

APPRECIATING LIKENESSES AND DIFFERENCES

Learning Objectives: The students will:

1. Identify ways they are the alike and ways they are different.
2. Become aware of the uniqueness of each individual in their classroom.
3. Utilize their critical thinking skills by comparing and contrasting information.
4. Enhance their communication skills.

TEKS: SS K.11 A&B, 14B, 15B, 1.17B, 18 B, 2.18B&E, 19B

Materials: *The Crayon Box That Talked* by Shane DeRolf, an overhead transparency of Attachment 1, a copy of Attachment 2 for each student in the class, pencils, crayons, scissors

Vocabulary: Alike, different, same, unique

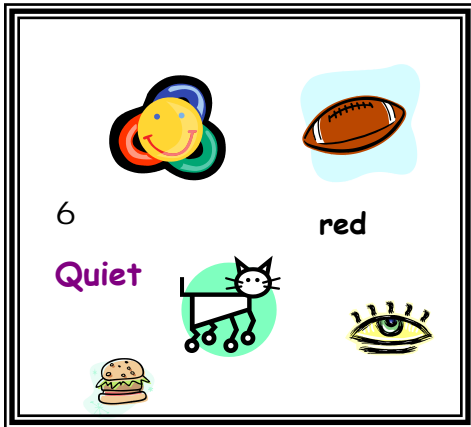
Teaching Strategy:

1. (Note: This lesson may be used as an introduction to, or in conjunction with, activities celebrating the life and accomplishments of Martin Luther King, Jr.)
2. Introduce the lesson by reading the class the book, *The Crayon Box That Talked* by Shane DeRolf. Lead students in a discussion of the following questions:
 - Why do you think the crayons disliked each other?
 - Did the crayons really have good reasons to dislike each other?
 - After the little girl colored with the crayons, describe how the crayons felt about each other?
 - Why do you think their feelings changed?
 - In what ways were all the crayons alike or the same?
 - In what ways were the crayons different?
 - What did the crayons accomplish together?
 - Why was each color important?
3. Tell students that people are sometimes like the crayons. They may not like people that seem different from them. Explain that though people differ from each other, they are still alike in many ways.
4. Give each student a copy of Attachment 2. Display the overhead transparency of Attachment 1 and instruct students to represent through words, pictures, or symbols the answers to the statements

listed on the transparency. Students should indicate their responses on their own personal quilt piece.

5. After all the quilt pieces have been completed, organize students into groups of three or four students each. Allow time for students to explain their quilt pieces to the members of their group.
6. Lead groups in a discussion of the following questions:
 - What things depicted on the quilt pieces in your group were the same or alike?
 - What things depicted on the quilt pieces in your group were different?
 - What things depicted on the quilt pieces were unique or one-of-a-kind in your group?
 - Is it good or bad that we are not exactly alike? Why?
7. The teacher should have students cut out their quilt pieces. After all of the quilt pieces have been collected, mount them on the bulletin board or on a large sheet of paper to form a classroom quilt. Point out that the classroom quilt is made up of many different patches, but the patches still have many things in common.
8. Ask students to brainstorm an appropriate title or caption for the classroom quilt that represents what they learned from this lesson.

Extension for Gifted/Talented: Have students write a paragraph about whether they agree or disagree with the saying, "You should not judge a book by its cover."
--



My Personal Quilt Piece

Use pictures, words, or symbols to show the following things about you:

1. Your favorite color
2. Your favorite food
3. The town where you live
4. Your age
5. The color of your hair
6. Do you like cats or dogs?
7. The color of your eyes
8. Your favorite sport
9. One word that describes you
10. The name of the school you attend

Personal Quilt Piece

