

Multicultural Lesson Plans

The Giant Turnip-Building Community in the Classroom

Title of Focus Book: [The Giant Turnip](#)

Language Lizard Books Used:

[The Giant Turnip](#), Czech/English

[The Giant Turnip](#), Somali/English

[The Giant Turnip](#) CD, Multiple Languages

**Lessons can be adapted to use [The Giant Turnip](#) in any dual language combination

Focus Languages: Czech, Somali, English

Grades: 3-4

Topic: Building Community in the Classroom

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Instructional Unit: Building Community in the Classroom

The three lessons presented in this unit of instruction have been designed to help students

- learn about different cultures and customs of people around the world and in the United States;
- hear and see new languages and text;
- build an appreciation of the diverse languages present in the world and in the United States;
- learn about other countries, and people similar to and different than themselves;
- introduce important Social Studies concept such as Culture and Geography;
- build positive relationships among students in the classroom to promote the acceptance of diversity among students as a part of the classroom environment.

The main Language Lizard book used in these lessons is: [The Giant Turnip](#) in Czech, Somali, English and multiple languages included on [The Giant Turnip](#) CD. Each of these titles is available in many other languages, and other language combinations can be substituted for or used in addition to the dual languages presented here.

This unit of instruction is easily aligned with state standards, and national standards in Social Studies and Language Arts. The National Council for the Social Studies Themes that these lessons support include: Culture, People, Places and Environment, Individual Development and Identity, Global Connections, Individuals, Civic Ideals and Practices, Groups and Institutions, and Production, Distribution, Consumption.

After hearing the introduction to the mini-unit, the teacher can help students locate the countries where the focus languages are spoken around the world. As a supplement, the teacher may offer instruction about these countries and the people who live in them currently. He or she may also share with student's

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information about each of the languages, including presenting how these languages are represented in the United States, in the state where students reside and in the local community.

The teacher may also integrate learning about the languages, countries/regions/areas where the languages are spoken throughout the lessons. The CIA World Factbook Online provides excellent information on countries and people of the world.

<https://www.cia.gov/cia/publications/factbook/index.html>

Introduction and Lesson Plan One: What is a Community?

Focus on Problem Solving and Brainstorming

Goals:

1. Students will understand what a community is.
2. Students will understand what a community looks like in different settings (classroom, county, state, country, and world)
3. Students will understand why a community is important.

Objectives:

1. Students will be able to define what a community is.
2. Students will be able to explain what a community looks like in different settings (classroom, county, state, country, and world).
3. Students will be able to explain differences and similarities in a community.
4. Students will be able to brainstorm ideas about how students in book can work together to achieve their goal.
4. Students will be able to locate Czech Republic and Somalia on a map.
5. Students will be able to define the communities The Czech Republic and Somalia.
6. Students will be able to explain the similarities of Czech Republic and Somalia communities to the United States communities.

Concepts:

1. All communities have similarities and differences.

Skills:

1. Brainstorming (Making, recording, and recalling)
2. Problem Solving
3. Writing
4. Compare and Contrast
5. Speaking
6. Listening
7. Group Work (Cooperative Learning)

Anticipatory Set:

1. Teacher will open with a question to activate their background knowledge. The questions will deal with their life experiences on the different communities that they are in.

-Example questions: What is a community? Why are communities important? What is your role in a community?

2. Teacher will ask the class if there are different types of communities (Class, County, State, Country, and World). Class will talk about what each one's roles are and how they play an important role in each one.

3. Teacher will then talk about how communities have to have similar and different people, places, and things within them to work. Class will make a chart showing what things can be the same and what things can be different within a community.

- Examples of similarities within a community: paying taxes, keeping their homes clean, getting their trash picked up.

- Examples of differences within a community: jobs, ages, income, schooling.

4. Class will discuss what they came up with and why each one is important to have a community function.

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Procedures:

1. Teacher will introduce book, [The Giant Turnip](#), showing cover and asking class what they think it is about and talk about the languages within them (Czech and Somali).
2. Teacher will ask class if anyone knows where the Czech Republic and Somalia are located on the class map.
3. Teacher will discuss with the class how the communities in the Czech Republic and Somalia are different from the United States and how they are the same.
4. Teacher will then read the book and stop right before the students in the book start to think of ideas to get the turnip out of the ground.
5. Class will get into pairs and brainstorm different ways to get the turnip out of the ground.
6. Pairs will tell the class what they came up with.
7. Teacher will finish reading the story.

Closure:

1. Class will talk about how the story shows what a community is and why it is important that everyone in the community is involved.
2. Class will brainstorm ways how their class community can become more united.
3. Teacher will reinforce the importance of why a community is important and how differences within a community are so important to help a community operate.

Assessment:

1. Students will write a short essay explaining what a community is, what are some similarities and some differences within a community, why a community is important, and ways to help their class community become more united.
2. Teacher will collect brainstorming ideas from each pair.

Materials:

1. Book: Barkow, Henriette. [The Giant Turnip](#)
2. Map
3. Paper and Pencil

Lesson Plan Two: Planting a Garden, in the United States, Somalia, and Czech Republic

I. Introduction:

This lesson is to instill in the students a sense of difference and similarity between them and other places in the world.

- A. Before beginning this lesson read the book [The Giant Turnip](#) to the class. Make sure to point out the different languages the book is written in.
- B. Ask the students what steps were taken in the book to create the garden. Write what the students tell you on the board.
- C. Make a list with the students of what was needed to create the garden. Write the list on the board.
- D. Ask the students if the steps to create the garden have to go in a certain order. Discuss with the class what steps go first, second, and so on. (chronological order)

II. Anticipatory Set:

- A. Begin by asking the students at what time of the year (spring, summer, fall, and winter) most people in the United States plant gardens.
- B. Discuss the weather for that time of year.
- C. Ask the students if they feel that this is the same time of year everywhere in the world plants gardens. Ask if everywhere in the world has the right climate to plant a garden at this time.
- D. Review with the class, using a map, the three regions that the languages used in the book relate to.
- E. Group students into groups of four.

III. Procedures:

- A. Each group is then split into two other groups. One group will research Somali agriculture and the other group will research Czech agriculture.
- B. The groups will be given a handout to fill in. (see attached)
- C. The students will research using the library and/or computer lab.
- D. Once students have filled out their handout they will come back together as a group and share their findings.
- E. The students will then write out a timeline of planting a garden in the United States, Somalia, and the Czech Republic. Each time line must include what time of year they are planting their garden, where they planted it, what they planted in the language of the area they are planting it, how they take care of it, and when and how they cultivate their garden.
- F. Each group will then present their timelines to the class.
- G. The class as a whole will come together and make a Venn diagram to compare the timeline of a garden in all three regions.
- H. They will compare and contrast the regions researched to the United States as a whole, and to the area they live in.

IV. Closure:

- A. Students will listen to the CD of [The Giant Turnip](#).
- B. Each group of students will again work together to create a drama presentation in either Somalia or Czech using the CD to explain what is happening.

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- C. The groups will be able to use supplies available in the classroom to help them create their show.
- D. The students will not be able to talk at all during their shows so they must be able to convey their messages through movements alone.
- E. Each group will then have a chance to put on their show for their classmates.
- F. After each group gets a chance to put on their show the class will have a discussion on the similarities and differences in the garden for each area. This lesson is to instill in the students a sense of difference and similarity between them and other places in the world.

Lesson Three: Cooperation: Working Together to Achieve a Common Goal

I. Introduction

- A. The teacher will explain to the students that there are many communities that we are a part of (classroom, school, neighborhood, state, country, and world).
- B. The teacher will ask the students what makes their classroom community work well. The class should give the following answers: communication, sharing, working together, and helping each other.

II. Anticipatory Set

- A. The teacher will show the students various pictures of structures that took cooperation and teamwork to build: bridges, buildings, and other architecture.
- B. The teacher will ask the students why teamwork and cooperation were necessary to complete such projects. The responses will be written on the board.

III. Procedures

- A. The teacher will pass out five large and five small marshmallows, ten gum drops, and ten sticks of dry spaghetti to each group of four students.
- B. The groups will be given twenty minutes to create a bridge with the supplies given. The bridge must be able to stand between two bricks for at least three minutes.
- C. For the first ten minutes, there will be no talking within groups. After the first ten minutes, the group members will be allowed to communicate in order to finish their bridges.
- D. After twenty minutes, the teacher will bring the class together and see which bridges can stand between the bricks.

IV. Closure

- A. The students will be instructed to take some time to write in their journals. They will write about what went well in their bridge building project and what did not go well. They will also write about what they would do differently next time.
- B. As a follow-up activity, the students can do the bridge-building activity again to see how their previous attempt affects their second attempt.

Culminating Activity: Grocery Store Activity

I. Anticipatory Set:

- A. Have the students break into three groups.
- B. Each group will be assigned a country, the United States, Somalia, or the Czech Republic.
- C. Students will be given the instructions to create a simulation of a grocery store, mainly the produce section, in their given language.

II. Procedures:

- 1. The students will use the book to label the fruits and veggies in their store.
- 2. The students will have to create the fruits, veggies, and display out of items in the classroom.
- 3. The student groups will use computers or books on their country to price their items.
- 4. They will research what type of money is used and what it looks like, create it out of paper, and have it in their store for use.
- 5. The students will set up their grocery stores in areas of the class that are easily accessible.

III. Closure:

- 1. The groups will have a chance to visit each store and “shop” for groceries.
- 2. Each group will explain what is sold in their store, the type of money that is used, and the prices of their items.
- 3. The teacher will then call the class together and ask the students to explain what they learned and what they bought on their grocery trips.

IV. Materials

construction paper, glue, crayons, boxes, scissors, other art supplies.