural competence into the classroom every day. These ideas and strategies can be the theme that runs through all learning, brings community members and families into the school, and brings students into the community to explore cultures different from their own. The dimensions of this

project are up to you; we encourage you to collaborate with your colleagues to share activities and resources and therefore broaden the horizons of all the travelers who are working to add stamps to their passports.

Learning Objectives

Students will:

- Use a world map to locate their point of origin.
- Learn the names and locations of the continents.
- Assign different countries to the continents in which they are located.
- Discuss the languages spoken in different countries.
- Discover self-defined points of cultural origin.
- List all of the countries, states and unique communities represented on the map.
- Understand that every country and many communities within the United States have their own culture.
- Understand that everyone comes from somewhere.
- Understand that culture is a part of what makes us who we are.
- Brainstorm ways to learn more about the different cultures represented in the classroom.

Activity #1: Point of Origin

For this activity, you will need a world map, multicolored pushpins (small with round heads), and an atlas and smaller detailed maps. Begin by putting up a large world map in the classroom.

Tip: Introduce individual continents using small detailed maps that show country names.

Have students identify the continents and countries on the map. Then, ask students to show their "point of origin" by putting a pin into the country, city or state they have identified as their origin.

Model: Share your own cultural heritage. Help students understand that even people who look like members of the majority may have a multicultural background. For example, "I am going to put three pins in the map. I was born in New York City, but my father was born in Warsaw in Poland. My mother was born in the United States, but her parents were from Russia, so I will put a pin there too."

Note: To ensure that students can identify their points of origin, send a note* home to family members to:

- _ Describe the project and its purpose.
- _ Encourage family conversation about background (perhaps include a small map and ask parents to write the names of their countries, cities and/or

villages on the appropriate continent).

- _ Invite parents and other family members to participate in the Passports project by sharing their stories, family, history, language, holiday traditions, foods, crafts or other skills.

* You may want to consider translating this note into other languages (many schools provide translation services).

Once every student, as well as the teacher and other class members, have located their points of origin on the map, make a list of all the places that are represented. This list will be the "route" that students will travel using their "passports."

Discuss: What would you like to know about the places on this list? Break students into small groups and ask them to list information they already know about each place (I know that people speak Spanish in Mexico, etc.).

Note: This is a great way to encourage newcomers and students with diverse backgrounds to share their knowledge.

When the knowledge list is complete, have students generate a list of questions to which they would like to explore the answers. (What language is spoken here? What is the weather like? What do people eat for breakfast? How do families celebrate a birth, wedding, death? etc.)

Ask: Where can you find answers to your questions? Have students brainstorm a list of resources. The goal of this list is to allow students to understand that information about each of the countries and cultures on their list can be found in MANY places. Also, this list will build awareness of the many and varied resources available in the library, the classroom and community. Encourage students to consider the human resources who might answer their questions.

Note: Newcomers to the United States will have the opportunity to ask questions about their new country and learn from local experts. They in turn can be resident experts on their own countries.

Activity #2: Your Passport to the World

Give each student a passport. ([Download Passport Template](#)) Explain that the goal of this passport is to "visit every place that is pinpointed on the map" and earn AT LEAST one stamp in each country.

To earn a stamp for a particular country, students may choose to read a book, hear music, taste food, watch a video, play a game, etc. Also, you may want to offer students the option of participating in some of the activities referenced in the

resources section. These resources include lesson plans, hands-on activities, project ideas, extensive book lists, Web sites, virtual museums, community resources, and of course, videos and related materials from OPB and PBS. (Note: You may choose to simply integrate these materials and ideas into your classroom as a way to enhance day-to-day lessons or you may want to focus entire units on cultural awareness.)

Students can fill in details, (e.g., title of book, film viewed, place visited, food tasted, game played) and write a few words or a sentence about what they learned.

In addition to the classroom activities, students may ask family and friends to help them earn passport stamps by bringing their own stories, food and traditions to the classroom, helping with field trips, or making cultural competence an important part of their family activities by participating in cultural outings such as visits to restaurants, Chinese gardens, concerts, neighborhood festivals, etc.

Students who earn six stamps for one country may become Cultural Ambassadors. Cultural Ambassadors can then share the knowledge they have acquired with other students and help them earn their stamps. ([Download Ambassador Ribbon Template](#))

Note: Younger students or those who are learning English may tell or show what they have learned.

Activities Across the Curriculum

From math to language arts, the following section suggests a variety of ways you can integrate culturally competent learning activities into your classroom.

Literature and Language Arts

Stories and folktales serve as useful tools in the culturally competent classroom. Telling stories and reading out loud can build listening skills, entertain, teach lessons and explain why things are the way they are. Similar stories from different cultures demonstrate how people are alike around the world -- their concerns, their joys, etc. Actively involve students in reading books, folktales and stories. Provide access to books in different languages; books about different countries, histories, celebrations, etc.; books with pictures, art and photographs; variations on familiar stories from around the world and recipe books. Where possible, provide opportunities for students to hear familiar stories read in more than one language. Also see book suggestion sites and sites like [Circle of Stories](#).

Language and Vocabulary

Provide opportunities for students to hear and see different words in different

languages. Translate (or ask parents or students to translate) words for familiar objects around the room. Create stickers or signs to put on the door, window, books, teacher, etc. Research and present sayings and riddles from different countries. Can you discover different ways to convey similar messages?

Writing

Ask students to read and research, organize, write, illustrate and present their own work on different peoples. Write stories or descriptions from the point of view of a newcomer to this country or of someone from another culture or background. Write biographies of people from different countries. Write a story or create a presentation about your hero. Encourage students to interview family members and discover their backgrounds, how they or other family members came to America, or learn about family rituals and special events.

History

Introduce heroes from every culture, people from different cultures who have made major contributions to our country, and people from different countries who have contributed to the world. Explore immigration: Why did YOUR family come to the United States? Is there a connection between world events and your family history?

Arts

Provide opportunities for students to experience all forms of self-expression and emotion. Incorporate songs in many languages, music and dance, movement and rhythm as ways to learn language, tell stories, share feelings and learn about other cultures. Invite musicians, dancers and artists from different cultures to visit your school, offer workshops, and participate in fairs, celebrations and special events. Where possible, through field trips or family outings, encourage students to become familiar with opportunities in the community to hear music, see performances, participate in fairs and celebrations, and view and make art.

Observe flags and stamps, learn songs (great way to learn new words and words in a new language), dances and national anthems. Learn about artists from different cultures, their work and their backgrounds. See a play or put one on in your classroom. (See **Music** and **Art** sections of the [Web Resources](#) page.)

Visual Arts

Observe the creativity and techniques of outstanding artists from all groups. Provide hands-on opportunities to explore different media, invite artists to the classroom and invite parents to share crafts and skills. Consider what you can learn about a place by analyzing the colors and materials used in traditional art. Consider the uses of the art you explore ? is it for everyday use, ceremonies or just beauty?

Social Studies

Consider the ways that festivals and holidays bring families and communities

together. Sample and learn about ethnic foods to help students understand not only the food customs of peoples, but also the products of various regions and the methods of food preparation. Play games from various cultures. (See the **Games** of the [Web Resources](#) page.)

Geography

Learn the location of different countries and continents. Consider how climate and location affect food, clothes, music, transportation and celebrations.

Math

Introduce games and problems, puzzles, and arts and crafts.

Resources

Oregon Public Broadcasting Television

These program resources are a good source of information and ideas to be used with the Passports lesson plan. For program air dates, log on to www.opb.org/television/daily.php. For accompanying lesson plans and resources, check the program Web sites listed below.

American Experience: "Malcolm X"

His compelling story is told through the memories of people who had close personal and working relationships with him.

Becoming American: The Chinese Experience

In the saga of American immigration, the Chinese experience is relatively unknown. But it's a dramatic story of struggle and triumph, progress and setbacks, discrimination and assimilation.

Bridging World History

This multimedia course for secondary school and college teachers looks at global patterns through time. Programs can also be streamed from the Web site.

Frontline: "House of Saud"

How the Al Saud family maintains its hold on power in the face of growing tensions between Islam and modernity.

For Gold and Glory

Set against a backdrop of racial unrest in America during the 1920s and '30s, this documentary retraces the heritage of the Gold and Glory Sweepstakes, an auto racing circuit for African-American drivers and mechanics.

Great Museums

TV series devoted to America's museums

Independent Lens: "A Wedding in Ramallah"

From the violence of the West Bank to the quiet suburbs of Cleveland, an intimate look at the arranged marriage of a Palestinian American man to a young woman from a traditional village.

Japan: Memoirs of a Secret Empire

Isolated from the West, 18th century Edo flourishes culturally and economically, becoming one of the liveliest cities in the world.

Journey to Planet Earth

Investigate the link between environmental change and the health of our planet.

The Meaning of Food

Food is how we define ourselves as members of a particular culture or community. There's great power in the kitchen -- to celebrate, to unite, to nurture and to heal.

My Journey Home

What is home? Probe America's diversity through three personal stories of buried pasts and broken dreams.

Life360: Lifestories: Wearing Her Roots

Meet a woman who went on vacation and found unexpected emotional ties to ancestral homelands.

New Americans

Follow a diverse group of immigrants and refugees as they leave their home and families behind and learn what it means to be new Americans in the 21st century.

Postcards From Buster

Travel North America and learn about people and culture with Buster, his dad and a rock band.

POV: "Escuela"

Mexican-American girl tries to hold onto her heritage as she enters puberty in 21st century America.

Reading Rainbow

Helps stimulate interest in reading for pleasure and entertainment.

Roots in the Sand

A multi-generational portrait of pioneering Punjabi-Mexican families who settled in Southern California's Imperial Valley a century ago.

Slavery and the Making of America

This groundbreaking series chronicles the institution of American slavery.
<http://www.opb.org/education/trs/culturalcompetence/resources.html> - top

Web Resources

Literature

Bulletin of the Office for Diversity, American Library Association -- The Diversity Toolchest: Multicultural Awards for Young Readers, a Brief History

www.ala.org/ala/diversity/versed/versedbackissues/january2005abc/multiculturalawards.htm

Books on East Asia

www.smith.edu/fccea/general/gbooks.htm

A comprehensive list of books that include the following topics: art, Asian Americans, children's literature, culture, economics, education, geography, history, religion, travel, politics and more.

Circle of Stories

www.pbs.org/circleofstories/

Listen to stories; look at images with Flash Player.

Foreign Language Children's Books

www.library.uiuc.edu/edx/forlang.htm

Site includes search strategies, other locations and resources, as well as language-specific bibliographies.

Mayan Folktales

www.folkart.com/~latitude/folktale/folktale.htm

Multi-Cultural Children's Literature

frankrogers.home.mindspring.com/multi.html

List includes adoption literature, as well as Asia/Asian American, Africa/African American, Hispanic and Latino, Jewish/Hebrew, and Native American themes.

Reading Rainbow

Theme week programming presents books that focus on culture and tradition.

Check these sites for programming, book suggestions and descriptions, and good companion books built around cultural themes.

gpn.unl.edu/rainbow/theme_index.asp

pbskids.org/readingrainbow/books/

Music

African Arts and Music

www.pbs.org/wnet/africa/tools/music/goals.html

In this series of lessons, students will gain an overview of the art and music that represent the diverse regions of Africa.

ESL Through Music

www.caslt.org/research/music.htm

Songs for Teaching: Using Music to Promote Learning

hwww.songsforteaching.com/

National Anthems, Passports and Flags From Around the World

www.thenationalanthems.net/

Words and downloadable recordings of anthems

National Anthems of the World

www.imagesoft.net/flags/anthems.html

Play and hear national anthems and see flags from every country.

Art

Art Beat at School

www.opb.org/programs/artbeat/atschool/login_home.php

A collection of video clips and lesson plans arranged by discipline and artist name

Creatively Teaching Multicultural Art

www.goshen.edu/art/ed/multiculturalart.html

How teachers can teach art in ways that make students take pride in their own cultural identity while gaining respect and appreciation for the art of other cultures

The Getty's Art Education Web Site

www.getty.edu/artsednet/

Multicultural Art Resources

www.teach-nology.com/teachers/subject_matter/arts/multicultural/

Teaching Primary Children About Japan through Art

www.indiana.edu/~japan/digest16.html

Virtual Museum Visits

Cincinnati Art Museum

www.cincinnatiartmuseum.org/greatart/tour_asia.shtml

Great Museums

www.greatmuseums.org/

Louvre

www.louvre.fr/louvrea.htm

Northwest Museum of Arts and Culture

www.northwestmuseum.org/northwestmuseum/sub.aspx?id=301

The Northwest Museum of Arts & Culture collects art, artifacts and primary source material in three disciplines: regional history, fine art, and American Indian and other cultures.

Smithsonian Institute (History and Culture)

www.si.edu/

Games

Children's Games From Around the World

www.topics-mag.com/edition11/games-section.htm

Games Around the World

edis.ifas.ufl.edu/pdffiles/4h/4h05500.pdf

In this downloadable book, game rules, descriptions, ages, supplies, cultural context and more are organized by continent and then by country.

Site Credits

About the Author

Tobi Kibel Piatek is a writer and educator. She specializes in the development of education-based projects, information and materials for web and print. She designs graphics, websites and publications. Tobi writes OPB's TRS Programming Guide.

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Angela previously taught Seventh grade Language Arts and Social Studies in Portland Public Schools, and fifth grade for four years prior to that. Angela currently supervises pre-service teachers through Oregon State University. She has a BA in Psychology, Minor and Certificate in Black Studies from Portland State University as well as a masters in Education through Portland State University.

Karen Juergens

Karen Juergens has been in Education for almost 30 years. For many of those years she was a Speech and Language Pathologist in schools, nursing homes, home health care and private practice. Karen came to Beaverton Schools in 1987 to be a Speech Pathologist. Her interest in language development and the Spanish language led her into ESL three years ago. Karen now runs the ESL program at Stoller Middle School and enjoys working with students from all over the world. This summer Karen plans to co-teach a Special Education/ELL class in the Beaverton Schools Summer Institute.

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