

Diversity Melt

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CCSS.ELA-LITERACY.RL.3.2 (Reading)

Recount stories, including, fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

Objective(s):
For students to determine the central message while embracing diversity.

Materials Needed:
Apples, Book "Same, Same, But Different" written by Jenny Sue Kostecki, Venn Diagram, T-chart graphic organizer, crayons, marker, pencil, magazines, glue computer

Introduction/Warm-Up:

- Discuss the objective of the lesson
- Display various color apples (red, green, and yellow)
- Have students explain/describe the similarities and differences of the apples
- The teacher writes responses elicited from students on T-chart (graphic organizer)
- Ask the students the following questions: (Turn and Talk to shoulder partner about asked questions)
 - Just by **looking** at the outside of the apples: (color, shape, and size) Do you know which apple taste the best? Can you judge which one is better by the color, shape, or size?
 - What would be the best way to determine if you like these apples? (Discuss student's response). Do you think the apples are the same on the inside?
 - Cut open the inside of the apples to show students that the apples are the same inside. Even though the apples look different from the outside and come from different places they are still apples. Looking at the outer layer of the apples doesn't give you enough information to determine whether you like them. It's important to get to know the inside before making a judgement.

Introduction/Warm-Up Continued:

- Make the connection: “As a class we are different like the apples (diverse), we are many different colors, shapes, sizes, come from different places, and ethnic backgrounds. We live in a world where people are different colors, shapes, and sizes like the apples. Without getting to know/taste the apples would it be fair to say, I don’t like the green or red apple. Remember, we are the same because we are all people, but we come from diverse cultures. So, it’s important to get to know the inside of a person to determine who they are before making a judgement based on the outside. So, learning and respecting the difference of others is important.”
- Teacher explains that author’s write books to give us a message or lesson which is called the central message. Today, we are going to read a book called “Same, Same, But Different” Written by Jenny Sue Kostecki Shaw and determine the central message of the story. Prior to reading the book, discuss the cover of the book by asking students to make predictions about the story.
 - Read aloud “Same, Same, But Different” Written by Jenny Sue Kostecki Shaw
 - What do you think was the central message of the story? Have students turn and talk to shoulder partner to collaboratively discuss the central message.
 - Teacher: Discuss even though both characters were from diverse backgrounds they were able to be friends and embrace each other’s cultural differences.
 - Students complete a Venn Diagram, comparing and contrasting the characters from the story(Elliot & Kailash).
 - Discuss central message: Having tolerance and acceptance of other people that look different.
- Teacher: Elliot & Kailash, characters from the story, look different, come from different places but were able to be friends by reflecting on ways they were the same. They embraced their differences. We are a diverse class filled with different shades of color, cultures, shapes, sizes, traditions etc. Explain we celebrate diversity because this is what makes us special and interesting. The central message of this story is to embrace diversity and respect the differences of others. Don’t judge the outside like the apples until you get to know what is one the inside of a person.
 - Break students in pairs to complete Venn Diagram reflecting ways they are alike and different. This information will be placed in the class “Melting Pot”. The “Melting Pot” book will be created to reflect specific details about each student. (Culture, family, traditions, hobbies, etc....)
 - Students can complete a gallery walk to learn about the diversity within the classroom.

Introduction/Warm-Up Continued:

- Correlate: Not judging the outside without getting to know the flavor on the inside. The flavor would be a person’s culture and all of the things that make them who they are(special).
- Have students write whether they agree or disagree with the central message of the story?
- Explain how you can apply the central message of the story “Same, Same, But Different” to your life. Please include examples
- Why is it important to embrace diversity?
- Exit Ticket: Illustrate and write what you learned about diversity?

The students will choose 3 activities to create tic-tac-toe.

Think tic-tac-toe

Illustrate the central message of the story “Same, Same, But Different.”	Summarize events from the story. What did you learn?	Illustrate and write what you learned about diversity.
Have students write whether they agree or disagree with the central message of the story.	In your opinion, do you think people from different cultures or races should be friends? Explain your reasoning and use text evidence to support.	Write a letter to one of the characters from the book “Same, Same, But Different,” describing your culture and ask questions that you may have wondered about his culture.
Explain, why you think the author wrote this book?	Interview a peer and complete a Venn diagram reflecting similarities and differences. Describe what you learned about the other person. Did any of your views change? Explain	Design your own “All About Me” self -portrait poster.

This lesson can be taught over 2-3 days using the other resources and videos to further support your students.