

# Out of Many, One

## Respect for Cultural Diversity

K20 Center, Theresa Balan
Published by *Oklahoma Young Scholars/Javits*

*This work is licensed under a Creative Commons CC BY-SA 4.0 License*

| | | | |
|---|---|---|---|
| **Grade Level** | 4th Grade | **Time Frame** | 4-5 class period(s) |
| **Subject** | Social Studies | **Duration** | 250 minutes |

## Essential Question

How are we (The United States of America), "Out of many, one?"

## Summary

Students explore how different cultures have contributed to the United States of America. We are made of many, but we are one nation.

## Snapshot

### Engage

Students individually construct art on their desk, then as a cooperative group, and compare the two experiences.

### Explore

Students Jigsaw informational sheets about some of the diverse cultures that have contributed to the United States of America.

### Explain

Students collaboratively create a poster to express many cultures' contributions to what we identify as "American."

### Extend

Each student creates a paper quilt square exhibiting how they contribute to the class. All the quilt squares are put together to form a classroom quilt, illustrating how each individual is important to the whole group.

### Evaluate

Students write a claim and three supporting pieces of evidence describing how the United States of America is, "Out of many, one."

## Standards

*Oklahoma Academic Standards for Computer Science (Fourth Grade)*

**4.IC.C:** Culture

## Attachments

- 3-2-1-Handout.docx
- 3-2-1-Handout.pdf
- Claim-Evidence-Reasoning-CER-Handout.docx
- Claim-Evidence-Reasoning-CER-Handout.pdf
- Code-Talkers-Informational-Handout.docx
- Code-Talkers-Informational-Handout.pdf
- Note-Taking-Fact-Sheet-Handout.docx
- Note-Taking-Fact-Sheet-Handout.pdf
- Tap-Dancing-Informational-Handout.docx
- Tap-Dancing-Informational-Handout.pdf
- Transcontinental-Railroad-Informational-Handout.docx
- Transcontinental-Railroad-Informational-Handout.pdf
- Vaqueros-Informational-Handout.docx
- Vaqueros-Informational-Handout.pdf

## Materials

- 3-2-1 strategy handout
- Four envelopes per group with different colored 1-inch squares of construction paper for each group (around 30 squares in each envelope)
- Internet access to show YouTube Coca-cola commercial (link below)
- Note-Taking/Fact Sheet handout
- 9”x9” white paper squares for each student’s quilt square
- Claim, Evidence, Reasoning (CER) handout
- Transcontinental Railroad Information handout
- Vaqueros Information handout
- Tap Dance Information handout
- Code Talkers Information handout

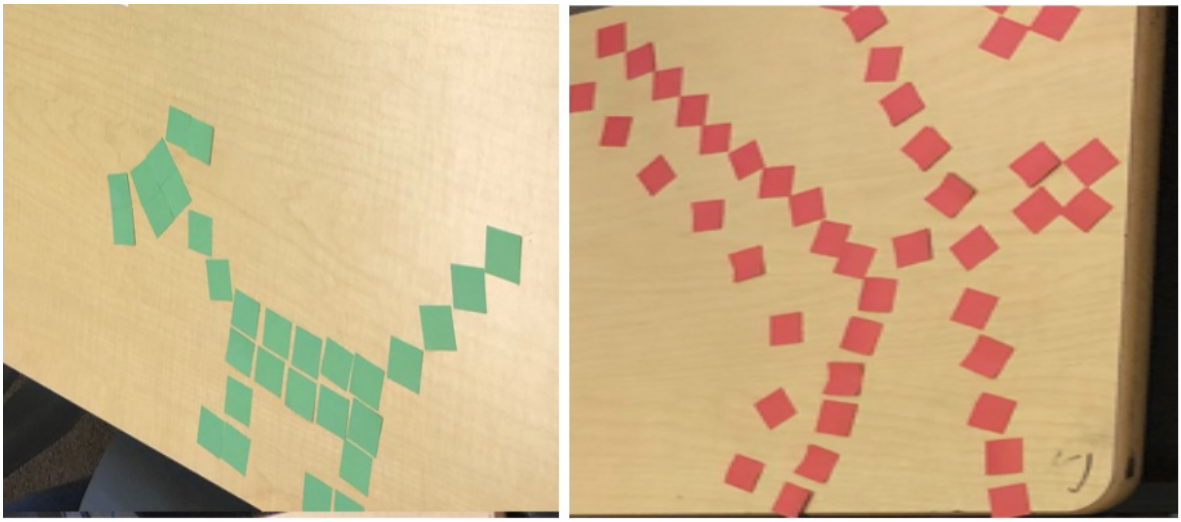
# Engage

**Teacher's Note: Prepping Materials**

Before the lesson, prepare sets of four envelopes. Each envelope in a set should contain around 30 1-inch square tiles of same-colored construction paper. For example, a set of four envelopes might contain one envelope with 30 1-inch blue tiles, one with 30 1-inch red tiles, one with 30 1-inch yellow tiles, and one with 30 1-inch green tiles. You will need a set of these envelopes for each group of four students in your class. So, if you have 24 students, you'll need six sets of these four envelopes.

Begin by having students sit in groups of four. Give each group a set of four envelopes as prepped in the above Teacher's Note. Each student in the group receives an envelope with only one color of construction paper cut in 1-inch tiles (around 30 tiles per envelope).

Give students around four minutes to individually arrange their colored construction paper tiles on their desk to create a piece of art.



*Examples of possible student artwork.*

Next, ask the students to use their tiles collectively and to work together as a group of four to create one piece of art using all of the group's color tiles.



*Examples of possible student artwork.*

Introduce a 3-2-1 Strategy and have students reflect on the process and the art they were able to create as individuals and as a group. Distribute the attached 3-2-1 handout and ask the students to complete it for

**Teacher's Note: Adjectives**

To prepare students for the 3-2-1 activity, you may need to remind students that adjectives are words that describe a noun. Adjectives can help describe what something looks like. They can be a color, number, size, or shape.

Ask students to compare how their experiences differed between their individual 3-2-1 to their group 3-2-1.

Ask students, "How was constructing your artwork as a group different from constructing it by yourself? Which did you enjoy more? Why?"

**Possible Responses:**

"We had to cooperate in the group," or "Our artwork is more colorful as a group," or "We were more creative as a group."

# Explore

Keeping students in their groups of four, distribute a Note-Taking/Fact Sheet (attached) to each student along with a set of the four informational handouts per group. Have students use a Jigsaw Strategy to read the attached short informational handouts about different Americans and how their cultures contributed to the United States of America. Each student in a group will read a different informational sheet and become the "expert" on that topic—Vaqueros, Code Talkers, Tap Dancing, and the Transcontinental Railroad. Allow students time to read silently and take notes on their Note-Taking/Fact Sheet.

**Teacher's Note: Informational Handouts**

All of these following topics were chosen because they are either uniquely American or helped to shape and influence the United States. Tap dancing, Vaqueros, Code Talkers, and the Transcontinental Railroad had their origins in different regions of the United States and with diverse cultures.

After they've completed their readings and note-taking individually, ask the students to share out within their group of four what they learned from the information sheet. They can use their Note-Taking/Fact Sheet to help them.

# Explain

Write the following questions on the board: "What makes an American?" and "What does an American look like?"

Explain to the students they will be watching a commercial, then play the following short clip:

**Embedded video**
https://www.youtube.com/watch?v=JchALYBVEGw

Ask the students to reflect on the following question: “In the commercial, did you see any of the cultures you read about in the informational sheets?’

Write the phrase “E Pluribus Unum" on the board. This is a Latin phrase that is the traditional motto of the United States. Translated to English, it means, "Out of many, one" or "One, out of many”. It appears on the Great Seal of the United States and on United States coins.

Tell the students, “E Pluribus Unum was first used in the United States by the Thirteen Colonies to describe how the thirteen separate colonies united to become one country. Thinking about this phrase, along with your fact sheet notes and reflections about your group discussion, create a poster which describes what it is like to be an American.”

Allow students around 30 to 45 minutes to work on the poster collaboratively. The goal is for students to recognize that many cultures have contributed to the development of the United States. The United States is truly a "melting pot" of diverse cultures, which has allowed us to develop into a robust country.

**Teacher's Note: Facilitating The Group Project**

The poster can be created on copy paper or any other materials you have readily available. Feel free to use other methods to create the group product as well, such as Google Slides or scripting a short video about America's diversity of cultures.

# Extend

**Teacher's Note: Prep For Quilt Activity**

Prior to beginning the Extend, cut out 9"x9" squares of blank paper. Each student should receive one square.

Explain to the students that they are a whole class that functions as one large group, but they are made up of wonderful and unique individuals.

Pass out white paper squares to each student. Have each student illustrate how they contribute to the class on the square.

When all the students have finished their square, tape the back of the squares together to assemble them to make a class quilt.

# Evaluate

Students will use a modified Claim, Evidence, Reasoning (CER) strategy to answer the question: How are we, "Out of many, one?"

Distribute the attached CER handout and ask students to write their claim at how the United States of America is “Out of one, many." Have students also provide three supporting pieces of evidence for their claim on the CER handout.

## Resources


- Cause marketing. (2017, January 01). Coca-Cola 'Together Is Beautiful' Commercial. [Video file]. Retrieved from https://youtu.be/JchALYBVEGw
- K20 Center. (n.d.). 3-2-1. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5059a7b
- K20 Center. (n.d.). Claim, evidence, reasoning (CER). Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506fc09
- K20 Center. (n.d.). Jigsaw. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f507c1b8