



My Purple America Tour: Contrasting Values in Two Cities

Grades 6 - 12

Family and Consumer Science and Social Studies

Standard(s):

- Study of culture and cultural diversity.
- Study of people, places and environments.
- Study of interactions among individuals, groups and institutions.
- Use maps and other geographic representations, tools and technologies to acquire, process and report information.
- Build and maintain constructive interpersonal relationships
- Analyze factors that build and maintain healthy family relationships
- Communicate and establish needs, values and goals

Overview:

Students will view various cities from the Purple America Videos and identify and discuss various similarities that they see to the 12 shared American Values. Students will then view their own city (Cleveland) and then compare and contrast it to one other city of their choice in the videos. Students will answer questions and then be prepared to justify their answers in groups of 4 – 5 students.

Objective:

When this lesson is complete, the students will be able to

- Define values
- Discuss what values their city shares with one other city as well as those values that are different
- Evaluate their own values in comparison to their own city and another city
- Discuss geographic locations in their city as well as in a new, unfamiliar city
- Compile a list of shared American Values based on the group discussion

Materials:

- Purple America City tour videos
- Study guide questions
- Materials needed to compile their list when working in their groups (poster board, pens, markers, etc)

Application:

Values-in-Action Foundation ♥ 5244 Mayfield Road ♥ Lyndhurst, OH 44124
440-442-LOVE (5693) ♥ Fax 440-684-1934 ♥ www.projectlove.org ♥ www.purpleamerica.us

Step One: Students are to watch the Purple America Video Tour. After watching the videos, the students will choose a city to compare to their own city and answer the following questions based on their observations and own beliefs.

1. What are at least (3) American values that Clevelanders mentioned in the video?
2. From watching the video, what have you learned Cleveland has been crowned?
3. What are the top four (4) American values that you would personally choose as important?
4. Do your values differ from other Clevelanders' values? If so, how?
5. Name four (4) places that Project Love took their cameras to ask Clevelanders about their American values.
6. If someone would have asked you about shared American values, what would have been your response?
7. Is there any place you would have gone to ask people about their American values that weren't mentioned in the video?
8. What city did you select for your second video?
9. In what state is the city you chose?
10. In what state is Cleveland?
11. How close is Cleveland demographically to the second city you chose?
12. What do you already know about the city you chose? Name three things. If necessary, research this city on the Internet.
13. How did their answers differ from those mentioned by Clevelanders? Name at least four (4) American values mentioned in this city's video.
14. Name four (4) places where Project Love shot videos in this city.
15. Compare and contrast the two cities. Tell how they are the same and how they are different.
16. What individual identity groups did you view when watching both videos?
17. If you were to make an intelligent guess, what do you think other cities might have in common with what you have already found when asked about American values?

Step Two: Place students in groups of 4 – 5 students. Students will individually prepare to present their findings to the group of students and discuss. As a group, students will compile a list of shared American values as well as a list of unshared American values (on poster board).

Step Three: Designate one student from each group to present to the entire class. Discuss as an entire class. Display each student's group's findings in a prominent location of the room.

Assessments:

Teacher -made rubric and a student self-evaluation. Example of a student self-evaluation: Require students to write a one-page self-reflection of the project, discussing how they felt and what they learned.