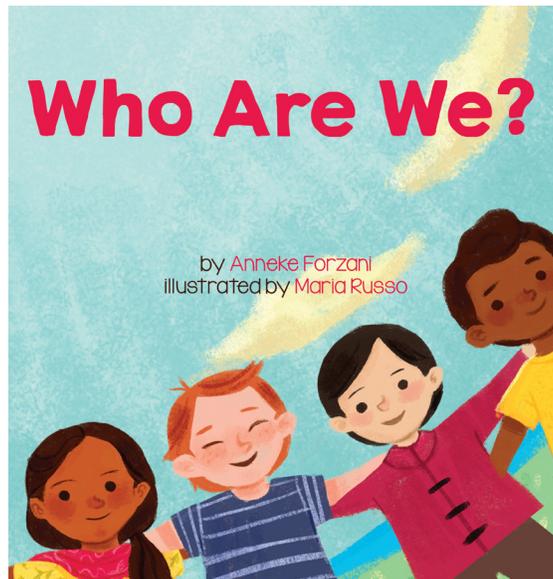


# THEME: LIVING IN HARMONY

**Topic: Kindness, Community, Friendship,  
Strength in Unity**



**Goal:** Provide children with tools that allow them to become aware of cultural diversity and foster relationships based on respect, equality, and diversity.

**Book Used in Lesson:** *Who Are We?*

Written by Anneke Forzani. Illustrated by Maria Russo.

**This book is available in English-only and in many bilingual editions with text in English and one other language. Please visit Language Lizard ([www.LanguageLizard.com](http://www.LanguageLizard.com)) to see a full list of available languages.**

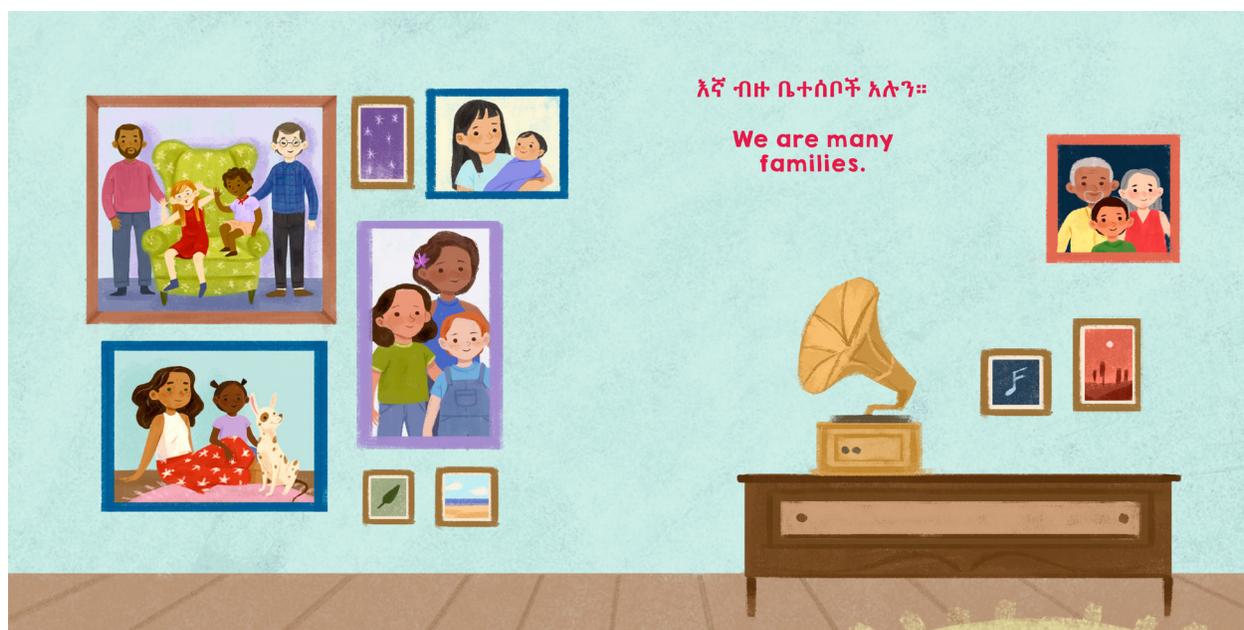
## **Lesson Snapshot:**

- Children **guess the title** of the book based on the book cover illustration.
- Children make **predictions** about the story based on observations.
- Children explore **key vocabulary words** from the story.

- Children listen to a **reading of the story**, *Who Are We?*
- Children **make connections** with the story.
- Children respond to the text by answering **literal, inferential, and evaluative questions**.
- In pairs or small groups, children **retell the story**, *Who Are We?*
- Children **design and create a page** of a collective book entitled, “Together We Are a Masterpiece.”

## **Background Information for Facilitator**

*Who Are We?* depicts racially diverse, culturally diverse, and linguistically diverse families. It also portrays different family structures, various religions, and people who have disabilities. The book highlights the importance of celebrating differences and how differences can be used to unify and strengthen communities. The facilitator should be aware of the various family structures and cultural backgrounds of the children.



## **Lesson Plan: Who Are We?**

**Grade Level:** K-3 (Note: the activities in this lesson plan can be tailored to suit the needs of the specific group of children, at the discretion of the facilitator.)

**Time Frame:** 2/3 (30-45 minute) sessions

## **Objectives:**

### **Knowledge:**

- Learn and use new vocabulary words based on the topic of diversity.
- Recognize that different articles of clothing are associated with different cultures/ religions.
- Identify qualities that makes each student different from others.
- Recognize cultural practices they share with others.
- Describe how differences can be used to create positive relationships with others.

### **Skills:**

- Make predictions based on illustrations and book title.
- Use language to explain and describe.
- Use language to answer and formulate questions.
- Design and create a page of a collective book, containing information about themselves.

### **Attitudes:**

- Value and respect diversity and the lifestyles of others.
- Appreciate that differences can be used to create positive relationships with others.
- Enjoy listening to the story being read in English and in the other language of the dual language book if possible. The story could be read in a second language with the help of a bilingual parent, child, or teacher.
- Appreciate different languages and scripts around the world.

## **Essential Questions:**

- How is diversity portrayed in this picture book?
- How can we learn from different cultures?
- How does unity give us courage, hope, and strength?
- How does unity bring about change?

## **Materials and Resources:**

- Flashcards with pictures of key vocabulary words

## **Linkage and Integration across subject areas:**

**Language Arts:** Vocabulary development, reading, using language to explain and describe, using language to formulate and answer questions.

**Art:** “Together We Are a Masterpiece” collective book

## **Vocabulary to be developed in this lesson:**

<b>Familiar Vocabulary</b>	<b>Less Familiar Vocabulary</b>
<ul style="list-style-type: none"><li>• faces</li><li>• families</li><li>• languages</li><li>• differently</li><li>• helping</li></ul>	<ul style="list-style-type: none"><li>• faiths</li><li>• cultures</li><li>• change</li><li>• forgiveness</li><li>• masterpiece</li></ul>

## **Procedure:**

### **Introduction:**

1. Begin the lesson by presenting the book cover illustration to the children (ensure the title of the book is covered). Ask the children to predict the title of the book. Ask the children to explain their responses. Use guiding questions such as:
  - What do you notice about the children?
  - Are the children happy/sad? How do you know?
  - Do the children look the same?
  - In what ways do the children look different? (skin color, hair color, clothing, etc.)
  - What are the children doing? Why do you think this?
2. Reveal the title of the book, *Who Are We?* Ask the children to predict the essence of the story using their observations of the illustration and the title of the book.

### **Vocabulary development:**

3. Using the list of words tabulated above or any additional words as the facilitator sees fit, elicit known vocabulary (familiar vocabulary) on the topic of diversity from the children. This activity can be supported by the use of flashcards and/or pictures.
4. Present new vocabulary (less familiar vocabulary) to the children. Using flashcards and/or pictures, invite the children to say/read each word. Ask the children if they know the meaning of the word and encourage them to provide an explanation of the word if possible. The facilitator may need to elaborate or provide additional explanations of

some words and say the words in sentences so the students can hear them in context. The facilitator may ask the children to create their own sentences containing the words, encouraging the children to make personal connections with the words. If there are bilingual children in the group, it may be possible to ask them to say some of the words in their language(s).

**Reading:**

5. Read the book, *Who Are We?* with the children. The facilitator may choose to read the book aloud to the children, engage in choral reading (facilitator and children read the story together in unison), or see-saw reading (facilitator reads one sentence, children read the following sentence and continue alternating reading after each sentence). It is important to read with appropriate tone, pace, inflection, and expression to engage the children as much as possible. If there are children who speak the language of the dual language book, the facilitator may ask them to read a section of the story if they would like, or share how to say one of the words or express one of the actions depicted in the story, in their first language. The facilitator may have parents, siblings, or others record the book in other languages to be played for the children.
6. Throughout the story, explicitly draw children's attention to the illustrations to promote comprehension of the text.
7. Encourage children to make connections (orally, using mime, in writing). Connections may be *text-to-self* (what does the child notice from the book in relation to his/her own lived experiences?), *text-to-text* (what does the child notice from one book/story to another book/story?), or *text-to-wider-world* (what does the child notice from the book in relation to real world historical or current events?).

**Discussion to encourage reflection and response:**

8. Facilitate discussion with the group of children using literal, inferential, and evaluative questions. The facilitator may wish to select questions from the following list:

**Literal Questions**

*(Readers use information directly from the text to answer this type of question.)*

- i. Do the people look the same?
- ii. In what ways do the people look different? (skin color, hair color, eye color, clothing, etc.)
- iii. What are the people in the Polaroid photographs wearing? (Note: Polaroids are on the "We are many faiths" page.)

- iv. Can you find the American flag? Can you name any other flag?
- v. Point to the photo frame that has a picture with a baby/two children/an animal, etc.
- vi. What does “Hola” mean?
- vii. What are the two children painting?
- viii. What are the people holding at the protest?

### **Inferential Questions**

*(Reader must use the information in the text to deduce the answer.)*

- i. What are the people in the Polaroid photographs doing? (praying, reading sacred texts, etc.)
- ii. Why are the people in the Polaroid photographs wearing different clothing?
- iii. Is everybody’s family the same? How might families be different?
- iv. What do you notice about the two paintings of the sunflowers? Do they look the same? How are they different?
- v. Why is the nurse wearing a headscarf/protective goggles/a mask/gloves?
- vi. What is the group of people doing in this picture? (They are at a protest.) What do you do when you are at a protest?

### **Evaluative Questions**

*(Reader uses his/her own knowledge to explore answers to this type of question.)*

- i. Have you seen any of these articles of religious clothing before? Explain.
- ii. Why do you think the paintings of the sunflowers are different?
- iii. How can we help others?
- iv. Why do you think protests are important?
- v. How can we make a difference using words and actions?
- vi. Why is it important to forgive others? Is it always easy to forgive others?
- vii. When the children come together, why do you think they are a “masterpiece”?

### **Word Identification/Fluency Development:**

- 9. **Revisit the story and identify key vocabulary words:** Display key vocabulary words from the story. Reread a section from the story and ask the children to raise their hands when they hear or see one of the key vocabulary words.
- 10. **Retell the story (in pairs or small groups):** Present key words from the story listed in order as they appear in the story. Using the words that are listed in order, children retell the story in small groups or pairs. The facilitator may ask the children to retell the story orally or in writing. Alternatively, the facilitator may present sentences with

key words for this activity to provide the children with additional support. If sentences are used for this activity, children could tell the story using illustrations, mime, or still images.

### **Independent Work/Group Work Activity:**

11. **“Together We Are a Masterpiece” Collective Book (Art Activity):** Inform the children that they will create a collective book entitled *Together We Are a Masterpiece*, containing information and pictures about themselves (name, age, languages they speak, family members, etc.). Each child can create an individual page of the book. Encourage the dual language students to include words in their language(s). A template for students may be helpful to facilitate this activity. The facilitator may wish to carry out this activity as a digital book using a website such as <https://bookcreator.com>.

### **Conclusion:**

12. Facilitate a discussion with the group. Ask the children to explain what they learned about our different qualities. At this point, the facilitator may want to revisit essential questions to determine whether the children have understood the main ideas of the lesson:
  - How is diversity portrayed in this picture book? *The facilitator will need to build on the group’s prior knowledge and experiences of diversity. It may be necessary to explain the term “diversity” to the children. Elicit the children’s thoughts and questions about differences. Speak to the children about the importance of respecting and celebrating everyone’s similarities and differences.*
  - How can we learn from different cultures?
  - How does unity give us courage, hope, and strength?
  - How does unity bring about change?

As a concluding consolidation activity, invite the children to discuss these questions with the whole group, in smaller groups, in pairs, or as a written reflection.

Present the group’s collective book to the children. An activity such as “Two Stars and a Wish” may be a nice conclusion to the lesson. In pairs or small groups, children identify two things they like about another student’s book page and one thing they would like to ask a student about the child’s page in the collective book.

### **Assessment:**

**Facilitator Observation:** Children’s engagement and interaction with the lesson, engagement in discussions, engagement with facilitator designed tasks.

**Facilitator Questioning:** Higher and lower order questioning (i.e., literal, inferential and evaluative questions).

**Facilitator Designed Tasks:** Making predictions, vocabulary games, reading fluency activities, art activity (creating collective book).

**Self-Assessment:** Two Stars and a Wish.

### **Accommodations/Differentiation:**

**Differential modes of Representation:** Illustrations, flashcards, pictures/photographs.

**Differential Questioning:** Use of higher and lower order questioning (i.e., literal, inferential and evaluative questions).

**Differential Product/Response:** Written responses, oral responses, art responses.

In a classroom setting, it may be helpful for the English language learners (ELLs) to take the dual language book home either before or after the lesson. The children may read the book at home in the language they speak at home. This will increase the child's confidence when talking about the book in school. If possible, ask the child's parent/guardian to read and record the book in the language they speak at home. The recording could then be played in the classroom, enabling children to hear other languages spoken by their peers at home.

### **Extension Activities:**

- **Writing Exercise: Semantic Impressions**

Using words that appear in the story, children write a sentence for each word showing how it was used in the story. Alternatively, this exercise could be carried out orally.

- *faces:* \_\_\_\_\_
- *faiths:* \_\_\_\_\_
- *cultures:* \_\_\_\_\_
- *families:* \_\_\_\_\_
- *languages:* \_\_\_\_\_
- *helping:* \_\_\_\_\_
- *change:* \_\_\_\_\_
- *forgiveness:* \_\_\_\_\_
- *masterpiece:* \_\_\_\_\_

- **Writing Exercise: Blurb**

An additional writing exercise may include writing a blurb suitable for the book, *Who Are We?* Inform the children that the author of *Who Are We?* has asked them to write a short blurb for the back cover of the book. It is important to display

examples of book jackets and blurbs. Ask the children to identify features of a blurb (e.g., writing to encourage others to read the book, not writing the whole story or giving away the ending). Encourage children to write a descriptive account that depicts the main essence of the story. As writing a blurb may be challenging for some students, this activity could be carried out as a shared writing exercise, whereby the facilitator acts as scribe and writes the children's ideas. Following this support from the facilitator, the children may be able to write a blurb in pairs or independently.

- **Writing/Art Activity: Making Connections**

The facilitator may wish to provide children with an opportunity to make connections with a particular extract from the book. Choose a sentence or sentences from the picture book (e.g. "We believe in forgiveness.") and ask the children to think about how the text relates to their own lives/experiences. Students can write a short piece about a time in their lives when they forgave others or vice versa. The children can draw a picture to support their written piece. Students can also depict a connection to the text orally or through a drama strategy such as mime.

- **Geography Research: Flags of the World** *(This activity may be more suitable for children in older elementary grades.)*

Using the illustration depicting flags of the world, ask the children to identify the flag(s) that they know. Ask the children to conduct research on a flag of their choice. In addition to describing the flag, children could write the historical underpinnings of the flag and include information about the symbolism of the flag (i.e. what the color(s) and icon(s) represent).



To further extend this task, ask the students to undertake a research project on the country. Areas of research could include the location/geographic features of the country, a brief history of key events, as well as the country's climate, traditional food and drink, culture, and famous people.

- **Social Studies: Iceberg Diagram about a Protest** (*This activity may be more suitable for children in older elementary grades.*)

Facilitate a discussion based on protests. Ask the children what protests they have seen or read about. Carry out an "Iceberg Diagram" about a protest with the children. This involves using the visual of an iceberg to gain a deeper understanding of the underlying causes of a particular protest. The children begin by drawing an iceberg on a piece of paper, ensuring that the larger area of the iceberg is beneath the surface of the water. The children write everything they knew about the protest on the tip of the iceberg. Using questioning, the facilitator then assists the children to consider the underlying causes of the protest. In groups, the children record these factors on the larger area of the iceberg that is beneath the surface of the water. Completed "Iceberg Diagrams" can be used as a tool for facilitating further discussion on the protest. Additional information on "Iceberg Diagrams" and extension activities of this strategy are available here: <https://www.facinghistory.org/resource-library/teaching-strategies/iceberg-diagrams>.

- **Art: The Laundry Challenge** (*This activity may be more suitable for children in older elementary grades*).

Draw children's attention to the illustration of two children painting sunflowers (see below). Ask the children to "spot the differences" between the two paintings (e.g., colors used, the height of the vase).



Elicit the children's thoughts on the accompanying text, "We see things differently." Inform the children that two famous artists, Vincent Van Gogh and Paul Gauguin, painted the same sunflowers on the same day but their finished pieces were very different. Discuss how we can see/experience/react to things differently based on our lived experiences and background.

Invite the children to participate in "The Laundry Challenge." This is a worldwide challenge that involves recreating famous works of art using household objects. The children will be required to research works by well-known artists (e.g., Da Vinci, Monet, Van Gogh, Renoir, Picasso, Cezanne) and choose an artwork that they would like to recreate. Ask the children to take a photograph of their completed work. A wide variety of examples created by students are available to view online, and several examples are included in the Appendix of this lesson plan. The facilitator may wish to show some of these examples to the children prior to commencing the task. Each child will approach this task differently. Creating a collage containing the photographs of the children's recreated artworks would be a helpful medium to facilitate a discussion on how everyone sees things differently.

For more examples and information about the Laundry Challenge, also known as the Getty Museum Challenge, see the following links:

- <http://blogs.getty.edu/iris/getty-artworks-recreated-with-household-items-by-creative-geniuses-the-world-over/> (this page gives tips/guidance on the challenge itself)
- <https://blogs.getty.edu/iris/9-favorites-from-the-getty-museum-challenge-selected-by-curators/>

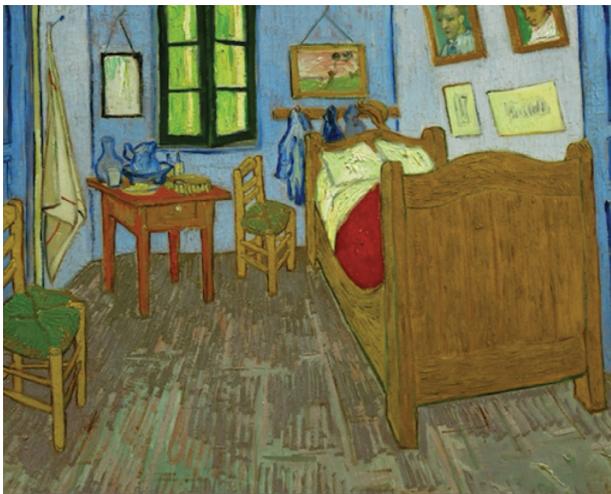
# Vocabulary Flashcards for *Who Are We?*

faces	families
languages	differently
helping	faiths
cultures	change
forgiveness	masterpiece

# The Laundry Challenge

## Examples

Below are examples of the student's work as part of the "Laundry Challenge," next to the original artwork. Art created by 6th grade students at Scoil Barra School in Cork, Ireland (2020). Artists: Lego - C. Entcheva; Dog - S. Buckley; Fruit - Z. Kahraman; Scream - L. Moynihan; House - D. Hurley; Flowers - L. Hussey. Included with permission.





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"A tremendous resource that is practical and contains relevant literacy lessons rooted in best practice."

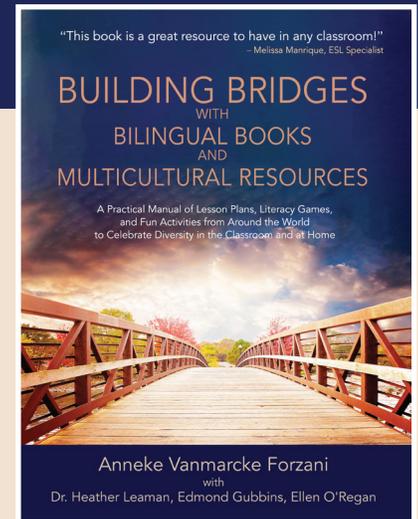
– *Lisa Gordon, Adjunct Professor, Department of Literacy, West Chester University*

"This book is a celebration of diversity in a global age."

– *Laura Harrison, Elementary School Teacher*

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