Multicultural Lesson Plan

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Subject: Language Art, Drawing, and Multicultural Education

Grade: 2\textsuperscript{nd} grade

Topic: We are all look different

1. Objectives
   
a) CCSD Core Curriculum Standards for the subject
      
      • Art: “Criticism by identifying variation, emphasis, and contrast in art elements as they share, interpret, and evaluate their own artwork and the artwork of others.”
      
      • Reading: “Describe the traits, motivations, or feelings of characters in a story and how their actions impact the story’s events.”

   b) Objectives
      
      • Students will be able to describe characteristics of classmates.
      
      • Students will be able to discuss their idea and accept others.
      
      • Students will be able to interpret the main theme of the book, \textit{It's Okay to be Different}

   c) Multicultural Objectives
      
      • Students will be able to discover and accept we all look different.
      
      • Students will be able to learn different does not mean wrong or bad.
      
      • Students will be able to understand all human being is equal.

   d) Learning styles
      
      • Visual: Students observe their friend’s appearances and draw it. Also, students play ‘guess who’ game.
      
      • Auditory: Teacher read the book loud and Students discuss about the topic.
• Kinesthetic: Students play ‘guess who’ game.

• Howard Gardner’s Intelligences
  (a) Spatial: Students transform visual information and recreate visual images from memory when they draw their friends.
  (b) Interpersonal: Students think about and understand other people and understand one’s self while they learn that we are different but same.

2. Materials/Equipment

For the lesson, students and teachers need construction paper, crayons, markers, the book *It’s Okay to be Different*, a notebook and a pencil.

3. Instruction

  ❖ Activity 1

  • Students are randomly seated in five of four groups.

  • Teacher begins the lesson asking students these questions.

    **Teacher:** Class, look around your friends who are sitting in your group.

    Do not make any sounds and just deeply observe how they look like.

    I will give you ten seconds. Ten, nine, eight, seven… one.

    Now, I want you to draw your friend who is sitting to your left on your construction paper in front of you.

    Think about your friend’s emotion, appearance, physical characteristics, and clothing.

    ------------------Five minutes later---------------------
Teacher: Now, we all going to play a ‘guess who’ game. Group A, please come and stand in a row front of the board with your paper. Then, rest of students guess who are they on the paper. But, group A can’t speak who you drew until I ask. Let’s start.

Kali, please show your paper to us.

Rest of groups: “Oh, I know who she drew,” “It’s Oliver,” “Oliver!!!”

Teacher: Okay, students who do you think Kali drew?

Rest of groups: Oliver!!!

Teacher: Kali, who did you draw?

Kali: I drew Oliver.

Teacher: Let’s keep going. Then, Oliver, please hold up your paper.

Rest of groups: Jackson

*Kali drew Oliver, Oliver drew Jackson, Jackson drew Jasmine, Jasmine drew Aiko and Aiko drew Kali.

Continue to group b, c, and d…

Teacher: Class, what have you learned from the guess who game?
Students’ answers will be varying. “I won the guess who game,” “We all look different,” “Ming and Aiko look alike.”

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Activity 2

• Teacher: “Yes, you were very good to find most important thing in the game. We all look different but also similar in some other way. There is a book called, *It’s Okay to Be Different* by Todd Parr. I believe most of you already read this book when you were in pre-K or kindergarten. However, I want you to review this book again.”

• Teacher: While I read the book, please take notes of anything that came to your mind.”

• Then, teacher reads the book aloud.

• After reading the book, teacher asks students, “Can anybody share your thoughts about this book?”

• Students might answer, “we are all different and we are okay to be different because we are important just the way that we are,” “Sometimes, Jackson teases me because I am tall but, now I am okay,” “I was embarrassed when I wrote sentences slower than friends, but I think my writing will be better someday.”

• Teacher concludes the activity. “Yes, think about when you draw your friend on the paper, you described your friend’s skin color, hair style, height, emotion, facial characteristic, and clothing. There are twenty-one people in this classroom including teacher. Surprisingly, we all have different skin color, hairstyle, height, and even drawing skill. We were
born in different. We have different cultural background, family, and race. However, we are different does not mean is wrong. Even if we are different, we are still friends and equal human beings in this world. We are special just the way that we are.”

4. Closure: Teacher helps students to summarize what they have learned in this lesson.
   - **Teacher:** “Class, let’s end the lesson by all of us saying it’s okay to blank, in turn. You can put anything that you want in the blank. It can be your uniqueness, strength, weakness, or wish. Let’s start with Kali.”
   - **Students:** “It’s okay to be short,” “It’s okay to wear glasses,” “It’s okay to write slow,” “It’s okay to not like broccoli,” “It’s okay to like singing…”

5. Assessment:

<table>
<thead>
<tr>
<th>Number</th>
<th>Criteria</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students followed the activities in sequence.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Students described their friends on the paper effectively.</td>
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<tr>
<td>3</td>
<td>Students shared their thoughts about the book they read during the class.</td>
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<tr>
<td>4</td>
<td>Students shared their differences to class.</td>
<td></td>
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</tbody>
</table>
6. Bibliography:
