My Family and Other Families

Spring Assessment- Recognizing cultural similarities and differences

This assessment is to be given after the students have learned that there are diverse families with cultural similarities and differences.

Major Understandings:
Families have beliefs, customs, and traditions, roles and responsibilities

Essential Questions:
2. How are families alike and different? (Race, ethnicity, culture, family structure)
4. How do diverse families transmit their beliefs, values, customs and traditions? (Celebrations, family stories, artifacts, skills, photographs)

Teacher Directions:

Part 1
• Prior to this assessment, read some of the various books in the unit that show diverse families in the United States and around the world.
• **As you read these books notice how diverse families all share commonalities even though families are different.** Find examples of the universals: food, shelter, customs and traditions, clothing, and environment.
• After each read aloud, fill out the web as a class. (Web attached)
  - **Families Around the World** is an excellent resource for comparing how families around the world are alike and different.
  - **How my Family Lives in America** explores three American children with diverse backgrounds.
  - **A Life Like Mine-How Children Live around the World**
  - **Everybody Cooks Rice**
  - **Children Just Like Me-Celebrations!**
Part 2

- As a class, read the Big Book, **Clay Hernandez, a Mexican American**
- Find examples of the universals: food, shelter, customs and traditions, environment.
- Chart these with the class on the web.
- Read the following books as a class:
  - Angela from the Artic
  - April, a Pueblo Storyteller
  - Alex Lee, a Chinese American
- As a class, find examples of the similarities and differences in food, shelter, customs and traditions, clothing, environment (setting), **BUT DO NOT** complete the web as a class. This will be done independently.

Part 3

- After you have read these books as a class, place these books on tables as centers.
- Place the pictures of the families’ homes on the table (Pictures attached)
- The students, independently, will then read and look at the pictures of **two of these books**.
- The students will independently complete a web for two of the books.
- The students will then answer two questions: (See handout)
  - Tell one way these two children are the same.
  - Tell one way these two children are different.