

# TEACHER'S GUIDE TO LEARNING ACTIVITIES: GRADES 5–6

---

Gail C. Christopher  
Steven Sreb



**Americans All®**

A National Education Program

# TABLE OF CONTENTS

	Page
<b>Preface</b> .....	viii
<b>Introduction</b> .....	x
<b>Part I Learning Activities</b> .....	1
Activity 1: A New Home .....	4
Activity 2: Pillars of Self-Esteem .....	7
Activity 3: What’s in a Name? .....	11
Activity 4: Americans All .....	14
Activity 5: Learning to Listen .....	17
Activity 6: Communication Stoppers .....	19
Activity 7: Problem-Solving in Small Groups .....	21
Activity 8: Stress Talk .....	24
Activity 9: What Motivates Us? .....	27
Activity 10: Bouncing Back .....	31
Activity 11: Self-Care .....	35
Activity 12: Citizenship and Diversity .....	37
<b>Part II Learning Activities</b> .....	41
Activity 13: Key Concepts .....	44
Activity 14: People Count .....	47
Activity 15: Cultural Background and Citizenship .....	49
Activity 16: Our Heritage .....	51
Activity 17: Family Traditions .....	54
Activity 18: A Community Profile .....	56
Activity 19: A History of Our Community .....	58
Activity 20: The Peopling of America .....	60
Activity 21: Push and Pull .....	63
Activity 22: Stories about the People Who Helped Shape This Nation .....	65
Activity 23: The Islands .....	68
Activity 24: Immigration Policy .....	71
Activity 25: Diversity in the Birth of This Nation .....	73
Activity 26: Women and Diversity in the Peopling of the United States .....	76
Activity 27: Freedom First .....	79
<b>Teaching Aids</b> .....	83
TA 1: Self-Esteem .....	84
TA 2: Pillars of Self-Esteem .....	85
TA 3: Ingredients for Self-Esteem .....	86
TA 4: Narratives for Photographs .....	87



TA 5: Role-Play Cards .....	89
TA 6: Good Listening .....	92
TA 7: Communication Stoppers .....	93
TA 8: “The New Colossus” .....	94
TA 9: Working in Groups .....	95
TA 10: Stress Reaction .....	96
TA 11: The Human Body .....	97
TA 12: Motivational Needs .....	98
TA 13: Reactions to the Need for Security .....	99
TA 14: Reactions to the Need for Self-Expression .....	100
TA 15: Reactions to the Need for Empowerment .....	101
TA 16: Burn-Out .....	102
TA 17: Freedom Documents .....	103
TA 18: Vocabulary Words .....	107
TA 19: Students’ Comments .....	108
TA 20: The Peopling of America—Things to Remember ..	110
TA 21: Sample Letters to Parents .....	111
TA 22: Family Tree .....	115
TA 23: Class Census .....	117
TA 24: Our Heritage .....	119
TA 25: Family Traditions Interview Planner .....	120
TA 26: Who Comes to the United States Today? .....	123
TA 27: Push/Pull Factors .....	124
TA 28: The Peopling of America—Summary Chart .....	127
TA 29: In Their Own Words .....	128
TA 30: United States Immigration/Migration through History .....	143
TA 31: Women in United States History— Things to Remember .....	144
TA 32: Idea Organizer .....	150
TA 33: Alike or Different? .....	151
TA 34: Cause and Effect .....	152
TA 35: Timeline .....	153
TA 36: Story Map .....	154
TA 37: A Letter to a Character .....	155
TA 38: The Characters .....	156
TA 39: Story Scenes .....	157
<b>Student Background Essays .....</b>	<b>159</b>
Native Americans .....	160
African Americans .....	165
Asian Americans .....	169
European Americans .....	174



Mexican Americans .....	178
Puerto Rican Americans .....	184
Angel Island .....	188
Ellis Island .....	192
The Statue of Liberty .....	196
<b>Americans All® Maps .....</b>	<b>201</b>
Native American .....	202
African American .....	203
Asian American .....	204
European American .....	205
Mexican American .....	206
Puerto Rican American .....	207
Angel Island .....	208
Ellis Island and the Statue of Liberty .....	209
<b>Literature Selections .....</b>	<b>211</b>
<b>Literature Suggestion Form .....</b>	<b>219</b>
<b>Glossary .....</b>	<b>220</b>
<b>References .....</b>	<b>223</b>
<b>Photo Credits .....</b>	<b>224</b>

---



# Activity 12: Citizenship and Diversity

---

## Activity Goal

Students will discuss the concept of citizenship and will explore related experiences of diverse groups that have peopled the United States.

## Appreciation Objective

Students will increase their awareness of, and appreciation for, the freedoms and rights as well as the injustices, protests, conflicts and victories of diverse citizens of the United States.

## Basic Information Objective

Students will consider and discuss excerpts from one or more of the freedom documents from United States history (e.g., the Declaration of Independence, the Constitution and/or the Bill of Rights) and incorporate the related experiences of diverse groups that peopled the United States.

## Critical- and Creative-Thinking Objective

Students will review the stories of diverse groups and engage in reasoning activities to compare concepts of citizenship rights and responsibilities and discuss unity in the midst of diversity.

---

**Materials:** Student copies of the Student Background Essays representing the six groups emphasized in the Americans All® program (pages 160–187) and TA 17: Freedom Documents; and a chalkboard or flip chart and markers.

---

## Objectives

## Preparation



## Conducting the Activity

Begin the activity by leading a large-group discussion on United States citizenship. Ask the students to identify some rights and responsibilities of citizens. Write their answers on the chalkboard or flip chart. Pass out the student copies of TA 17: Freedom Documents, Part One, and review the rights and responsibilities listed on the handout with the class.

Next, remind the students that our rights and responsibilities come from the written agreements that make up the framework of this country. These are called our freedom documents. Even though we may have different backgrounds, come from different families and live in different communities, we are all united as citizens under one government—a government of and by the people, a democracy. Our system of government is based on the consent and will of the majority, or most of the people. We demonstrate that will through voting.

Although students will have an opportunity to study these documents in their entirety and in detail later in the school year (or years), it is important to remember that these documents exist and that they are supposed to guarantee equal rights to all persons. Explain that each group that now lives in the United States has had different experiences with the rights and responsibilities of citizenship. In many ways our nation is engaged in an ongoing struggle to practice its principles of democracy fully for all people.

Next, divide the class into six teams. Give each team a background essay representing one of the six groups emphasized in the Americans All® program. Also give each team a copy of Part Two, Part Three or Part Four from TA 17: Freedom Documents. Write these instructions on the chalkboard or flip chart for each team to follow:

- read or review together the background essay you have been given;
- select one key point in your freedom document and discuss how it does or does not relate to this group; and
- as a team, write a one-page journal entry as if you are a person from this group and you are exploring your feelings about the freedoms promised in this country; about your rights and your responsibilities as a citizen; or as someone who wants to become a citizen.

Allow time for each team to read its journal entry to the class. Close the activity by leading a large-group discussion to compare and contrast the facts and information from diverse groups' experiences with the principles of freedom and democracy. Ask each student to write an essay on "Unity in the Midst of Diversity—America's Pride/America's Challenge."

---



## Interdisciplinary Follow-Up Activities

- ▶ Have the students keep “freedom journals” in which they take the time each day to reflect on how they have exercised any of the freedoms guaranteed by their government.
- ▶ Ask the students to keep “citizenship journals” in which they take the time each day to reflect on how they exercised their responsibilities and rights as citizens.
- ▶ Tell the students to select newspaper or magazine articles that illustrate citizenship rights and responsibilities issues to share with the class as part of current events discussions.
- ▶ Have the students create a bulletin board display that shows images of diverse people participating as United States citizens, side by side.
- ▶ Ask the students to make lists of present-day events or incidents in history that deny or threaten the inalienable rights of diverse people, and discuss solutions to these problems.
- ▶ Have the students write essays using symbols of United States freedom, such as the flag, the Statue of Liberty and the Liberty Bell. Their essays should examine why these symbols are important to all people, individually, and to all diverse groups in the United States.

---

For literature related to this learning activity see Literature Selections (page 211), books numbered 19, 20, 23, 54, 58, 62, 86, 93, 114 and 127.

For post-reading activities, TA 32 through TA 39 (pages 150–157) may be used at the teacher’s discretion.

---

## Related Literature

