It’s hard because we were not drawing ourselves:

An inquiry project focused on my fourth grader’s thoughts about diversity, personal identity, and stereotyping.

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2008-2009 Fourth Grade PDS Intern: Gray’s Woods Elementary
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Teaching Context

This year I have been a Professional Development School intern in a fourth grade class at Gray’s Woods Elementary School, which is part of the State College Area School District. My classroom is almost balanced in terms of gender, with thirteen boys and twelve girls. There is also a wide range of social, academic, and cultural diversities within my classroom. Generally speaking the students perform at various academic levels, with some students receiving special support outside of the classroom. From the social aspect the classroom makeup is quite diverse, comprised of some social leaders, as well as many students whom are generally easy to get along with. Aside from these social and academic differences throughout the class, there is also a diverse range of racial and cultural backgrounds.

Within our social studies curriculum, our class has studied culture in countries other than the United States, as well as a unit involved with the visual arts. This in turn set the framework for my inquiry into diversity only I am concerned with my student’s differences, not the differences of another culture. The social studies curriculum within this school district does a great job of opening the diverse cultures of other countries through the units, but I want to address my classroom student’s differences as opposed to different cultures. (See Appendix A for full Inquiry Brief)

Wonderings and Questions

Main Wondering:

The question of my inquiry revolves around how students in my fourth grade classroom feel about the differences in themselves, as well as their classmates. I also questioned to what extent the student’s think about stereotypes, and where they developed these ideas. During this inquiry the students were introduced to multiple types of lessons, focusing mainly on diversity, personal identity, and stereotypes.
In relation to diversity, how are students in my fourth grade classroom affected by differences in themselves and their peers? Furthermore, how can teachers challenge stereotypes that have been acquired by these students, whether it is by formal or informal means?

**Sub-Questions:**

- What is the most effective way to teach about stereotypes?
- Can fourth graders show empathy for people who are feeling negatively in regards to their diversities?
- What activities work the best in addressing issues of diversity, as well as helping kids find their own personal identities?
- Do students in my fourth grade classroom think in a more egocentric frame of mind at this point in their lives, or can they recognize how their peers may be feeling about their differences?

**Data Collection**

**Description of Data Collection:**

Throughout this inquiry I have collected data in a variety of ways in order to answer some of the questions I was having about my students. My data was mainly collected during the execution of a lesson, with the exception of some data that was collected during a follow up activity to a lesson. The data I collected can be categorized in three ways: diversity, personal identity, and stereotypes.

**Diversity:**

During the implementation of diversity based lessons I took into account the most effective ways to collect data, mainly balancing how to gather data while providing the students with an appropriate learning experience. Prior to my introductory lesson I met with my professional development assistant (PDA), Jodi Kamin, to discuss the best way to introduce my inquiry to the
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students. Following some thought we agreed the most beneficial way to start would be conducting a grouping lesson. Not only did this allow for some connection to third grade science, when students grouped types of rocks, but it initiated some thoughts about how people in our classroom can be different from one another. This lesson asked the students to list the ways in which our class could be broken into groups. The students worked individually, coming up with their own list of groupings, and were then asked to share some of their thoughts with the whole class. Following the discussion I had the students respond to a writing prompt that allowed for personal reflection to our class groupings. Within this writing prompt the students were expected to determine what groups they fit into, groups they did not fit into, how they feel about being or not being a part of a group, and their definition of the word diversity. (See Appendix B for lesson with writing prompt)

After conducting the initial grouping lesson I decided to take a more informal approach to the next lesson in diversity, that being a read aloud. Prior to the implementation of any read aloud lessons I contacted Cole Reilly, who is a former PDA with great knowledge in topics of diversity. Cole compiled a list of applicable books, one of which stood out for multiple reasons. With Dr. Seuss’s birthday approaching and the opportunity to evoke feelings of empathy through a story, I chose my second lesson to be based on The Sneetches by Dr. Seuss. For this lesson my data was collected through the form of anecdotal notes taken by my mentor, Cathy Klein. (See Appendix C for anecdotal notes sheet)

Finally to try and gather some concluding data on where my students are in terms of understanding diversity, I implemented a follow up lesson to the glyph activity, which will be defined in the following paragraph. This activity gave the students a chance to try and color in a glyph figure based on categories of a person, without gathering clues from the partner they were working with. The idea of this lesson was to promote a feeling of appreciation for our differences as
well as similarities throughout our classroom. The data was collected by recording the concluding 
discussion, which centered on what we learned about one another. (See Appendix D for lesson)

**Personal Identity:**

Running hand in hand with diversity throughout our classroom, personal identity is also very 
important for a student to establish within a classroom setting. As mentioned in the latter paragraph, 
I executed a glyph activity with the students, where they were able to color in a figure based on the 
categories they fit. Thinking in a connective manner, the categories I created were based on each 
student’s grouping from our introductory activity to diversity. Comparing our glyph figures 
provided the students with an opportunity to see what their peers had colored on his or her 
individual glyph figures, allowing for an understanding of how some people are similar and 
different in our classroom. The collection of data for this activity was, of course, the completed 
glyph figures, as well as a recording of the discussion. (See Appendix E-G for lesson, categories, 
and completed glyphs)

**Stereotypes:**

Once I was satisfied with the outcomes of my diversity and personal identity lessons, I 
turned the focus of my inquiry to stereotypes. To prepare for these lessons I once again collaborated 
with my PDA, my mentor, and Cole Reilly in order to ensure that the lessons I was implementing 
were beneficial for my students. The first lesson taught for the purpose of introducing stereotypes 
was a read aloud of the story *Piggybook* by Anthony Browne. This text depicts a clear stereotype 
throughout the story that lead to a great class discussion regarding the idea of a stereotype. The 
main form of data collection during this read aloud was a writing prompt following the reading, as 
well as a recording of the follow up discussion.
The next step in this process was defining how the students felt in regards to stereotypes. To obtain an idea of how the students respond to questions of stereotypes, I developed a survey that dealt with the common boys vs. girls stereotype. In order to gather data from the students, I asked for responses to the questions as if these were other kids in Pennsylvania answering. In other words, half of the survey was implemented as what someone else would say, while the second half was what we, our class, would say. Breaking apart the survey in this way ensured that the results were not tainted, and the students were able to answer honestly. (See Appendix H for the stereotype survey)

After the starter lessons in stereotyping my inquiry took a step back in order to reestablish the ideas of a stereotype as opposed to the word stereotype. In order to do this I had the students complete a quick draw and write exercise, where I wrote six types of people on the board and the students drew what they imagined that person to look like. Following the drawing of these people the students were expected to describe two characteristics of each person. The six people I used in this activity were a scientist, teacher, dancer, doctor, athlete, and princess. The first form of data collection was the pictures and characteristics themselves, as well as a follow up read aloud to combat the stereotypical descriptions of a princess. This read aloud lesson was based a book called Cinderedna to the class. This book compared the lifestyle of Cinderella, a stereotypical princess, to her atypical princess counterpart Cinderedna. To collect data for this lesson I used the white board and provided the students with a list of characteristics that labeled the two different princesses. (See Appendix I for the picture of the board)

**Data Analysis**

**Steps in Analyzing the Data:**

During the collection of data I was mainly concerned with answering my main wondering of how students are thinking about themselves as being different from their peers. I implemented each
lesson with a specific goal in mind, ranging from what students know about stereotypes, diversity, and how they see themselves in terms of personal identities. After every lesson was carried out I sat down with the data that I collected, reflecting upon it using an ongoing reflection journal.

The first lesson and writing prompt I executed for the students was focused on introducing the idea of diversity, seeing if any of the students could conceptualize the ideas behind diversity. From the writings, I looked at how the students were thinking about grouping themselves, as well as how the students handled defining the word diversity. This displayed to me the ideas they were ready for next.

The next form of data analysis came from my reflection of the anecdotal notes taken from my mentor in regards to The Sneetches read aloud. With my sub question of students being able to display empathy in mind, the reflection of this data was carried out in the same way as the grouping writing prompt. Following the reading and discussion about the story, I analyzed the notes taken by my mentor, and developed a claim based on the findings from this data.

Aside from analyzing written responses and anecdotal notes, I decided to next implement a lesson that utilized technology as a form of data collection. While I discussed the differences my students were noticing in their classmates, I recorded the conversations using my computer, analyzing the data looking specifically for what the students learned about each other and what they struggled with throughout the activity.

The following step in analyzing my data was based on the personal identity of my students. Together we completed a glyph figure activity and the data I collected was the glyph figures themselves, as well as voice recordings of discussions involving the identity of each student compared to other students. When analyzing this data I focused on how my students felt about the differences in them compared to peers, as well as understanding the differences in other people.
The following steps in analysis were concerned with my students’ understanding of stereotyping. To begin the analysis of the collected data for this part of my inquiry I read through each writing prompt about the story Piggybook, while focusing my analysis on what stereotypes the students already knew. The approach to analyzing this data was formatted so I would know where my students were in terms of understanding stereotypes.

Because the ideas of stereotypes became quite broad in the minds of my students, the next form of analyzing my data was more focused in one specific area. Concerned with how my students feel about stereotypes themselves, I looked at the boys vs. girls survey comparing how my students say they would answer, as opposed to how they think another student would answer.

Narrowing down the idea of stereotypes even more, the next form of data analysis came from the drawing and characterization of six different types of people. This provided me with over 100 pictures to look at, as well as over 200 descriptions of people, therefore I decided to analyze this data based on descriptions of gender and or social tendencies of these people. I compiled this data into a pie chart to describe how many stereotypical descriptions occurred during the activity. (See Appendix J for chart)

Concluding the data analysis I once again utilized technology by videotaping the follow up activity on the six drawing and descriptions of people. The focus of this analysis was based on the princess descriptions, noting how the students came to think differently about what a princess can encompass. To analyze the data I used the white board list, keeping in mind how the students broke down the characteristics of the two princesses. I also analyzed each individual picture and description to see how the students were thinking in terms of the typical and atypical princess.
Explanations of Findings

In correlation to much of the data I collected, three major claims arose through the process of analyzing. These claims are based solely on the implications drawn from my fourth grade classroom, and may or may not be supported by the data collected in another fourth grade setting.

Claim 1:

In terms of personal identity, students in my fourth grade classroom are far more aware of differences in themselves than differences in their peers.

This claim confirms what is described in the book Yardsticks. In this book the nine year olds are described as being more individualistic in terms of their social and emotional growth. During this inquiry I have noticed that most of my students are more individualistic, displaying a much more egocentric thought process. Through the activities regarding grouping and the glyph figures, my fourth grade students proved that they were only thinking of themselves throughout these activities.

The first piece of evidence that supports this claim comes from the grouping activity. When asked to take into consideration what groups we could categorize our class into, the students only came up with groups that pertained to their personal experiences. With the exception of one out of twenty three students, my fourth graders thought solely about what groups they can make for them as opposed to what groups their peers can fit into. One specific example comes from the comparison of a student who was born outside of the United States, and a student from Pennsylvania. The student from Pennsylvania listed groups pertinent to her characteristics, ranging from gender to whether or not a person wears braces. Inversely, a student who was born outside of the United States listed groups regarding country of birth and race. From these group listings it is clear that my
The second piece of evidence supporting the idea that students are more aware of their own differences is a sound clip from the recording of the glyph follow up lesson. Within this clip I asked the students what they found difficult about drawing their classmates. One student responded to my question with: “Because it wasn’t us and we don’t really know what they like to do.” From this response I assessed that there was a feeling of discomfort when trying to think about their partners’ differences, meaning that thinking about their differences was an easier task. (See Appendix M for full conversation)

Claim 2:

Through the implementation of diversity-based lessons, students in my fourth grade class proved that they are able to display empathy for people, while showing an appreciation for the differences seen in others.

Breaking apart this claim, I am first defending the idea that my students can display signs of empathy for people. The first strong piece of evidence was derived from the read aloud and discussion based on the book The Sneetches. Through anecdotal notes, my mentor teacher captured many great ideas coming from the students in response to my questions. When asked how the group of sneetches felt about how they were being treated, merely because they had no stars on their bellies, the students responded with the following: “this is just like segregation between blacks and whites.” This connection sparked others to say that they were feeling upset because they were left out, and that there was unfair treatment occurring between the two groups of sneetches. The empathetic responses to this informal read aloud were definitely genuine feelings from my fourth
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graders. With no formal assessment in this lesson, this time was mainly for conversation between my students and I. (See Appendix N for completed anecdotal notes)

In a more formal sense, I asked my students to respond to a writing prompt based on the story Piggybook. One question I asked is how the mother was feeling in regards to the way her family was treating her. Many students responded with the idea that she was treated like a maid and that her unfair treatment most likely made her feel upset. The responses I received to this question all followed the general pattern of the mother being treated unfairly, showing a sense of empathy for the female character in this story. (See Appendix O for full student response)

Thinking in terms of the second part of this claim, one specific piece of evidence proves that the students in my fourth grade classroom can come to appreciate the differences in their peers. During the glyph follow up lesson I posed a question to the students, asking if anyone had learned something new about the partner they worked with. One student responded by saying: “I thought he was born in Ohio, but he was born in Romania.” From the tone of the volunteer’s voice, there was clearly no sign of mockery, but more of an interest. The student had learned something new about a classmate. Despite my class finding glaring differences between themselves and their partners, it is clear that they were genuinely interested in learning new things about each other. (See Appendix P for full dialogue)

Claim 3:

Teachers must take into consideration how we approach lessons on stereotyping, especially in the ordering of lessons to effectively bridge the students’ ideas.

Students in my fourth grade classroom misunderstood the initial word stereotype. With this in mind it became clear that the way I was implementing stereotype lessons was not benefitting the students. My first piece of evidence that proves my claim comes from the writing prompt regarding
Piggybook. A question to the students in this prompt asked for some stereotypes that they know of, and to explain what they mean. Almost all students in the class were completely confused by the term stereotype, and had little confidence in their knowledge of the word stereotype; let alone what their stereotype meant. *(See Appendix Q for full response)*

Knowing now that my students had little knowledge of what the word stereotype meant, I was forced to back track in lesson development, approaching the term stereotype as if the students had never heard me say it, and the lesson worked as a much better introduction than the previously failed attempt. Again collaborating with Cole Reilly, it was suggested to try the draw and write activity with the students. Writing different kinds of people on the board, the students drew and described what this type of person would look like. 119 out of the 144 pictures drawn were free of stereotypes, with the exception of princesses. *(See Appendix R for princess drawings)*

From this quick activity a bridge was formed between the word princess and the ideas behind stereotyping. Using the story *Cinderedna* the students came to be familiar with the terms labels and typical, which in turn leads into the discussion regarding stereotypes. To shake the student’s views of the typical princess, we developed a list that described both the typical princess and the atypical princess. *(See Appendix I).*

After reevaluating what the students understood of the term stereotype, the sequencing of instruction during this part of my inquiry became key in setting the students up for complete understanding of the thoughts and ideas tied in with stereotyping.

**Reflections and Implications for Future Practice**

As far as the process of inquiry is concerned, always questioning what we can do as teachers to enhance some aspect of our student’s education is important to any effective classroom. In terms of my inquiry I think that establishing some sort of connection between my student’s differences
and similarities has been nothing but beneficial to our classroom community. My students were able to open their eyes and appreciate each other’s differences, understand who they are within this group of nine and ten year olds, and begin to develop an understanding of the ideas behind stereotyping. While I will not claim that every teacher should implement some sort of diversity related lessons, I will argue the activities and lessons that I shared with my students would have built and even stronger community of learners had they been executed at the beginning of the year.

This idea of community building leads into my thoughts regarding future practices. The evidence I have collected from my students this year was strong enough to convince me that I will be using these activities during the first month of school, with less focus on stereotyping at the beginning of the year. As for the remainder of this year, I plan on continuing my execution of stereotyping lessons, keeping in mind the best way to include all aspects of the term stereotype.
Appendices

Appendix A:

Inquiry Brief

Context:

This year I have been a Professional Development School intern in a fourth grade class at Gray’s Woods Elementary School, which is part of the State College Area School District. My classroom is almost balanced in terms of gender, with thirteen boys and twelve girls. There is also a wide range of social, academic, and cultural diversities within my classroom. Generally speaking the students perform at various academic levels, with some students receiving special support outside of the classroom. From the social aspect the classroom makeup is quite diverse, comprised of some social leaders, as well as many students whom are generally easy to get along with. Aside from these social and academic differences throughout the class, for the most part there is also a diverse range of racial and cultural backgrounds.

Within our social studies curriculum, our class is has studied culture through units regarding countries other than the United States, as well as a unit involved with the visual arts. This in turn sets the framework for my inquiry into diversity, only I am concerned with my student’s own differences. The social studies curriculum within this school district does a great job of opening the diverse cultures of other countries through the units, but I want to address my classroom student’s differences as opposed to different cultures.

Rationale:

Reflecting back on the year, I can think of three specific instances that sparked my interest in this inquiry. First and foremost, the idea was initiated during a seminar class when the issue of diversity was discussed. Hearing thoughts in regards to culture and diversity from other interns and professional development associates was something that sparked my thinking. In retrospect, this seminar is the instance that got me interested in this topic. Everyone was thinking of diversity as solely race during their conversations, leaving out all other aspects of diversity from their discussions. Additional seminars helped lead me to the refining my wondering to how the ideas of culture and diversity can affect the students within my fourth grade classroom.

From this initial idea, I began to think of previous experiences I could relate to this wondering, and what ideas I had taken from them. Looking at my class, it is easy to see a vast diversity within the group. Every child brings something different to our classroom environment. Lately some of these differences have made some children feel as though they are alienated, or in some way different from the rest of the class. Despite knowing that differences can be a good thing, I am interested in how these students are feeling about their own differences, as well as, recognizing how their peers tend to see these differences.

Along with my main wondering about diversity and how students are impacted by it in the classroom, I began to grow concerned with stereotyping. Focusing mainly on how some children developed stereotypes at such a young age, I am interested in seeing how teachers can effectively combat untrue claims about people or groups of people. I am also curious to learn if formal or informal means have benefits over one or the other when teaching about stereotypes.
In turn, what I am trying to achieve through this inquiry is giving children the ability to recognize how others may feel about their own diversities. I want our students to come to the realization that we all have similarities and differences, but that should not be a determinant in the respect we show towards one another. I also intend to approach stereotypes with an open mind, and not to put down any thoughts that a child may have, even if they are truly misconceptions. In summary, this inquiry is my attempt to make every child feel comfortable about his or her differences, and guide him/her away from popular stereotypes.

**Wonderings:**

In relation to cultural diversity, how are students in my fourth grade classroom affected by differences in themselves and their peers? Furthermore, how can teachers, by informal or formal means, challenge the stereotypes that have been acquired by these students?

**Sub Wonderings:**

How do fourth graders demonstrate empathy in how their peers are feeling in relationship to their diversities?

What activities will work the best in making students except and appreciate one another’s differences: surveys, writing prompts, open discussion?

Where and how do children develop their stereotypes: peers, T.V., or books?

**Data Collection:**

One form of data collection will be taking anecdotal and reflective notes as to what the students are saying on a day-to-day basis in the classroom. Anecdotal notes will be recorded during group discussions or informal conversations regarding our classroom diversity. These notes will mainly consist of what ideas the students are bringing to discussions, and how other students are either agreeing or disagreeing with what is being said. Reflective notes will be taken following such activities as read aloud stories, as well as any sort of lesson I execute that results in rich conversations.

Writing prompts will be another source of data collection from the students. The prompts will be worked into the writing curriculum so no time is lost from the writing instruction, and will address such issues as how students feel similar and different from one another, and how they think their peers feel within our class. Another writing prompt will be implemented to assess the student’s feelings about stereotypes and the validity of these stereotypes.

Surveys will also be implemented for the inquiry as well.

Using a glyph activity will be another form of data collection. The children will be asked to draw themselves according to specifications set forth by the teacher, and a discussion will take place afterwards regarding how our class is alike and of course different. This activity will also be conducted throughout the other fourth grade classrooms so we can see how other students are alike or different as well.
Timeline:

Week of February 16-20:

- Brief revisions and resource collection for annotated bibliography.
- Finalize brief for submission to PDA/mentor.
- Research strategies for teaching diversity, develop writing prompt questions, come up with any surveys that may be needed, and write up a lesson plan for the glyph activity.
- Finalize teaching dates with mentor, or at least order of activities in accordance to how to implement these lessons into our school day.
- Continue to take notes on informal discussions that students are having with one another or with teachers.

Week of February 27:

- Finalize some sources through the school library and compile read aloud lessons.

Week of March 2-5:

- Perform first read aloud with Dr. Seuss’s The Sneetches.
- Hold first formal lesson regarding diversity in the form of the grouping activity.
- Analyze and reflect upon some of the things the student’s responded to in regards to the first writing prompt.
- Hold at least one open, informal, discussion period for children to reflect upon what they thought about the diversity writing prompt.
- Continue to research other strategies in teaching diversity in an elementary setting.

Week of March 6-13: (Spring Break)

- Adjust any lesson according to student needs or interests.
- Organize data up until this point.

Week of March 16-20:

- Perform glyph lesson with my class and assess what they have learned from it through class discussions and observation notes.
- Set up a time to perform glyph activities with the other fourth grade classrooms. Hold similar discussions with these classes and share the other glyphs with my students.
- Compile information again and draw conclusions based on my fourth grade glyph activities and discussions.

Week of March 23-27:

- Assign final writing prompts during this week, focusing on stereotypes, and concluding on how students think their peers feel about their differences in the classroom.
- Hold another open discussion about the ideas from the most recent writing prompts and conduct surveys and/or interviews if more concrete data is needed.

**Week of March 28- April 5:**

- Begin final inquiry paper with all data collected up to this point, drawing final conclusions regarding how students are affected by diversity.

**Week of April 6-11:**

- Compile all the data from the inquiry up until this point and continue writing final paper.
- Turn in draft of the inquiry project.

**Week of April 12-25:**

- Compile claims and support with evidence from the inquiry.
- Finalize inquiry paper in accordance to PDA and peer responses to my writing.
- Submit final copy of inquiry paper.
- Prepare presentation
- Inquiry conference.

### Annotated Bibliography


This resource in retrospect is something that will be helpful to my inquiry, in that I will develop a better understanding of what diversity truly is. The articles in this journal focus less on what activities and studies are being conducted in order to measure children’s understanding of diversity, and focuses on educating what diversity can actually consist of in a classroom.


This source will be used as a read aloud, examining a type of stereotype that may spark some great conversations regarding male and female interactions. The stereotype this book addresses is that the males of the house are supposed to go to work and go to school, while the female of the house tends to all of the family members’ needs. The reason I have chosen this book is because it is presenting this stereotype in a way that the children can still enjoy a good read aloud lesson.


This source is a story on a fourth grade reading level. It tells the story from the viewpoint of four different characters, all of which have different views as to how the story is being told. This source is helpful to my inquiry because it was used as a read with my students already,
and proved to be a quite thought provoking story. The students all had great ideas during our discussion about this book, and proved that they had the ability to discuss diversity related issues between the characters.


This online resource is a dissertation piece where a group of teachers were concerned with an idea called identity safety within the elementary classroom setting. The main concern of this piece is how to make students feel comfortable in the class despite any cultural differences they have with other students. This will be of great help with my inquiry project because it will help with the struggle I have been having, and provide me with ways to approach stereotypes with my students, as well as hearing how others have approached the issues that can come with diversity in an elementary classroom.


This source is another hands-on book for educators, giving explanations on what types of activities work well in instructing diversity. This book will help me because this teacher took an approach to instruction that was based on student’s responses to the idea of diversity, which could be helpful in my development of the writing prompts.


This article is focused mainly on the socioeconomic side of diversity, while also studying the other types of diversity that can be found in an elementary classroom. This dissertation
will help my inquiry because it has specific ways to survey students about their feelings regarding diversity. This dissertation examines how important diversity is to a classroom, which can give a means of comparison to how diversity impacts my students.


This book examines numerous activities that can be implemented into the classroom to teach diversity to the students. This source is another informational book written as a reflection to how one teacher’s experiences were in relation to implementing diversity education within her classroom. This resource will be of help to my classroom because it does suggest some activities that could possibly be implemented into my morning meeting time of day, and ways to develop discussion around the ideas brought up during these activities.


This article is not limited by teaching children about diversity in terms of skin color or race in general, but how to approach teaching kids of different cultures that embody a classroom. This article will be of great help in possibly executing some of the suggested activities that were mentioned. There were two specific activities from this teacher that I found interesting. One was having a culture day in which different foods and ideas are brought in by the students to inform the other students about each other’s cultures. The second idea that will be of help to my inquiry is the implementation of outside resources to the classroom. The teacher in this article brought in some examples of persons who were diverse in their own nature, showing the students what types of diversities we could have.


This source is a comprehensive book compiled from an entire school year. This teacher was focused on teaching diversity in her classroom and provided this book as a tool to educate other teachers on the steps she took to help her students celebrate their differences within their class. I hope this resource will help in modeling how to lead a discussion regarding diversity with the students, and possibly give some more insight into how I can measure the understanding of diversity, and how students are feeling about themselves as individuals in my class.

This source will be used as an introductory read aloud, bringing attention to the fact that some people are treated differently because of their appearance. What I hope to gain from this read aloud is how the children show empathy for the sneetches who are treated unfairly, if the students can recognize how the sneetches are the same and different from one another, and how a situation like the one in this book could play out in our classroom.


This source will be used as a read aloud, touching base on the idea about differences. The reason I chose to read this book to the class is because it steps outside of solely gender diversity, and can provoke discussions about the other types of diversity in the world.


This source will be very helpful in regards to two of the chapters, that being the nine year olds and ten year olds. This book describes the developmental stages that each age group is going through in elementary school, and should help in defining where my students are at in their thoughts regarding this inquiry.

Appendix B:

03.03.09 Inquiry Introduction: Grouping Lesson  
Designer/Author: Brian Plumbo 02/26/2009 05:02:00 PM EDT

Grade/Level: 4

Date to be Taught: 3/3/09

Time Frame: 1 class period. 30 Min. per class.

Summary:  
This lesson is essentially an open discussion at the beginning, leading into a more writing type of activity. The children will be identifying how we can categorize peers into groups, giving me some evidence of where students are in regards to their thinking about diversity.

Objectives/Learning Outcomes:  
The main objective is having the students think about their classmates in a different way. As a result of this pre-assessing activity, students will come to lean how he or she is different from those around them, as well as how their classmates are different. The students will also be able to hold a respectful conversation regarding diversity, while being listened to by their peers. The final objective is to compose a well written response to the grouping activity, making sure to proof read and practice careful writing skills.
LESSON SEQUENCE AND PROCEDURES

Introduction (Hook): I heard that last year most of us studied something really interesting in science. Does anyone remember the rocks and minerals lessons? What did you do with the different rocks and minerals, how did you group them together?

Step 1: Have the students meet you at the carpet without anything in their hands. Perform hook(same as above).

Step 2: After talking with the students about how they grouped the rocks and minerals together, ask them if they think that they could group their classmates in similar ways.
–Make sure to establish the point that we are not looking for things that can change i.e. who is wearing blue. We are looking for deeper connections to classmates.
–After establishing this idea, have the students come up with about three examples of what we could be looking for: gender, interests, etc.
–Once coming up with some good examples, ask the students to return to their desks and take out their composition books and a pencil. Have the students make their groups, without including any classmates names.

Step 3: Once it seems like the students are out of ideas for grouping, explain the following writing prompt:
–Writing prompt: using the list you have created about grouping our class, tell me why you think these are appropriate groups. How do these groups differ from one another, and what groups do you find yourself to be a part of, or excluded from, within our class. Then I want you to describe to me in your own words what you think diversity means.
–This prompt should be broken into three paragraphs:

Paragraph 1: Thinking about the groups you just made, are there certain groups you like to be a part of? Do these groups affect who you are friends with in the class?

Paragraph 2: Which groups do you feel you fit into and why? Which groups do you not fit into? How does it make you feel when you do not fit into a certain group?

Paragraph 3: Tell me in your own words what you think the word diversity means.

Step 4: Once the writing period ends make sure the students who have not finished put the writing in a safe place, and collect the grouping list.

Appendix C:
The Sneetches: Read Aloud

Date:

- Signs of empathy (how are the non-starred belly Sneetches feeling?):

- How are the Sneetches the same and different?:

- Examples from students- Can they put this situation in context? How may behaviors from this book play out at our school?
Appendix D:

Lesson: Glyph Follow Up  
Date to be Taught: 3/31/09  
Grade/Level: 4  
Time Frame: 1 class period. 1 hour per class.

Objectives/Learning Outcomes:  
The main objective is having the students think about their classmates and themselves in a different way. As a result of this follow up activity, students will come to learn how he or she is different from those around them, as well as how their classmates are different. Along with differences between the students, they will also be expected to reflect upon how they are alike as well. The students will also be able to hold a respectful conversation regarding diversity, while being listened to by their peers.

Sequence of Instruction Including Hook and Closure:  
Hook: Everyone think really hard about what your picture looked like from Mr. Plumbo’s lesson last week. Who thinks that there is a single picture that turned out to look exactly like yours?

Step 1: With the students at their seats perform the hook. Take out the large sheet of paper with all of the completed glyphs on them and ask what the students are noticing about the glyphs. What looks the same and what looks a little different about each of these figures. Make sure to keep in the student's minds that these figures are representing all of us as individuals in the class.

Step 2: Following the group discussion of how our pictures came out as far as being diverse, ask the students to group up and share with each other the way they would color their own picture according to the glyph groupings. Give each group a blank figure and grouping list, and without giving each other the hints, have the students try and draw their partner from what they know about that person.

Closure: Ask for some volunteers to share whether or not their partner was able to accurately draw them according to their personal groupings. Then ask if it would be easier to draw themselves or their partner, and ask what that means.
Appendix E:

Lesson: Diversity Glyphs

Grade/Level: 4

Date to be Taught: 3/19/09

Time Frame: 1 class period. 30 Min. per class.

Summary:
This lesson is a follow up on the introductory inquiry lesson regarding diversity. This activity is asking the students to think about themselves and create a glyph doll, drawing characteristics on the doll in accordance to what groups the students fit into.

Objectives/Learning Outcomes:
The main objective is having the students think about their classmates in a different way. As a result of this activity, students will come to lean how he or she is different and or the same as those around them. The students will also be able to hold a respectful conversation regarding diversity, while being listened to by their peers. Another important outcome of this activity is the continuing of proper listening skills while the teacher is speaking.

LESSON SEQUENCE AND PROCEDURES

Introduction (Hook):
Ask the students if they remember the word diversity from another lesson they did recently. Tell them that the groups they came up with were not thrown away, but used to put together the next lesson I am teaching them today.

Sequence of Instruction (Step 1, Step 2...):
Step 1: Hook (same as above). With the supplies already out at the back table ask the students to go to the table by sections to collect their supplies (glyph figure as well as red, green, black, brown, blue, orange, and yellow coloring materials).

Step 2: At the front of the room and with the students returned back to their seats, explain the procedure of the diversity glyph activity.
- Explain that everyone should hear a group that they came up with, or at least close to it. At the front of the room tell the students that you will read the group and characteristic to be colored, and to wait to color to make sure they do the right thing for themselves.

Step 3: After explaining what steps the students will be taking, begin to read the groups and characteristics to the students, making sure to allow ample time for
coloring. Following completion of the activity, collect the glyphs from each student with their names on the back only.

Closure/Wrap Up:
Who thinks that their glyph will look like somebody else's in our class? Why do you think this or not think this?

Appendix F:

Diversity Glyph Directions:

Gender: If you are a boy give yourself black spiked hair. If you are a girl give yourself blonde curly hair.

Age: If you are 9 years old give yourself a circle nose. If you are 10 give yourself a triangle nose. If you are older than 10 give yourself a square nose. Do not color nose yet.

Birthplace: If you were born in the U.S., color your nose green. If you were born outside of the U.S, color your nose orange.

Travel: If you have traveled outside of the U.S. give yourself brown eyes. If you have never traveled outside of the U.S. give yourself blue eyes.

Siblings: If you have 1 sibling, give yourself a red smile. If you have 2 siblings give yourself an orange smile. If you have 3 or more siblings give yourself a green smile. If you have no siblings give yourself a blue smile.

Instruments: If you play the sax give yourself green gloves. If you play the trumpet give yourself blue gloves. If you play the trombone give yourself yellow gloves. If you play the tuba give yourself orange gloves. If you play another instrument or no instrument give yourself black gloves.

Pets: If you have a pet, give yourself a black belt. If you do not have any pets give yourself a brown belt.

Looming: If you loom give yourself a knitted hat. If you do not loom give yourself a baseball hat. Do not color hat yet.

Favorite Special: If your favorite special is P.E. give yourself a black hat. If your favorite special is music give yourself a blue hat. If your favorite special is art give yourself a green hat. If your favorite special is library give yourself an orange hat.

Hand: If you are right handed put a check on your right wrist. If you are left handed put a check on your left wrist.
Braces: If you have braces give yourself circle buttons on your shirt. If you do not have braces give yourself square buttons on your shirt. Do not color buttons yet.

Bus: If you ride the bus color your buttons blue. If you walk color your buttons orange. If you get a ride from your parents color your buttons red.

Sports: If you play sports give yourself black shoes. If you do not play a sport give yourself brown shoes.

Wash: If you wash your hand with soap and water giver yourself a red pocket. If you wash your hands with sanitizer give yourself a green pocket.

Ice Cream: If you prefer chocolate ice cream give yourself a brown shirt. If you prefer vanilla ice cream leave your shirt white. If you prefer another flavor give yourself a blue shirt.

Glasses: If you wear glasses give yourself glasses frames.

Pierced Ears: If your ears are pierced give yourself earrings.

Hair: If your hair is brown give your pants brown pockets. If your hair is blonde give yourself yellow pockets on your pants. If you have black hair give yourself black pockets on your pants.

Favorite Color: Color your pants your favorite color.
Appendix G:

Appendix H:

**Boys vs. Girls Survey: What other Pennsylvania kids would say- Circle one.**

1. Who is good at math?  
   - Boys  
   - Girls

2. Who is good at Science?  
   - Boys  
   - Girls

3. Who is good at sports?  
   - Boys  
   - Girls

4. Who is good at cooking?  
   - Boys  
   - Girls
5. Who is a good farmer?   Boys   Girls
6. Who is a good doctor?   Boys   Girls

**Boys vs. Girls Survey: What would I say- Circle one or two.**

1. Who is good at math?   Boys   Girls
2. Who is good at Science?   Boys   Girls
3. Who is good at sports?   Boys   Girls
4. Who is good at cooking?   Boys   Girls
5. Who is a good farmer?   Boys   Girls
6. Who is a good doctor?   Boys   Girls

**Appendix I:**
Appendix J:

![Pie chart showing occurrence of stereotypes in drawings]

Appendix K:

<table>
<thead>
<tr>
<th>Adults</th>
<th>Kids</th>
<th>girls</th>
<th>boys</th>
<th>Short Hair</th>
<th>Long Hair</th>
<th>bus riders</th>
<th>walkers</th>
<th>glasses</th>
<th>not glasses</th>
<th>Sisters</th>
<th>Brother</th>
<th>no play basketball</th>
<th>Braces</th>
</tr>
</thead>
</table>
Appendix L:

- Boys / Girls
- Adults / Kids
- Hair color: blonde / black / brown
- Age: 9-10
- Pseudonym in U.S. / Other country
- Tall / short
- Inky / outie (belly buttons)
- Latino / not Latino

Appendix M:

Teacher: What’s the main reason why we think we had a problem with some of these categories and figuring out our partner?

Student A: Because it wasn’t us and we don’t really know what they like to do.

Teacher: So the reason why he was having some trouble is because it wasn’t himself he was drawing, it was somebody else.

Student B: Plus for some people you put them with people they don’t exactly hang out with or know really well.
Appendix N:

The Sneetches: Read Aloud

Date: 3/2/09

-Signs of empathy (how are the non-starred belly Sneetches feeling?):

upset that they've been left out
happy he's going to help them
- maybe play a really fun game

Curious
hopeful they get stars / thinking how they could have stars?

-HOW ARE THE SNEETCHES THE SAME AND DIFFERENT?:

-Examples from students- Can they put this situation in context? How may behaviors from this book play out at our school?

someone thinks they're better won't let others play

judge by what they think/how they are
not judge by classroom- their teachers cooler things
kids make up "girls only games" we don't do anything

wouldn't that be like bullying?
Appendix O:

Some stereotypes the men had against Mrs. Piggot are. Treating her like a maid and a cook. Mrs. Piggot was being treated unfairly. She probably felt upset and frustrated with the men because all they did was watch TV. I think another...

Appendix P:

Teacher: If you were born in the U.S. your nose is green, if you were born outside of the U.S. your nose is orange. Did anybody learn something new about our partner for that category?

Student A: I thought he was born in Ohio but he was born in Romania.

Appendix Q:
Some of the stereotypes had against Mrs. Piggot were, they thought Mrs. Piggot was only good for cleaning and cooking. The end of the book changed because the man started to help cook and clean.

I don’t think I know many stereotypes other than the one in the book and what color your skin is.

My stereotypes are wrong because judging people by their skin is just wrong and the one in the book makes other people do work that you should help with. If I were to defend against someone being discriminated in a stereotypical way, I would tell person who said it to go away and stay away.
Appendix R:

Princess
- Dresses very nice and proper.
- Is royal and rich.

Cinderella
- Works for anyone
- Doesn’t dress formally in rags
- Very practical