Overview
Just as each unique natural species plays an essential role in the healthy biodiversity of nature, the unique identities of humans contribute to the diversity between and within cultures. The extent to which people recognize and cherish diverse identities is an important factor in the health of human communities. The concept of mapping personal and cultural identity is introduced through Sara Fanelli’s *My Map Book*. Students brainstorm personal and cultural identity and then produce a poster that “maps” their identity. A gallery walk to review student posters reveals differences in identity. Leo Lionni’s story, *Fish is Fish*, drives home the importance of maintaining one’s identity as separate from, yet still connected to, the identities of others. The lesson ends with the song, *So Much the Same*, which celebrates diversity and unity.

Inquiry/Critical Thinking Questions
- How does the world around me contribute to who I am?
- How can people and communities have their own special identities, yet still respect other identities and cultures?

Objectives
Students will:
- Explore personal and cultural identity through nonverbal activity, songs, personal maps, and a story.
- Create a map that expresses personal and cultural identity.
- Explore the hope and challenges presented by diverse identities.

Time Required
3-4 hours

Key Issues/Concepts
- Personal identity
- Cultural identity
- Diversity
- Unity

Subject Areas
- Language Arts
- Social Studies
- Art
- Music

National Standards Consistency
**Social Studies (NCSS):**
- Strand 1 – Culture;
- Strand 4 – Individual Development and Identity;
- Strand 9 – Global Connections

FTF Teacher Background Reading
*Global Issues and Sustainable Solutions*, Chapter 8
Vocabulary

- **Identity:** The special qualities that make each of us different.
- **Culture:** The behaviors, beliefs, arts, and products (things) of a community or group of people.
- **Diversity:** The way we are all special and different from each other.

Materials/Preparation

- Class set (or overhead transparencies) of the song lyrics: *So Much the Same* (Judy and David Gershon)
- Copy (or multiple sets) of *My Map Book* (Sara Fanelli)
- Class set of handout: *My Identity and Culture*
- Large poster paper and crayons, markers, or colored pencils
- One assessment rubric for each student
- Copy (or multiple sets) of *Fish is Fish* (Leo Lionni)

Activities

**INTRODUCTION: Nonverbal Identity**

20 minutes

1. Ask students to stand in a circle and to introduce themselves by demonstrating something unique about them – without using words! Instead, they should pantomime (act without speaking) a quality, characteristic, or interest that is part of their identity. For example, show us your love for dancing by pointing to your heart and then dancing, or your fear of swimming by pretending to swim, then struggling. The teacher should begin, and then go around the circle twice so that each student can offer 2 aspects of his/her identity.

2. Ask students to name the 2 things that each student demonstrated about his/her identity.

3. Ask for a definition of personal “identity.” Write this definition of identity on the board: *Identity: The special qualities that make each of us different.* (Note that identity is actually synonymous with “individuality.”)

4. Give students a definition of “culture.” Write this definition on the board: *Culture: The behaviors, beliefs, arts, and products (things) shared by a group of people.*

5. Ask students to brainstorm some of the behaviors, beliefs, arts, organizations, and things that are common to their cultures. This may include age-driven behaviors, religious or political beliefs, languages, types of art or music, local organizations, clothing, and technology or anything that is “built.”
• How is she different or the same as you?
• What might be different about her culture?

3. How are the pages “Map of my Family” and “Map of my Heart” different? (They are not mapping physical places like her bedroom and school, but people, favorites, and feelings.)

BRAINSTORM: Identity and Culture
20 minutes
Using the handout, My Identity and Culture, students list some of the things that make up their own personal identity and culture. K-2 students may complete this task orally or the teacher may list a sampling of items on the board. Alternatively, K-2 students can draw small images of their favorite things – a “visual brainstorm.”

POSTER AND SCAVENGER HUNT: Map of Myself
45 minutes
1. Have students make a map (like one of the pages in My Map Book) that shows their identity and culture through pictures and words. Study the handout, My Identity and Culture, to get ideas. Students do not have to include everything on their map, but encourage them to include a variety of images, including activities, beliefs, and objects.

2. Have them begin by making an outline that takes up most of the page, perhaps in the shape of a body, a head, or a heart. They can choose any outline shape that they feel good about. For example, if a student loves dragons or guitars she might want

STORY: My Map Book (Sara Fanelli)
20 minutes
Background information for the teacher:
Sara Fanelli was born in Italy and lived in London when she wrote My Map Book. She uses “maps” as a metaphor to explore personal identity, mapping her face, neighborhood, family, dog, and even her heart. The book is primarily visual, with labels rather than narrative text.

1. Together, read this very short picture book, taking time to admire and discuss the different types of maps that Sara Fanelli created. As you proceed, have students try to predict what map might come next.

2. Discussion questions:
   • What is a map?
   • What kinds of maps did Sara paint?
   • What have we learned about Sara’s identity through her maps?
to make an outline of a dragon or a guitar for the border of her map. It might be wise to draw this outline in pencil first, then use something bolder, like a marker, to make it stand out clearly.

3. Then, using a pencil, students fill the inside of their map outline with smaller objects: the things that make up their identity and culture (referring to their handout). Label these objects. Remind them to remember how Sara Fanelli did this using simple shapes and block print labels. Stick figures are fine. They can also use symbols, such as a peace sign, or a religious symbol, etc.

4. When all of the posters are reasonably complete, have students do a silent gallery walk or scavenger hunt where they will be looking for:

- One thing that surprised them
- One thing that is very different from their own identity
- One thing that is similar to their own identity
- One thing that they do not understand

5. Have a few volunteers report to the class on what they found: Surprises? Differences? Similarities? Confusion?

6. Discussion: Why are there differences in our identities? Why is that a good thing? (You may wish to share the Native American metaphor of the Central Fire, which, like culture, has a life of its own, but is created by diverse individuals and everyone who brings wood to it.)
How did Fish get his new identity?
In the end, did the frog agree with Fish when he said, “Fish is fish?”
How do you think Tadpole would describe YOU?

SONG: So Much the Same (Judy and David Gershon)
15 minutes
Background information for the teacher:
Judy and David have released 15 albums and 4 videos and have sold over 5 million recordings worldwide. Their credo, “music is not a spectator sport,” explains their interactive musical style. To learn more, visit: http://judyanddavid.com.

1. Ask students to explain what the following line means: “Takes all kinds of people to make the world go round.”
2. Together, with or without musical accompaniment, sing So Much the Same as a chant (either speaking rhythmically or singing the words). Gather the students in a circle and lead them through the song with clapping, stomping, or simple hand/body gestures to go with the lyrics. This will help students to both learn the lyrics and understand concepts.
3. Discussion: How are we “so much different, so much the same?” How can people be unique in their identity and culture, but still enjoy other identities and cultures?
Grades 3-4 Extension Activities

• Visit www.EdChange.org or www.Tolerance.org to learn about and lead activities on multicultural awareness and activism for tolerance in your school, on sports teams, or in communities. Whenever possible, give students leadership responsibilities for activities or events.

• Have students write their own version of My Favorite Things, using the same melody and lyrical device (e.g., stanza structure). Lyrics for the original song are included at the end of this lesson.

Action Projects

• Interview people in the community (either the school community or the students’ larger community) to learn about their interests, their roles in the community, and what makes them special. Students prepare interview questions and take pictures or make portraits of the individuals they interview to create a book about the people who make up their community.

• Survey people in the community to find out where they were born, when they moved to their current location, and why. Use maps to locate where community members are from. Create a mural that depicts the unique identities found in the local community.

• Engage in an oral history project by having students interview older students (“student buddies”) and create biographies of their partners. A celebration can serve as a venue to share the oral histories.

Additional Resources

• From the EdChange Multicultural Pavilion, a rich collection of ice-breakers, strategies, and activities on multicultural awareness: http://www.edchange.org/multicultural/activityarch.html

• For Scholastic lessons on diversity: http://teacher.scholastic.com/professional/teachdive/

• For news, awareness-building activities, and action projects focused on fighting hate and intolerance, visit Teaching Tolerance: http://www.tolerance.org/

• For an international perspective and a Universal Declaration on Cultural Diversity, visit the Office of the United Nations High Commissioner for Human Rights: http://www.ohchr.org/english/law/diversity.htm
My Identity and Culture

NAME ________________________________________________________________

**Identity:** The special qualities that make each of us different.

**Culture:** The behaviors, beliefs, arts, and products (things) of a community or group of people.

**DIRECTIONS:** Write key words for each category. For example, next to FAMILY, you might write the names of your parents, siblings, and grandparents. Next to ETHNIC BACKGROUND, you could write down where your family came from, the race or races of your family, and their ethnic or cultural roots.

MY FAMILY: ________________________________________________________________

MY ETHNIC BACKGROUND: __________________________________________________

MY HOBBIES: _____________________________________________________________

MY FAVORITE PLACES: _____________________________________________________

MY SCHOOL: ______________________________________________________________

MY NEIGHBORHOOD: ______________________________________________________

MY LANGUAGE: ___________________________________________________________

MY BELIEFS (personal, family, or religious): _________________________________

MY PETS: _______________________________________________________________

MY FAVORITE THINGS: _____________________________________________________

MY FAVORITE FOODS: _____________________________________________________
# Assessment Rubric • Map of Myself

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So Much the Same
By Judy and David Gershon

For lyrics and an iTunes link online: http://judyanddavid.com/Songbook/S.html#somuchthesame

In my class we play a game
It’s called so much different, so much the same
You gotta stand up tall if we’re talking about you
Then sit back down – that’s all you gotta do
It’s so much different, so much the same
So much different, so much the same

If your hair is brown, stand up tall
If your hair is black, stand up y’all
If your hair is blond, stand up high
If your hair is red, give it a try
Stand up if your hair’s not one of these
Now sit back down everybody if you please

It’s so much different…

If your eyes are brown, stand up tall
If your eyes are blue, stand up y’all
If your eyes are green, stand up high
If your eyes are hazel, give it a try
Stand up if your eyes aren’t one of these
Now sit back down everybody if you please
We got kids of every shape and size
Different colour skin, different colour eyes
Some from the country, some from a town
Takes all kinds of people to make the world go round

If you love chocolate, stand up tall
If you love pizza, stand up y’all
If you love spaghetti, stand up high
If you love ice cream, give it a try
If you love rotten eggs, stand up tall
If you love stale bread, stand up y’all
If you love eating worms, stand up high
If you love hot mustard sundaes, give it a try
Now sit back down, sit back down
Takes all kinds of people to make the world go round
Sit back down everybody if you please.
My Favorite Things
By Richard Rogers and Oscar Hammerstein

For MIDI audio: http://www.geocities.com/EnchantedForest/Cottage/3192/Myfavorite.html

Raindrops on roses and whiskers on kittens
Bright copper kettles and warm woolen mittens
Brown paper packages tied up with strings
These are a few of my favorite things

Cream colored ponies and crisp apple strudels
Doorbells and sleigh bells and schnitzel with noodles
Wild geese that fly with the moon on their wings
These are a few of my favorite things

Girls in white dresses with blue satin sashes
Snowflakes that stay on my nose and eyelashes
Silver white winters that melt into springs
These are a few of my favorite things

CHORUS:
When the dog bites
When the bee stings
When I’m feeling sad
I simply remember my favorite things
And then I don’t feel so bad

[Repeat all verses]