CULTURAL GROUPS IN OHIO
CULTURAL GROUPS IN OHIO - Cultural Diversity in Ohio

Rationale
In this lesson students work with data, maps and other information sources to begin to develop an understanding of the cultural diversity that exists in Ohio. Students create graphs and maps that reflect this data.

Concept
A cultural group is a group of people who share one or more unique characteristics such as race, national origin, ethnicity or religion.

Objectives
Students will be able to:
- describe the variety of cultural groups to which they belong
- analyze data and describe the information it represents

Classroom Strategies
Introduce the variety of data sources available. Pass out STUDENT HANDOUT A-1. Talk through the various pieces of data. Discuss definitions for each data element. Begin with the following:
- Sex – the gender of an individual (male or female)
- Race – a group of people that share certain physical traits such as skin color
- Age – how old a person is (notice how the age groups are divided)

Next discuss the struggle to name groups based on ethnic origin. Review terms like “Polish,” “German” and “Irish.” Each has a clear connection to the country of origin even when that country didn’t exist. For example, many “Germans” are from Switzerland, many “Irish” immigrated from what was then Great Britain (England). People called themselves “Polish” even when Poland didn’t exist as a country.

With many cultural groups there are lots of debates about what to call the group and who should decide what the group should be called. For example people who trace their origin to Mexico have been labeled by many names: Hispanic, Mexican-American, Latino/Latina. Work with students to compare these three definitions:
- Mexican-American – A United States citizen or resident of Mexican descent
- Hispanic – Related to or derived from the people or culture of Spain. (Remember Spain colonized and controlled a large portion of Central and South America)
- Latino/Latina – Related to or derived from the people or culture of Spain

For this unit we have chosen to label groups the following way:
- Latino; African American; Polish; German; Amish; Appalachian.

It is important and appropriate for students to know that these names are one of many possibilities and that each individual and their family determines how they describe their cultural origin.
In order to compare, use STUDENT HANDOUT A-1 and divide the students into small groups. Assign each student to make a graph (bar or circle) of the data that is presented. One group of students should make a graph of the gender of Ohio’s population. A second group should make a graph of race (White, Black, American Indian, Asian). A third group should make a graph of the Asian population in Ohio (Asian Indian – from India, Chinese, Filipino, Japanese, etc.). A fourth group should make a graph of the Hispanic population in Ohio (Mexican, Puerto Rican, Cuban, Other Hispanic). There are a variety of other graphs that might be made. Each graph will need a scale that identifies the value of a square or degree of a circle. Each graph should have a key and a color code.

As an extension, visit the Census website (http://www.census.gov/dmd/www/schindex.htm) and work with students to understand the census and the role it plays in American life.

**Classroom Assessment**

Student graphs should be evaluated based on their scale, key and ability to reflect the data. Students might be asked to write a brief essay describing the data as they produced it in their graph.

**Results and Sharing**

Students might create the graphs using Kid Pix or another draw program.

**Tools and Resources**

STUDENT HANDOUT A-1 (Demographic characteristics)
Web URL: Census Bureau
**Profile of General Demographic Characteristics for Ohio: 2000**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total population</strong></td>
<td>11,353,140</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>SEX AND AGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>5,512,262</td>
<td>48.6</td>
</tr>
<tr>
<td>Female</td>
<td>5,840,848</td>
<td>51.4</td>
</tr>
<tr>
<td>Under 5 years</td>
<td>754,930</td>
<td>6.6</td>
</tr>
<tr>
<td>5 to 9 years</td>
<td>816,346</td>
<td>7.2</td>
</tr>
<tr>
<td>10 to 14 years</td>
<td>827,811</td>
<td>7.3</td>
</tr>
<tr>
<td>15 to 19 years</td>
<td>816,868</td>
<td>7.2</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>728,928</td>
<td>6.4</td>
</tr>
<tr>
<td>25 to 34 years</td>
<td>1,519,894</td>
<td>13.4</td>
</tr>
<tr>
<td>35 to 44 years</td>
<td>1,805,316</td>
<td>15.9</td>
</tr>
<tr>
<td>45 to 54 years</td>
<td>1,566,384</td>
<td>13.8</td>
</tr>
<tr>
<td>55 to 59 years</td>
<td>553,174</td>
<td>4.9</td>
</tr>
<tr>
<td>60 to 64 years</td>
<td>455,732</td>
<td>4.0</td>
</tr>
<tr>
<td>65 to 74 years</td>
<td>780,252</td>
<td>7.0</td>
</tr>
<tr>
<td>75 to 84 years</td>
<td>540,709</td>
<td>4.8</td>
</tr>
<tr>
<td>85 years and older</td>
<td>176,796</td>
<td>1.6</td>
</tr>
<tr>
<td><strong>Median age (years)</strong></td>
<td>36.2</td>
<td>(X)</td>
</tr>
<tr>
<td><strong>HISPANIC OR LATINO AND RACE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total population</strong></td>
<td>11,353,140</td>
<td>100.0</td>
</tr>
<tr>
<td>Hispanic or Latino (of any race)</td>
<td>217,123</td>
<td>1.9</td>
</tr>
<tr>
<td>Mexican</td>
<td>90,663</td>
<td>0.8</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>66,269</td>
<td>0.6</td>
</tr>
<tr>
<td>Cuban</td>
<td>5,152</td>
<td>-</td>
</tr>
<tr>
<td>Other Hispanic or Latino</td>
<td>55,039</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Not Hispanic or Latino</strong></td>
<td>11,136,017</td>
<td>98.1</td>
</tr>
<tr>
<td>White alone</td>
<td>9,538,111</td>
<td>84.0</td>
</tr>
</tbody>
</table>

(Source: 2000 Census)
CULTURAL GROUPS IN OHIO - Latinos

Rationale
In this lesson students begin to generate a definition of “cultural group.” They also begin to gather and sort information about one cultural group in Northwest Ohio: Latino/Latina.

Concept
Cultural groups are composed of individuals who share a common characteristic such as ethnicity, language or religion. Latinos/Latinas are individuals who describe their origin in terms of Mexico, Puerto Rico and/or other Spanish speaking countries and regions of the Western Hemisphere.

Objectives
Students will be able to:
• use graphic aids (i.e. a table or graph) or illustrations to locate or interpret information
• demonstrate an understanding of text by retelling the information, in writing, in own words
• identify and interpret vocabulary (words, phrases, or expressions) critical to the meaning of the text
• discern major ideas and supporting ideas
• identify various cultural groups that have lived in Ohio
• explain that different peoples with diverse backgrounds (i.e. cultural, racial, ethnic, and linguistic) make up our nation today

Classroom Strategies
Latino culture will serve as an example of one cultural group in Ohio for this unit. Students should be grouped into at least 4 groups of equal number. Each group needs to access the OhioTrek Website. Choose the cultural group icon and then choose the Latino house. Select the info clues link, click on each article to print or read. The articles are This Old Church, Latinos Continue to Fight For, and Latino Pop Soars w/Opp (see TEACHER RESOURCE B-2 for an example).

Each group should complete the data retrieval table (STUDENT HANDOUT B-1). The group should fill in the information gathered from one source across each row. It is expected that the information may conflict, be different, or give different impressions.

<table>
<thead>
<tr>
<th>Source of information about a Cultural group in Ohio (i.e. Latino)</th>
<th>Characteristic #1 Traditions</th>
<th>Characteristic #2 Special holidays (i.e. religious, civic)</th>
<th>Characteristic #3 Contributions (i.e. people, ideas, inventions)</th>
<th>Characteristic #4 Locations in Ohio</th>
</tr>
</thead>
</table>
After students have completed the chart lead a discussion about how sources often disagree. How have the authors of these articles chosen to include information in different ways?

Finally, lead students to generate a list of things to think about when thinking about sources of information. For example:

• How old is the article?
• Who wrote it?
• Do they give their sources of information?

Discuss how information gathered about cultural groups, as well as other topics, should always be viewed as one perspective or source. Sources will disagree and choices are made based on reliability.

**Classroom Assessment**

Student ability to complete the chart and participate in a discussion about the validity of sources will determine their success with this activity.

**Results and Sharing**

Student charts might be illustrated or pictures collected that reflect the pieces of information that are identified.

**Tools and Resources**

STUDENT HANDOUT B-1 (Data retrieval table)
TEACHER HANDOUT B-2
Three Latino texts located in Latino House Info Clues link on OhioTrek website
<table>
<thead>
<tr>
<th>Sources of Information about a Cultural group in Ohio (i.e. Latino)</th>
<th>Characteristic #1 Traditions</th>
<th>Characteristic #2 Special holidays (i.e: religious, civic)</th>
<th>Characteristic #3 Contributions (i.e: people, ideas, inventions)</th>
<th>Characteristic #4 Locations in Ohio</th>
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</thead>
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</table>
CULTURAL GROUPS IN OHIO

This old church became hub of community's life

The tapping of small marching feet and the rhythmic beating reverberated off the tall walls of the building, known as the Guadalupe Center.

Consuelo Hernandez was again directing a group of Latino youth preparing for a parade.

For Mrs. Hernandez and many others in Toledo's Latino community, old enough to remember the facility, the Guadalupe Center on South Avenue was more than a community center. It was the focal point of the city's Hispanic community. The building was a magnet for local Latinos, drawing in from East Toledo to the city's south end to live.

From 1942, when the Catholic Diocese of Toledo purchased the former English church to serve as a mission for Hispanics, until its last days as a community center before recently closed it in 1996, the center was the heart of the local Latino community.

"It was a mission, if I could use such a word," Mrs. Hernandez said. "It was a place that the Hispanic community really identified with. I started a baton group with it, a marching band called Marcha Mexicana, and we practiced in the gym there.

"I can be out somewhere and people still wave up and ask me, 'Who are you?'"

"I can't believe this place is going to close," she said.

The church was originally called St. Mary's and was built in 1892. In 1942, it was purchased by the Catholic Diocese of Toledo and opened as a mission for Hispanics. The Guadalupe Center was established in 1974 and played a vital role in the community until its closure in 1996.
CULTURAL GROUPS IN OHIO - Writing Cube Reports

Rationale
Students work to build a cube report describing various aspects of African American culture in Ohio. The cube report is generated from information sources and provides the opportunity to discuss reliability of sources, avoiding generalizations, and writing about a cultural group.

Concept
Descriptions must be built from sources, which often disagree. Comparing and contrasting across sources becomes one of the key skills.

Objectives
Students will be able to:
- identify pieces of information about African American culture
- choose from competing information to generate cube reports about African Americans in Ohio
- use graphic aids (i.e. a table or graph) or illustrations to locate or interpret information
- demonstrate an understanding of text by retelling the information, in writing, in own words
- discern major ideas and supporting ideas

Classroom Strategies
Before class, display a set of each of the student charts generated during day one as well as a copy from various sources of information that might be available. Divide students into small groups or pairs. Each group should receive a set of the materials that were shared during the first lesson.

To begin the lesson, pass out STUDENT HANDOUT C-1 to each student. Provide time for students to read the piece silently. After reading, place a copy of the text on the overhead and underline cue words that help students recognize the description and comparison text structures.

Describe for the students how a cube report is created. On STUDENT HANDOUT C-2 students should write and develop each of the sides of their cube. Small illustrations and/or pictures might be added after the students are done with generating their text.

Classroom Assessment
Assessment will be completed through teacher observation and discussion.

Results and Sharing
Students might display the various cubes around the room for others to read.
Tools and Resources
Materials from day one
Overhead Projector
STUDENT HANDOUT C-1 (Text & Transparency)
STUDENT HANDOUT C-2 (Cube)
AFRICAN AMERICANS IN CLEVELAND 1809-1925

It was a hot July day in 1916, and Garrett Morgan, Cleveland’s most famous African American inventor, had just received a telephone call about an emergency. A gas explosion had caused several workers to become trapped in a water filtration tunnel under Lake Erie. Garrett Morgan had been called because people knew that he had invented a gas mask that filtered poisons from the air. This mask would allow rescuers to enter the tunnel and free those men who had been trapped. Morgan, himself, took part in the rescue effort. He risked his life, entering the tunnel three times while wearing his gas mask. He was able to save the only two men who were still alive. In spite of his heroism, Garrett never received proper credit for his actions.

In addition to the gas mask, Morgan invented the folding electric traffic signal. He realized that the change from horse-drawn carriages to automobiles would require some way to control the increased traffic. He sold the patent for his invention to General Electric in 1923 for $40,000. Within two weeks, General Electric installed these traffic lights in parts of downtown Cleveland.

By the time Garrett Morgan sold his traffic signal in 1923, African Americans had been contributing to Cleveland’s quality-of-life for over a century. George Peake became Cleveland’s first permanent black citizen in 1809 when he arrived from Pennsylvania. Peake was also an inventor. He invented and patented a hand mill used to grind grain into meal. By 1860, 799 Cleveland residents were African Americans. This meant about one in 50 people residing in Cleveland was an African American. During the early 1800s, Cleveland offered African Americans better opportunities than most other U.S. cities. By the 1840s, about one-third of Cleveland blacks were skilled workers. They worked hard and provided goods and services for Cleveland residents. Dr. Robert Boyd Leach was Cleveland’s first African American physician. Several African Americans in Cleveland became wealthy citizens. Alfred Greenbriar was well known because of his cattle and horse farm. Madison Tilley employed over 100 workers in his mining business. John Brown, a barber, was Cleveland’s wealthiest African American of the time. His property was worth over $40,000 at the time of his death in 1869. During this time period, blacks and whites lived in the same neighborhoods, peacefully and cooperatively.

During the middle 1800s, many Cleveland residents, both black and white, favored abolition. Abolition meant they wished to see slavery removed from our country. John Brown and John Malvin were leading African American abolitionists who helped slaves escape the South. When the Civil War came, many African Americans from Cleveland served with distinction in the Union Army.
In 1830, Saint John’s AME (African Methodist Episcopal Church) was founded as Cleveland’s first black church. It was the first of many churches established to meet the needs of Cleveland’s African American community. Saint John’s remained the only black church until the Mount Zion Congregational Church was formed in 1864. The Cleveland Gazette was started in 1883 as Cleveland’s first newspaper for African Americans.

Many African Americans migrated to Cleveland from the South between 1890 and 1915. By the end of World War I in 1918, about 10,000 blacks lived in the city. During this time period, Cleveland grew as a manufacturing city with lots of jobs in the steel mills. Unfortunately, Cleveland’s African Americans were not able to get these jobs because of discrimination. African Americans often found it difficult to work in the skilled trades because they were excluded from trade unions. By 1910, only about one-tenth of African American men worked in the high-paying skilled trades.

Charles Chestnutt was a novelist and short story writer who wrote about unjust discrimination from the African American point of view. As a result, many residents of Cleveland became more aware of the need for change. In 1912, the Cleveland Chapter of the National Association for the Advancement of Colored People (NAACP) was founded to help eliminate discrimination against African Americans in Cleveland. The first headquarters for the Cleveland NAACP was the home of Frances E. Young. Also, in 1913, Jane Hunter, an African American nurse, started the Phyllis Wheatley Association as a job training center for African American girls.

In 1870, African American men gained the right to vote. During this time period, blacks usually voted for Republican candidates because the Republican Party had been the leader in abolishing slavery and had supported the rights of black citizens. John Patterson Green was the first African American in Cleveland to hold political office. He was elected as justice of the peace in 1873. In 1881, Green was elected to the Ohio House of Representatives. Later, he became the first black in the North to be elected to the state senate. In 1915, Thomas W. Fleming became the first African American to win election to Cleveland City Council.

As you can see, African Americans have contributed much to Cleveland and Ohio between the time that George Peake entered the city in 1809 and the time that Garrett Morgan’s traffic signals decorated Euclid Avenue in 1925. African Americans have continued their contributions to our state and nation to this day.

Information for this narrative was obtained from The Encyclopedia of Cleveland History and Cleveland Where the East Coast Meets the Midwest.
CUBE REPORT - PART 1

Describe the early history.

Name of Cultural Group.

Name of famous person or contribution of the group.

How this group impacts life in Ohio today.
What conclusions can you draw from these articles?

Create a map or timeline.
Rationale
Students will become familiar with specific terminology related to specific cultural groups in Ohio.

Concept
This lesson will focus on webbing. This strategy provides the opportunity for students to categorize and group words by similar characteristics. These groupings are then presented in a graphic such as a web that illustrates the relationship between the word categories and the meanings.

Objectives
Students will be able to:
- demonstrate the ability to define specific characteristics of one cultural group in Ohio
- describe the relationship among characteristics and attributes of a cultural group in Ohio

Classroom Strategies
Begin the whole class lesson by introducing the vocabulary lesson on webbing. Tell the students that this strategy can be used to categorize and group words by similar characteristics. Ask the students to identify the six cultural groups that they have been studying thus far (African American, Amish, Appalachian, Polish, German, Latino). Prepare word card sets (STUDENT HANDOUT D-1). As the group names are identified, place the word card with the name of the cultural group on the board. Show the Video Trek - Cultural Groups in Ohio, in its entirety, and ask the students to listen for characteristics that pertain to each cultural group.

After the viewing the video, ask the students to organize themselves into six groups and have them read aloud the word cards that have been placed randomly on the board. Each small group will then be responsible for organizing the word cards into categories. Once this is completed, the group will write a 2-3 sentence rationale for their organizational scheme. Bring the groups together and ask them to share their organizational scheme and rationale. As the groups share, place the word cards into the suggested categories.

Pass out STUDENT HANDOUT D-2 (a web graphic organizer) and ask the students, in their groups, to complete the web. Once the groups have completed this task, ask one person from each group to share their completed web. While students report, arrange the word cards into the suggested categories. During this sharing time, group members will also provide a rationale for their choices. The words used in this lesson do not necessarily belong to one single cultural group. The word card therefore can be used more than once. There is as much diversity between the cultural groups as there is among the cultural groups.

Definition of some key terms:
Appalachia – The region of the eastern United States mainly in the Appalachian Mountains.
Immigrant – People who enter the country from other parts of the world.
Cultural Group – A group of people who share one or more unique characteristics such as race, national origin, ethnicity, or religion.

Diversity – includes differences in race, religion, national origin and ethnicity.

Racial group- a group of people that share certain physical traits such as skin color.

Ethnic Group – a group of people who feel unity in any of the following areas – national origin, race, religion or cultural heritage.

National Origin – refers to the country that a person’s family originally came from.

Cultural Heritage – language, customs, ideas or experiences.

**Classroom Assessment**

Classroom discussion, student reporting of their ideas, and the completed web will serve as the assessment tools for this lesson.

**Results and Sharing**

Students will share their organizational schemes, webs and rationales with peers in small groups as well as in a large class discussion.

**Tools and Resources**

STUDENT HANDOUT D-1 (Vocabulary word cards: one set per group)

STUDENT HANDOUT D-2 (Graphic organizer)

TV/VCR

Video Trek - Cultural Groups in Ohio
### Cultural Groups in Ohio

<table>
<thead>
<tr>
<th>Appalachian</th>
<th>Amish</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>Polish</td>
</tr>
<tr>
<td>German</td>
<td>Latino</td>
</tr>
<tr>
<td>Appalachia</td>
<td>Cultural Group</td>
</tr>
<tr>
<td>Diversity</td>
<td>Racial Group</td>
</tr>
<tr>
<td>Ethnic Group</td>
<td>National Origin</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Cultural Heritage</td>
<td>Immigration</td>
</tr>
<tr>
<td>Religion</td>
<td>Jewish</td>
</tr>
<tr>
<td>Business</td>
<td>Holiday</td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td>Catholic</td>
</tr>
<tr>
<td>Community</td>
<td>Baptist</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Electricity</td>
<td>Farm life / farming</td>
</tr>
<tr>
<td>Protestant</td>
<td>Muslim</td>
</tr>
<tr>
<td>Celebrations</td>
<td>Traditions</td>
</tr>
<tr>
<td>Quiet</td>
<td>Cabbage</td>
</tr>
</tbody>
</table>
Rationale
In this lesson students visit the OhioTrek website to gather information about various cultural groups in Ohio. They also learn what kinds of information they might gather about other cultural groups that have existed and currently exist in this state.

Concept
Cultural groups have particular attributes that can be identified. These include traditions, celebrations, music, foods and beliefs. All cultural groups have contributed to the broad fabric of life in Ohio.

Objectives
Students will be able to:
• use graphic aids (i.e. a table or graph) or illustrations to locate or interpret information
• demonstrate an understanding of text by retelling the information, in writing, in own words
• identify and interpret vocabulary (words, phrases, or expressions) critical to the meaning of the text
• identify various cultural groups that have lived in Ohio
• learn that different peoples with diverse backgrounds (i.e. cultural, racial, ethnic, and linguistic) make up our nation today

Classroom Strategies
Over an extended period (approximately 3 days), in small groups, students will use the OhioTrek website to gather information about a selected cultural group in Ohio. Place four students in a group and assign each group two or three of the cultural groups in this unit as well as one selected to represent your local community or student background. Using a prepared worksheet (STUDENT HANDOUT E-1), students use the OhioTrek website and select the icon which represents the culture their group has been assigned. The information located on the website will provide significant details about various aspects of each cultural group. For example, there might be information about cultural contributions, famous individuals, and traditions.

One group’s student handout might look something like this:

<table>
<thead>
<tr>
<th>Cultural groups</th>
<th>Characteristic #1</th>
<th>Characteristic #2</th>
<th>Characteristic #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Upon completion of the web-based research, reorganize students into new groups so that one representative with information on each cultural group is present. Have group members take turns reporting to each member of the new group, sharing details under each heading. Each student will teach about their cultural groups and add details to what others say. As each student speaks, the rest of the group should complete the graphic organizer on STUDENT HANDOUT D-2.

**Classroom Assessment**
Have students share the graphic organizer. Make anecdotal notes during group discussions and sharing.

**Results and Sharing**
Students could make illustrated versions of their charts for display.

**Tools and Resources**
STUDENT HANDOUT E-1 (Cultural Groups worksheet)
STUDENT HANDOUT D-2 (Graphic Organizer)
CULTURAL GROUPS IN OHIO

Name ______________________________

<table>
<thead>
<tr>
<th>Cultural groups</th>
<th>Characteristic #1 Contribution</th>
<th>Characteristic #2 Famous person</th>
<th>Characteristic #3 Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
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<td>#2</td>
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<tr>
<td>#3</td>
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</tr>
</tbody>
</table>
CULTURAL GROUPS IN OHIO - Comparing Cultures

Rationale
This lesson will identify the non-fiction text structure that students will use as an information resource. When reading information about cultural groups in Ohio, the students will be introduced to cue words relating to comparison that will assist them in their understanding of factual information.

Concept
Text Structure – Comparison. This text structure involves using cue words that depict how one or more items, objects, or things are alike and/or different.

Objectives
Students will be able to:
• demonstrate the ability to define specific characteristics between two cultural groups in Ohio
• identify the relationship among characteristics and attributes of cultural groups in Ohio

Classroom Strategies
This will be a two-day lesson. Introduce the lesson by indentifying the two cultural groups that will be discussed over the next two days – Polish and Amish. Focus on one cultural group each day. Day one will be Polish and day two will be Amish.

Day One
The students will be given a 200-word passage – Polish Americans in Ohio (STUDENT HANDOUT F-1) and a graphic organizer for note taking (STUDENT HANDOUT F-2). Review the graphic organizer by previewing each of the four categories and ask the students to read the passage silently and complete the chart while reading.

When students have finished, lead a class discussion by asking the students to share responses that they made under each of the four categories. Record student responses on the chart using the overhead. Students might also revisit the OhioTrek website to view the brief clip on Polish culture in Ohio.

Day Two
The same procedures will be followed in this lesson as in the previous lesson. The students will be asked to read another passage, a newspaper article, on the Amish. To get the passage, each group needs to access the OhioTrek website. Choose the cultural group icon and then choose the Amish house. Select the info clues link and click on the Amish article to print. While reading silently, the students will again complete a chart similar to the one completed the previous day. Once students are finished, they will share responses. Record these on the chart or the overhead.

Once the sharing has ended, introduce the term “comparison” by asking the students to define this term and to provide a few examples. Then identify particular key words that could assist
students when they read and/or write passages using this particular text structure. Examples of key words are – different, same as, whereas, on the other hand.

Ask the students to get into groups of 3 or 4 and to review, as a group, the forms that they completed when reading about the Polish and the Amish in Ohio. While each group reviews the information about the two cultural groups, have them jot down one or two ideas on a comparison chart (either STUDENT HANDOUT F-3 or F-4) describing at least one similarity and one difference.

After recording the similarities and differences, demonstrate through a shared writing activity (teacher and students compose this together), how to write a compare/contrast piece of the Polish and the Amish cultures using the cue words and the comparison chart(s).

Classroom Assessment
Assessment will be completed through small and large group discussion, student sharing of completed graphic organizers, and teacher observation during the shared writing activity.

Results and Sharing
Publish the comparison piece written during the lesson. Students might also generate illustrated graphic organizers.

Tools and Resources
Amish text located in Amish House Info Clues link on the OhioTrek website
Overhead Projector
STUDENT HANDOUT F-1 (Polish American text)
STUDENT HANDOUT F-2, F-3, F-4 (Graphic Organizers)
THE POLISH IN OHIO

There are many different cultural groups living in Ohio. Throughout the state you can find diverse communities. Everyone is different and this diversity allows us to learn about each other and respect differences. People of Polish origin have been coming to Ohio since the late 1800's. There have been times of heavy immigration and slower periods due to economics, wars, difficulties in Poland, and job availability. The majority of Polish Americans in Ohio live in the northern areas of the state. This is due to the job opportunities that were available at the time of heavy immigration. Now, people come to Ohio from Poland for educations and professional opportunities.

Job opportunities were the main reason that Polish people immigrated to Ohio in the late 1800's and early 1900's. Manufacturing, mining, bridge building and the iron and steel industries gave jobs to many immigrant groups, such as the Polish, in Cleveland, Akron, Youngstown and Toledo, Ohio. Many times, men would come to Ohio from Poland and work to send money for their families and relatives to come. Today, Polish people still come to Ohio. Many students come for educational opportunities. Many Polish Americans have become entrepreneurs, doctors, lawyers and dentists. Some Polish communities still exist today in northern Ohio.

Building a strong community, often built around the church, was important and necessary during early immigration. Coming to America was not easy. People didn't speak the same language, eat the same food, or have the same cultural background. The community offered an area where most people knew each other, they spoke a common language, other than English, and shared a common culture. This was important to the early Polish immigrants. Until English became required to be taught in schools, many Polish Catholic churches had schools within them that taught children in Polish. They lived close to their work and built communities around their church to meet their needs. Today, many of these communities are diverse in culture. The communities have expanded into the suburbs of the cities and the cities and towns throughout Ohio have various cultural makeups.

Polish people began coming to Ohio for job opportunities. Now, Ohio is home to Polish Americans with different jobs, educations, and reasons for coming here. Ohio cities still have festivals and events that allow us to learn about the Polish culture through dress, song and dance. Cultural events remain important not only to Polish Americans but to everyone. We live in a diverse society where respect and appreciation of cultures and beliefs are important for everyone.

Resources
Grabowski, J.J., A. Boberg, and R. Wroblewski. Polish Americans and Their Communities in Cleveland. 1976, Cleveland Ethnic Heritage Studies, Cleveland State University.
Pula, James S. Polish Americans An Ethnic community. 1995, Twayne Publishers, N.Y.
Key Features for ______________________________ Cultural Group in Ohio

<table>
<thead>
<tr>
<th>Contributions</th>
<th>Traditions</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Origin</th>
<th>Time Frame of Arrival to United States or Ohio</th>
</tr>
</thead>
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<td></td>
<td></td>
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</tbody>
</table>
How to use this template:
1. Enter items for comparison in the box labeled “Object, Event or Person.”
2. Enter similarities in the central boxes.
3. Enter differences in the boxes to the left and right.
4. Add similarities or difference boxes as necessary.
COMPARE & CONTRAST DIAGRAM

Concept 1 ___________________________  Concept 2 ___________________________

HOW ALIKE?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

HOW DIFFERENT?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
CULTURAL GROUPS IN OHIO - A Celebration of Our Similarities and Differences

Rationale
After viewing the Video Trek - Cultural Groups in Ohio, a second time, students create a "Culture Scrapbook" as a culminating activity.

Concept
A cultural group is a group of people who share one or more unique characteristics such as race, national origin, ethnicity or religion.

Objectives
Students will be able to:
• identify some of the various cultural groups that have lived in Ohio
• explain that different peoples with diverse backgrounds (i.e. cultural, racial, ethnic, and linguistic) make up our nation today
• recognize the commonalities that exist in Ohio across cultural groups and recognize that our differences link us in a web of shared traditions

Classroom Strategies
Watch the Video Trek – Cultural Groups in Ohio.

After watching the video create a web on chart paper or the front board. In the center of the web place the word “OHIOANS.” As webbing points, list cultural universals (i.e. foods, holidays, music, religion, contributions). As a class revisit the video to brainstorm various elements to place on the web.

Finally, introduce the final project. Assign each student in the class a cultural universal. Try to identify different ones for each person or assign some more than once. Have each student create a “scrapbook page” for a large class book. Be creative with this project. Provide each child one piece of 11”x17” paper. On it have students organize information around the category mentioned above. Students might also complete this task using Kid Pix. Students should then use materials in this unit, the website, and videos to create their page of the book.

Classroom Assessment
Students should be evaluated based on their ability to research and report on the pieces of information. Illustrations, graphs, text, newspaper articles and other pieces of information should be included.

Results and Sharing
Display the pages of the scrapbook before it is bound and placed in the school library.

Tools and Resources
11 x 17 paper
All STUDENT HANDOUTS from this unit
OhioTrek website