

FRIENDS

A simulation of friendship while exploring diverse cultures and enhancing reading skills

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OVERVIEW - 1

This simulation is divided into four tab sections.

TAB 2: HISTORY

six
ethnic
groups

Students are first divided randomly (or by teacher selection) into six ethnic groups: Native Americans, Jewish Americans, Irish Americans, African Americans, Hispanic Americans, and Asian Americans. Each group receives a folder containing the same colored construction paper squares to be used as badges during the simulation. (Care is taken so that the colors do *not* represent ethnic or racial background, but all members of a group do have the same color.)

the
FRIENDS
MAP

Students then receive the FRIENDS MAP. This map contains a typical neighborhood having a small commercial area and several streets lined with houses. Students color the buildings the same color as their badge, then cut the map along the broken lines. They put these pieces into an envelope, which they give to their teacher. The teacher distributes these pieces to the groups after they complete various assignments—each of which is worth one Map piece. However, in order to create a neighborhood of mixed colors, each group cannot receive a second piece of the same color until it has received pieces of all six colors. Hence, the map each group recreates shows a multicultural neighborhood.

a
BIG
BOOK

After each group receives a BACKGROUND ESSAY on the group's culture, students complete an activity designed to ensure they understand the various elements of this culture. Each group creates a BIG BOOK in which students write in their own words what they have learned about their culture. PHONICS ACTIVITIES are integrated into reading instruction. Groups work on these activities and complete their BIG BOOKS.

“jigsaw”
response
groups

Tab 2 ends with the FIRST FRIENDS DAY. New multi-ethnic groups are formed, made up of one representative from each of the various ethnic groups, creating “jigsaw” response groups. The ethnic representatives take turns sharing with their new multicultural group the BIG BOOKS which their ethnic group has produced.

TAB 3: CULTURE

activity
sheets

During this tab section students learn about the arts and crafts, food, songs, games, and holidays of each ethnic group. They help one another complete activity sheets for each area with the understanding that this is in preparation for a skit to be presented to the whole class on the SECOND FRIENDS DAY.

OVERVIEW - 2

a skit on
a specific
holiday

On the SECOND FRIENDS DAY all groups present a skit on a specific holiday of its ethnic group. Following the presentation of each skit, one member will lead a discussion of the skit's meaning with his or her jigsaw mixed group. By participating in these smaller response groups, students will have a greater opportunity to have their questions answered.

TAB 4: LITERATURE

short
LITERARY
selections

In this tab section students either read, or have read to them, short LITERARY selections relating to the culture of their FRIENDS group. An extensive BIBLIOGRAPHY is provided for each ethnic group as an aid to the teacher in deciding what literature to use. Various LITERATURE STUDY activities are completed by each group.

help
guide

Then a THIRD FRIENDS DAY is held with students participating, once again, in jigsaw groupings. Here each student shares the literature selection that he/she has read with the small jigsaw multicultural group. Activities and sheets to help guide the presentation are included. The presenter creates a book jacket and story summary to share. Students also prepare and share a dramatic reading.

TAB 5: DISCRIMINATION

forbidden
to speak

This tab section begins with a DISCRIMINATION DAY in which all group members are forbidden to speak to anyone other than those in their own group. Depending on your class scheduling, this may be for an hour or for greater lengths of time during the day. The teacher may apply this "discrimination speaking" during recess and lunch as well.

The next day, students first meet in their regular groups and, after discussing how they felt during the previous day while being isolated, fill out an INDIVIDUAL RESPONSE sheet on discrimination.

mixed
ethnic

Then, forming their FINAL FRIENDS DAY groups (jigsaw once again), students discuss the problems and benefits of living in a neighborhood of mixed ethnic backgrounds. They also discuss whether or not ethnic background should have anything to do with friendship.

a short speech on the importance of being friends

Finally, directions are given for holding a FRIENDS FESTIVAL. Since the students have done research on each ethnic group and the values of friendship, this festival is a wonderful way for students to exhibit what they have learned. Each group organizes a “booth area” featuring items from its cultural background. In addition, a spokesperson from each group gives a short speech on the importance of being friends with others regardless of their ethnic background. And, if time is available, the Reader’s Theater option can be added in which each group gives a short reading dramatization from a literature selection group members have studied.

**FRIENDS FESTIVAL
HISPANIC BOOTH**



“Come to our booth and find out what we have learned about friendship! We even have food for you!”

This culminating activity is meaningful authentic assessment for students because they have invited administrators and other staff members and their parents to visit their classroom. Everyone present enjoys sharing what students have learned about the importance of friendship in our multicultural society, through their reading, writing, discussing, and role playing during the FRIENDS simulation.

“ ... the importance of friendship in our multicultural society ... ”



Directions: Read the historical essay. Fill in the blanks as you read.

In 1492 Christopher Columbus thought that he had found the _____ (1) and a new way to reach the western shores of Asia. What he found was a _____ (2) new to the Europeans. The people that he found there he called _____ (3) by mistake.

There are many Native American nations. Each nation developed its own culture, _____ (4), and _____ (5) special to its people. Indian tribes _____ (6) throughout North and South America. How these tribes developed was affected by the _____ (7) of where they lived and the number of people in their group.

When Columbus came to the New World, he brought many things, and not all of them were good. The Indian population was about _____ (8) million when he arrived. Today it is about _____ (9) million. Three of the causes for the smaller population of native Americans are _____ (10), _____ (11), and the movement of people to the west coast of North America.

The _____ (12) from Europe lived differently from the Indians that they met. The Indians moved from place to _____ (13) within a land area. They thought that the land _____ (14) to everybody. The settlers believed in land ownership. This difference in beliefs caused _____ (15) feelings between the two groups. Some Europeans thought that the Indians were less _____ (16) than they were and treated them poorly. They made them their _____ (17) and started _____ (18) with them.