

# ADVANCED LEARNING LABS

Collaboration between NC Department of Public Instruction and AIG Teachers across the state

TO ENGAGE, ACTIVATE, AND GROW OUR STUDENTS

GRADES

4-5

## Diversity



### ENGLISH LANGUAGE ARTS

As humans, we come from incredibly diverse backgrounds, cultures and experiences, yet there are so many ways in which we are the same, values, emotions, hopes, dreams, fears, etc.

Choose two stories, myths or folktales from different cultures to read. Compare and contrast the two stories using a double-bubble thinking map: <https://www.thinkingmaps.com/why-thinking-maps-2/>

Focus on the themes, topics, patterns of events, characters, story structure and other cultural elements of the stories. How are they different? How are they similar? Design a symbol to represent both the theme and culture of each story.



### SOCIAL STUDIES

Art is as varied and diverse a subject as one can imagine. However, regardless of medium or culture, art is universal in its ability to tell a story, influence and educate.

Research the different art forms, which can include stories or songs of an ethnic group different from your own, using books or the internet. How do these art forms reflect the lifestyles, beliefs and struggles of that cultural group?

Reflect upon your culture and what art forms, stories, and songs best represent you and the narrative/story of your culture.

Compare and contrast the two. How can an understanding of cultural narratives from diverse cultures bring us closer together as a community?



### SCIENCE

Fingerprint Science!

Despite the diversity of fingerprints some characteristic patterns are inherited. Though never proven it is believed everyone's fingerprints are different. You are more likely to share traits in your fingerprint patterns with family members than with others not related to you.

Using a stamp pad, marker, or ink pen, color the palm side of one of your fingers. Press it on a piece of paper. Examine the lines and curves. Try it again, but this time press your fingerprint on a balloon. Blow up the balloon and see your fingerprint up close! Try this with other members of your family. What similarities and differences do you notice?



### MINDFULNESS

We all have diverse gifts and talents within us; some we see within ourselves and some we might not even realize, but others see in us.

Write your name in a circle on a sheet of paper. Draw a much larger circle around it. Each person in your family or classroom will do the same. Circulate around the room, writing the gifts and talents you observe in others on the rings surrounding their names.

After everyone has contributed to each person's paper, take time to look at the gifts and talents others see in you. Are they the same as you see? Are there strengths others see in you that you didn't see in yourself? How do they relate to the diverse gifts and talents you see in others?



## LOGIC PUZZLE

Dinosaurs: Logic Grid Puzzle

Four gigantic dinosaurs lived in different areas of the world, and in different periods. Which one of those lizards was the longest? Complete the puzzle online to discover the answer:

<https://www.brainzilla.com/logic/logic-grid/dinosaurs/>



## FIELD STUDIES

Join the Mission-Team Everyone Counts

Mission: Census, Virtual Trip to the Census Bureau  
<https://youtu.be/1iMpVlvF4ao>

Journey behind-the-scenes at the U.S. Census Bureau through exclusive interviews with subject matter experts. On the virtual journey you will be invited on a mission to discover key details about Census Bureau programs. You can test your knowledge at the end of the program- there's an interactive challenge!

Choose to read one of the stories from "America Counts: The Story Behind the Numbers" and see how a simple question relates to a larger issue and/or possible solution. <https://bit.ly/2Oy6QfX>

What question do you think should be added to the U.S. Census? What story might it tell or solution might come from it?



## RESEARCH EXPLORATIONS

Our world is full of diversity. One familiar symbol that represents a country is a flag. While it's true that each flag is different, as this video shows, there are many commonalities: <https://youtu.be/uLV7TCBV3U> After you watch the video, brainstorm a list of common patterns, symbols, and colors that you saw.

What do the colors and symbols mean? This website gives some explanation and groups similar flags together: <https://www.enchantedlearning.com/geography/flags/colors.shtml>

Create your own flag that just represents you, or perhaps represents your whole family, town, or school. Consider what symbols and colors would need to be included to showcase your values and diversity. Create your flag with markers and paper, or use fabric and other objects for a mixed media approach. Write a few sentences to explain the meanings behind your choices for color and symbols. Share with your classmates.



## MATH

There is geometry in art. Using different lines, and angles, you will create an art piece that represents diversity.

Draw at least 5 straight lines that start on an edge of the paper and go completely to a different edge. Then, connect the lines using at least 9 line segments. Be sure to have 3 perpendicular lines, and at least one pair of parallel lines.

Notice what types of angles and shapes you have created, using mostly random lines. Add color and give your art piece a title.



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**K-12**

## Diversity Reference Guide

### **K-1 Logic Puzzle:**

Solution: I can bring things that have double letters.

### **2-3 and 4-5 Logic Puzzles:**

Online source of additional information and solutions:

<https://www.brainzilla.com/logic/logic-grid/agility-competition/>

### **10-12 Logic Puzzle**

Solution: The wise man told them to switch camels.

<http://brainden.com/logic-puzzles.htm>

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## Diversity NC Standards Alignment

Grade Span	English/ Language Arts	Social Studies	Science	Math
<b>K-1</b>	W.1.2	1.C.1	K.P.2	NC.1.G.3
<b>2-3</b>	RL.3.2	3.C.1.1 3.B.1.1 3.B.1.2	2.L.2.2	NC.2.MD.8
<b>4-5</b>	RL.4.9	5.C.1.4 5.I.1.7 5.I.1.8 5.I.1.9 5.I.1.10 5.I.1.11	5.L.3.1	NC.4.G.1
<b>6-7</b>	L.6.1-8.1	7.C.1.1	7.L.2.1 7.L.2.2	RP.3
<b>8-9</b>	RI.9.6-10.6	8.H.3.1	EEn.2.7.2	NC.M1.S-ID.8
<b>10-12</b>	RI.11-12.6 W.11-12.1	WH.H.2.8 AH2.H.4.4 AH.C&G.1.3	EEn.2.7.2 EEn.2.7.3	DCS.N.3.4