**ACTIVITY SHEET 1**

**TEAM MEMBER:** Jalma Manglona

**INTERDISCIPLINARY UNIT:** ED641 Team B Cultural Diversity

**GRADE LEVEL:** 7th

**SUBJECT:** English Language Arts

**NAME AND DESCRIPTION OF ACTIVITY:** “Multicultural Display Board”

In this activity, students will write informational narratives about the cultural background of each presenter (Guamanian, Hawaiian, Asian & Micronesian).

The purpose of the display board is to inform readers about different cultures and how similar and/or different they are.

Students will be required to do research either using the internet or printed sources. They will also have to research different cultural characteristics that make up how they are culturally diverse from one another.

**STUDENT LEARNING OUTCOMES (SLOs):**

* Students will be able to write narrative on information or explanation presented.
* Students will become familiarize with a specific cultural group

**COMMON CORE STANDARDS**:

[CCSS.ELA-LITERACY.W.7.2.F](http://www.corestandards.org/ELA-Literacy/W/7/2/f/)  
Provide a concluding statement or section that follows from and supports the information or explanation presented.

**SUPPLEMENTARY READING MATERIALS AND INTERNET SOURCES TO EXTEND STUDENTS’ UNDERSTANDING OF THE CONTENT**:

**Guamanian-**<http://www.guam-online.com/history/>  
**Hawaiian-**[**https://foursquare.com/uhmlibrary/list/important-people-in-hawaiis-history-statue-tour**](https://foursquare.com/uhmlibrary/list/important-people-in-hawaiis-history-statue-tour)  
**Asian-** <http://akorra.com/2010/03/04/top-15-amazing-asian-people/>  
**Micronesian-** <http://www.princeton.edu/~achaney/tmve/wiki100k/docs/History_of_the_Federated_States_of_Micronesia.html>

Weebly- <http://www.weebly.com>

**RUBRIC TO EVALUATE THE LEARNING OUTCOMES**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Amount of Information** | All topics are addressed and all questions answered with at least 2 sentences about each. | All topics are addressed and most questions answered with at least 2 sentences about each. | All topics are addressed, and most questions answered with 1 sentence about each. | One or more topics were not addressed. |
| **Quality of Information** | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| **Sources** | All sources (information and graphics) are accurately documented in the desired format. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | All sources (information and graphics) are accurately documented, but many are not in the desired format. | Some sources are not accurately documented. |
| **Mechanics** | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |
| **Internet Use** | Successfully uses suggested internet links to find information and navigates within these sites easily without assistance. | Usually able to use suggested internet links to find information and navigates within these sites easily without assistance. | Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance. | Needs assistance or supervision to use suggested internet links and/or to navigate within these sites. |