

Meaghan Martin

## LESSON #1

(incorporates written and construction activities)

**Unit Name:** Our Diverse Community

**Title:** Who is in our classroom? (Classroom Quilt Activity)

**Grade:** 3

**Concept/Topic(s):** Identity, Food/Drink, Language, Expression, Nationality

**Time Needed:** 1 lesson/30-45 minute Social Studies block

### **Background Information**

**Rationale:** This lesson will give students a deeper understanding of self and how they identify themselves. By looking inward, students will learn more about their peers and what makes them unique citizens of our diverse community.

**Essential Questions:** What is identity? What makes up my identity? How is my identity different from my peers? How do I add to the diversity of our community?

### **Objectives:**

- At the completion of this lesson, students will recognize what makes up a person's identity.
- After the lesson, students will be able to compare and contrast their identity with those of their peers.
- At the completion of this lesson, students will be able to understand and appreciate what makes them unique within our classroom community.

**Standards:** 3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities.

**Prior Knowledge/Connections:** Before the lesson, students should recognize things that encompass who they are (hobbies, physical appearance, preferences, favorite colors/foods, etc.). This lesson will provide context for these already known identities and allow students to put them into perspective.

### **Differentiation:**

- Have all directions displayed while students are working independently for reference
- Provide a physical example of the assignments required of students for context
- Use of multiple activities to reinforce the concept for students with varying learning styles

### **Materials/Resources:**

- All Are Welcome by Alexandra Penfold
- Whiteboard/Smartboard
- Whiteboard markers
- Sticky Notes

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- ClickView YouTube Video: <https://youtu.be/om3INBWfoxY>
- University of Michigan Identity Circle Worksheet (one for each student): <https://sites.lsa.umich.edu/inclusive-teaching/sample-activities/personal-identity-wheel/>
- Pencils
- Copies of Holistic Rubric for each student
- Quilt Squares (pre-cut construction paper into 8x8 squares, variety of colors)
- Old magazines/newspapers
- Markers
- Colored Pencils
- Glue/Tape
- Scissors

### **Teaching Behavior Focus:**

- Lesson planning & presentation: The classroom quilt intends to assess how well students understand what makes up their identity. Additionally, by creating a classroom artifact, students can compare and contrast their identities and those of their peers, allowing them to see how our diverse classroom works together.
- Meeting needs of learners: By not directly giving students a firm definition of “identity” and allowing them to define it as a class activates higher-level thinking skills. Students will complete the identity circle to organize their thoughts before beginning the classroom quilt activity. Additionally, this provides students with a further understanding of what makes up their unique identity.

### **Implementation**

**Lesson Introduction/Hook:** *Prior to the lesson beginning, have required materials pulled out and set to the classroom side.*

- To begin the lesson, we will read All Are Welcome by Alexandra Penfold as a class.
  - This book celebrates diversity in the classroom and provides students with comfort, knowing that they are safe at school with their classmates. This book explores how the class celebrates each others’ traditions and seeks to learn more about their peers’ culture and identity.
- Question posed to the class: “What is identity?” (Write this question on the whiteboard)
  - Students will brainstorm and share answers on what they think identity is
  - Answers can be shared using sticky notes and placed on the board.

### **Lesson Development:**

- Watch the following video: <https://youtu.be/om3INBWfoxY>
  - This video by ClickView explains the concept of identity in kid-friendly language for students to understand.
  - After watching the video, students can begin piecing together who they are and what defines them as a member of our classroom community.

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- Now that students have a clearer understanding of what identity is, we will create a class definition of identity and write it on the board for students to reference.
- Students will complete a short brainstorming worksheet to discover who they are and what makes them unique. (Identity Wheel Worksheet) This worksheet will later be used as a reference point for students to create their square of the classroom quilt.
  - Worksheet from University of Michigan:  
<https://sites.lsa.umich.edu/inclusive-teaching/sample-activities/personal-identity-wheel/>
- Introduce Classroom Quilt Assignment to the class
  - Explain to students how art is a great way to share more about culture and individual expression. To apply this to our classroom, we will be creating a classroom quilt to display how unique our classroom is and all of the identities that make up our community.
  - Explain the requirements of the classroom quilt square that students will be creating. Pass out the holistic rubric for students to reference.
    - Students will be creating their square of the classroom quilt using photographs, drawings, newspaper and magazine clippings, and small artifacts to describe themselves best.
- Allow students time to create their square of the classroom quilt.
  - Materials will be provided for students to complete the project.
  - Circulate the classroom while students are completing their quilt squares. Ask students why they are including certain items on their square and how it describes them.
- If students complete their quilt squares early, they can share with other students what they put on their quilt and why.

**Concluding the Lesson/Closure/Debriefing:** Once students have had the opportunity to complete their quilt square, we will close by sharing what we created. Students will have the chance to volunteer to share with the class their creation and explain why they included certain items or not. (Oral activity). After a few students have shared, we will discuss how unique our classroom community is and how this can mirror our local community outside the school. Once sharing has concluded, the teacher will collect the squares and paste the quilt squares together to display in the classroom the next school day.

**Assessment Plan:** Informally, I will walk around while students are working on creating their quilt squares and ask questions to gauge understanding. Formally, students will be graded on their quilt square using a holistic rubric. To assess learning, students should be able to defend why they included certain items on their quilt square and how it ties into their identity as a member of our community.

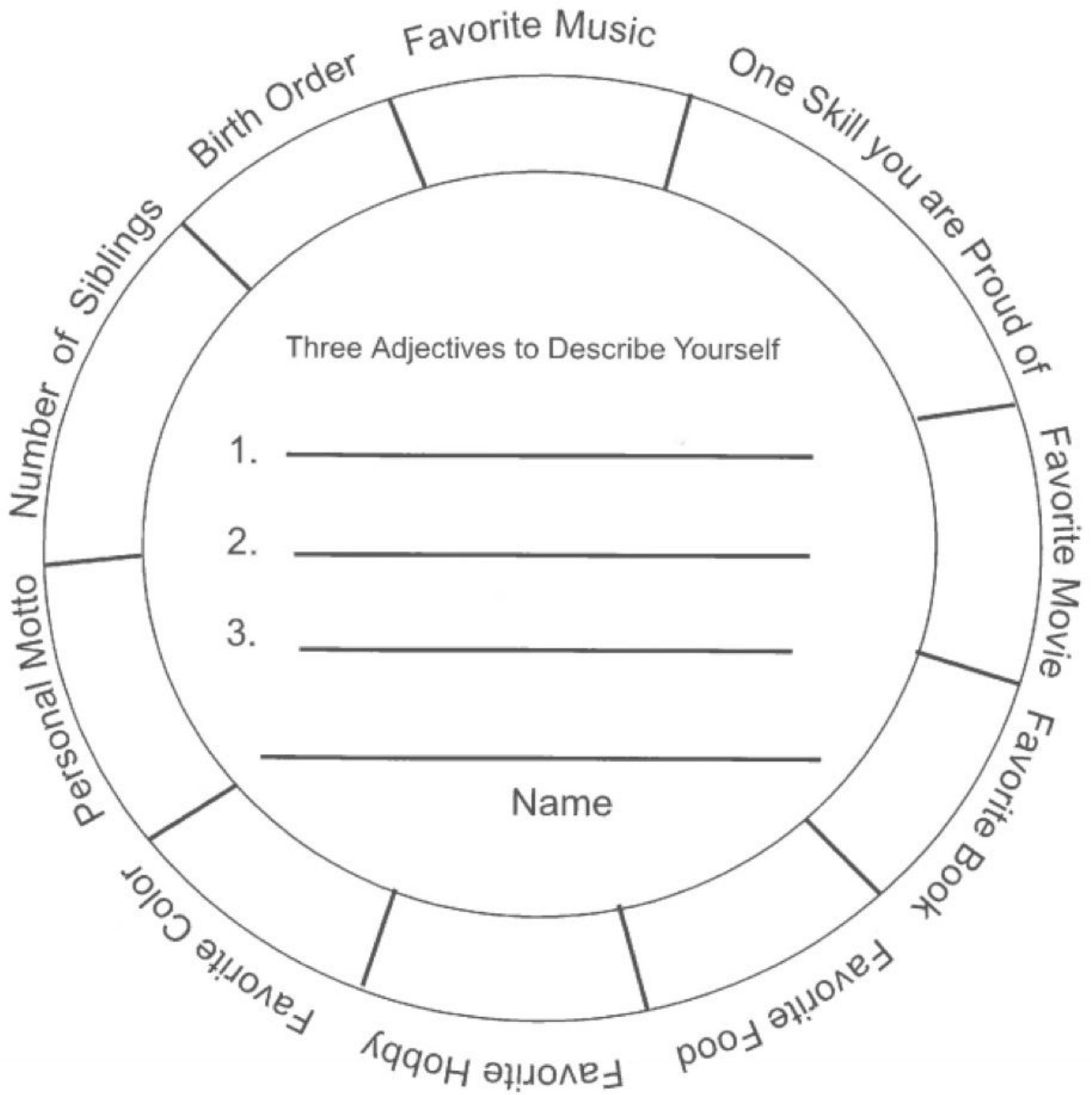
**Follow-up Activities:** To continue the lesson, students will be sent home with a small handout explaining what we learned in Social Studies class today. If possible, we would like to encourage families to share family traditions and culture with their students to help grow the students' image of identity.

**Classroom Quilt Holistic Rubric:**

Score	Description
3	The student's square of the classroom quilt is fully complete and is rich in detail. The quilt square is filled exclusively with drawings, newspaper/magazine clippings, photographs, and small artifacts representing the student. No written words or descriptions are present.
2	The student's square of the classroom quilt is complete with adequate detail. The quilt is made up of drawings, newspaper/magazine clippings, photographs, and small artifacts, but they may not represent the student's identity and culture. Written words and/or descriptions may be found.
1	The student's square of the classroom quilt is incomplete and lacking details about the student's identity and culture. Little to no drawings, newspaper/magazine clippings, photographs, or small artifacts were used.

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**Identity Wheel Worksheet**



The diagram is a circular 'Identity Wheel' divided into 12 segments. The segments are labeled as follows, starting from the top and moving clockwise: 'Favorite Music', 'One Skill you are Proud of', 'Favorite Movie', 'Favorite Book', 'Favorite Food', 'Favorite Hobby', 'Favorite Color', 'Personal Motto', 'Number of Siblings', 'Birth Order', and 'Favorite Music'. The center of the wheel contains the text 'Three Adjectives to Describe Yourself' followed by three numbered lines (1., 2., 3.) and a horizontal line labeled 'Name'.

Favorite Music

One Skill you are Proud of

Favorite Movie

Favorite Book

Favorite Food

Favorite Hobby

Favorite Color

Personal Motto

Number of Siblings

Birth Order

Favorite Music

Three Adjectives to Describe Yourself

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Name

## **What we learned in class today!**

Hello Families!

Today in our Social Studies class we discussed what makes up our identity! To share our identity with our friends, we created a classroom quilt describing each person in our classroom family.

If you have the time, please take this opportunity to share with your child information about family traditions and values!

Thank you so much!

Ms. Martin

3rd Grade, Awesome Elementary School

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## LESSON #2

(based on Lesson 1 on p. 28-29 & U.S. Census Diversity: Differences in Communities Lesson Plan)

**Unit Name:** Our Diverse Community

**Title:** Class Census

**Grade:** 3

**Concept/Topic(s):** Nationality

**Time Needed:** 1 lesson/30-45 minute Social Studies block

### **Background Information**

**Rationale:** This lesson gives students the opportunity to learn more about the population of their home state. Additionally, it can instill the importance of filling out the Census and how it provides us data.

**Essential Questions:** What demographic data is collected about North Carolina through the U.S. Census? How are the demographics of North Carolina similar or different from those collected in other states? What conclusions can be made about our class after taking a class Census?

### **Objectives:**

- By the end of the lesson, students will examine the population of North Carolina and compare it to that of other states.
- Upon completion of the lesson, students will analyze the U.S. Census data and collect Census data within the classroom.

**Standards:** 3.C.1.1 Compare languages, food, and traditions of various groups living in local and regional communities.

**Prior Knowledge/Connections:** Students may have seen commercials or advertisements encouraging adults to fill out the 2020 Census. This lesson will provide meaning towards these advertisements and explain to students the importance of the Census in discovering “who” America is.

### **Differentiation:**

- Students can be provided extra assistance through asking their peers or with individualized time with the teacher during individual work time.
- The class Census will include pictures to assist ELL.

### **Materials/Resources:**

- Whiteboard/Smartboard
- Whiteboard markers
- U.S. Census Classroom Activity - [Diversity: Differences in Communities](#)
  - [Teacher Guide](#)
  - [Student Handout](#) (one copy for every student)

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- [QuickFacts Data Tool](#)
- Computer/Laptop
- Projector
- Colored Pencils/Crayons
- Pencils
- Classroom Census Survey (one copy for each student)

**Teaching Behavior Focus:**

- Lesson planning and presentation: Students will be given first-hand experience with U.S. Census data and use compare and contrast techniques to discern information from the raw data. This is a great opportunity to incorporate math into the social students lesson.
- Meeting needs of learners: Students will be put into pairs to allow discussion of raw data. Additionally, students will be given the opportunity to research information that interests them about their own class.

**Implementation**

**Lesson Introduction/Hook:** *Prior to the lesson beginning, have student copies printed and prepared to pass out when necessary.*

- To begin the lesson, we will quickly brainstorm as a class what diversity means. Follow up questions include: “How are we alike? How are we different?”

**Lesson Development:**

- The teacher will then introduce the U.S. Census.
  - “A census is required by the U.S. Constitution. It is taken every 10 years to provide information that helps us know who “we” - the people of the United States - are.” p. 28
- We are going to implement a Census in our classroom. The teacher will pass out the Classroom Census Survey for students to complete.
  - Throughout the rest of the unit, we will read a few of the survey responses and keep a running tally on the board to learn more about our class.
- Moving away from the classroom, we can also compare and contrast the Census data collected at the national level. Students will be put into partners and then receive their student copies of the U.S. Census Bureau activity.
- Working together, students will use the QuickFacts Data Tool from the U.S. Census Bureau (the teacher will display Census data collected for North Carolina) to complete the chart provided.
- Once students have completed the chart with teacher assistance, they will complete the rest of the worksheet highlighting the differences between two states when it comes to demographic information.

**Concluding the Lesson/Closure/Debriefing:** Once students have finished the worksheet comparing and contrasting North Carolina to another United States’ state, we will return as a class to discuss the benefits of the data collected. What can we do with this newfound information? How can this help us?



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**Assessment Plan:** Informally, the teacher will assess knowledge based on student response to questions during the class discussion and activity. Formally, students' worksheets will be collected for a completion grade. Should students be struggling to understand the information presented, the teacher will know based on the worksheet results and can spend more individualized time with these students moving forward.

**Follow-up Activities:** Students can be prompted to speak with their families about filling out the U.S. Census. Students can ask their family members what the process was like and what they think makes their community diverse.

## **Census Survey: Ms. Martin's Class**

1. What is your name?
2. What is your age?
3. Do you consider yourself: Male \_\_\_\_\_ or Female \_\_\_\_\_?
4. Do you have pets at home? If so, how many?
5. How many people are in your family?
6. What is your favorite ice cream flavor?\*

\*This question can be adjusted based on what the class has interest in.

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### LESSON #3

(incorporates oral and construction activities)

**Unit Name:** Our Diverse Community

**Title:** Cultural Fair

**Grade:** 3

**Concept/Topic(s):** Traditions, Rituals, Food and Drink, Language, Music, Art, Religion

**Time Needed:** 1 lesson/30-45 minute Social Studies block

#### **Background Information**

**Rationale:** In order to become global citizens, students must learn tolerance of various cultural groups within their communities. This lesson will inform students about different cultural groups' language, food/drink, religion, traditions, music/art, and rituals.

**Essential Questions:** (In regards to a particular cultural group) What is a traditional food or drink of this culture? What language does this group speak? What kinds of music do they listen to? What religion is practiced within this cultural group? What does art from this cultural group look like?

#### **Objectives:**

- At the conclusion of this lesson, students can identify varying foods, drinks, religions, music, language, and art from different cultures.
- By the end of the lesson, students will compare and contrast elements of various groups living in local and regional communities.
- Upon finishing the lesson, students will discuss and explain why their favorite song or artist is their favorite.

**Standards:** 3.C.1.1 Compare languages, food, and traditions of various groups living in local and regional communities. 3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities.

**Prior Knowledge/Connections:** Students may have some prior knowledge about various cultural groups either from personal experience or from second-hand experiences. They may hold stereotypes about various cultural groups regarding their food, language, religion, and art. This lesson will inform students of various elements of cultural groups and allow them to compare and contrast them with others, including their own.

#### **Differentiation:**

- Students will be placed in small groups where they can learn from one another.
- Materials of various cultural groups extend past written material allowing ELL students to learn without language barrier.
- Checklists will be provided for students when preparing their class "presentations" for reference.

#### **Materials/Resources:**

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- Per Cultural Station: (information can be found at [Kiddle.com](http://Kiddle.com) and [YouTube](http://YouTube))
  - Country flag
  - Newspaper clippings/website printouts from various countries/cultures (if not written in English then include an English translation)
  - Photos of popular food/drinks/recipes with descriptions
  - Computer with playlist of popular music in the culture
  - Religious artifacts and/or print-outs of religion practiced here
  - Map with country highlighted
  - Photos of the country/the people/their dress
  - Print-outs of any other interesting facts about the culture
- “Share with the Class” checklist
- Blank paper
- Markers/colored pencils
- Pens/Pencils

### **Teaching Behavior Focus:**

- Lesson planning & presentation: I will make the lesson interactive for students and more engaging by allowing students to become the “expert.” They will have the opportunity to share what they have learned with the class as opposed to me presenting information on various cultures via Powerpoint or lecture.
- Meeting needs of learners: Students will have the opportunity to research the country and its culture using resources provided and can come up with a creative way to share the information with the class.

### **Implementation**

**Lesson Introduction/Hook:** *Prior to the lesson beginning, have the various stations prepared and scattered throughout the room for students.*

- To begin the lesson, the teacher will announce - “Students, today we are going on a surprise field trip! We will be going to a cultural fair!”
  - Students will of course react to this surprise and their interest will be peaked.
- Everyone closes their eyes and brainstorm what we think we will see at the cultural fair today. After giving students a few moments to imagine, we will share what we think we will see as a class.

### **Lesson Development:**

- Students will then be broken into small groups and assigned to a cultural “station”
- At each station, students will be given the opportunity to explore and learn about each culture present.
  - Students will watch videos of dance, listen to music, observe art from the culture, listen to it’s language, and explore the food and drink present. Information will be provided about the culture’s religion, traditions, and values.

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- As students are exploring, the teacher will circulate the room and ask questions about what they observe. How is this culture different from your own? How is it similar?
- After having the opportunity to explore, students will work together to create a short “presentation” to share with the class.
  - A checklist will be provided to each group to remind them of what needs to be shared with the whole class.
  - Students will be given the opportunity to share their findings in whatever way they want as long as they cover the items on the checklist.
- Students will then present their cultures to the rest of the class
- Once all of the students have presented the cultures that they learned about, we will return together as a class to discuss how these cultures were different from our own.

**Concluding the Lesson/Closure/Debriefing:** After having a discussion comparing and contrasting cultures, students will complete a short music activity. As these various cultures all have different music styles and traditions, we too have favorite songs that we enjoy. Students will write what their favorite song or artist is, draw a small picture, and write three sentences explaining why that artist/song is their favorite. These songs will be compiled in a playlist to be played during our Venn Diagram poster show later in the unit.

**Assessment Plan:** Informally, I will assess students' knowledge through questioning during the activity. Additionally, students' knowledge of the new culture will be examined during their class presentation.

**Follow-up Activities:** As a follow-up activity, the teacher could send small recipe books/restaurant guides home with students featuring popular dishes from the cultures studied in class that day. Families could be encouraged to try the new dishes or eat at a new restaurant to expose students to varying cultures. Additionally, have multiple books available in the classroom for students to read about other cultures during “Drop Everything and Read” (DEAR) time.

- Perez, A. *My Diary From Here to There/Mi diario de aqui hasta alla*, Children's Book Press, 2009
- Faruqi, R. *Lailah's Lunchbox: A Ramadan Story*, Tilbury House Publishers, 2011
- Varadarajan, G. & Weeks, S. *Save Me a Seat*, Scholastic Press, 2018
- Choi, Y. *The Name Jar*, Dragonfly Books, 2003

**Share with the Class Checklist:**

- What culture did you study?
- Where in the world do you predominately see this culture?
- What language do they speak?
- What is a popular food or drink consumed here?
- What is their religion?
- What does their music sound like? Are there special dances performed?
- What kinds of traditions or rituals are common within this culture?
- Share any other fun facts you learned!

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## LESSON #4

(based on Lesson 20 on p. 378-379)

**Unit Name:** Our Diverse Community

**Title:** Library Orientation & Research

**Grade:** 3

**Concept/Topic(s):** Traditions, Rituals, Food/Drink, Language, Expression, Nationality

**Time Needed:** 2 lessons/30-45 minute Social Studies block

### **Background Information**

**Rationale:** This lesson intends to orient students to our school's library. Students will learn about what resources are available at the library and how the librarian can help them with research assignments. After students learn more about the library, they will use the resources available to conduct research and take notes for their final unit project.

**Essential Questions:** What resources are available in the library? Where can I find nonfiction text in the library? How do different cultures borrow and share from each other?

### **Objectives:**

- Upon completion of the lesson, students will be able to identify the locations of materials in the school library.
- By the end of the lesson, students will be able to organize their research on various cultures.
- After the lesson, students will analyze how cultures borrow and share from each other.

**Standards:** 3.C.1.3 Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions, and behaviors).

**Prior Knowledge/Connections:** Students may have previous experience in the library from previous grade levels and may already have a relationship with the school librarian. Additionally, students may have previously done small research assignments in the library at an earlier grade level. This lesson will take prior knowledge of the library and expand. Students will learn more about how the library is organized and an in-depth look at nonfiction texts.

### **Differentiation:**

- Any and all labels used in the library will include both words and pictures for ELL students.
- While students are working independently in the library, the teacher can spend extra time with the students that need individualized assistance.
- The librarian will help the class find nonfiction text that is at each student's reading level.

**Materials/Resources:**

- Library reservation for two consecutive class days
- Whiteboard/Smartboard
- Whiteboard markers
- Sticky Notes
- Graph paper
- Colored pencils/markers
- Pencils
- Half-sheet checklist of map requirements and critical items to label (one for each group)
- Library signs for labeling/cardinal directions
- Venn Diagram comparison poster analytical rubric (one for each student)
- Note Taking worksheet (one for each student)

**Teaching Behavior Focus:**

- Lesson planning & presentation: Students will be given ample time to complete the research portion of the end-of-unit assessment in class to prevent having to have any work done outside of school. This helps to maintain a sense of equity in the class and allows students to ask questions along the way with their teacher present.
- Meeting needs of learners: By first orienting students to the library, it will set them up for success when conducting their research. Additionally, by allowing students to work in teams for part of the lesson, they can learn from one another and bounce ideas off each other.

**Implementation**

**Lesson Introduction/Hook:** *Prior to the lesson beginning, have required materials pulled out and ready to travel with the class to the library. Additionally, have the library reserved for the class and the activity shared with the librarian. Signs and cardinal direction signs should be posted around the library for later use in the activity.*

- To begin the lesson, we will brainstorm as a class what can be found in the school's library. Write on the board - "What will we find in the school library?"
  - Students will write their responses on sticky notes and place them on the board.
- The class will discuss what is listed and categorize their findings.
  - This activity will start getting students in the mindset of how to organize their research notes.

**Lesson Development:**

Session 1

- Upon arriving at the library, students will take seats at library tables. The teacher will provide a brief introduction to the librarian before allowing the librarian to introduce themselves and how they can be a resource for students.



- Once introductions have taken place, explain to the students the goal of our library activity.
  - “Students, we will be helping our librarian in creating the most accurate map as possible to help a new student understand where things are in our school’s library. We have already gone around the library and labeled a few things, but we need your help in creating the map.”
  - Additionally, provide students with a listing of “key items” that they must label on the map.
- Pass out graph paper and pencils for all of the students.
- Divide students into small groups and provide time to create their own “map” of the library.
  - Students will walk around the library and make observations/record information on their hand-drawn maps.
  - While students are completing their maps, circulate the library and ask students questions about their map - reinforce that the map is for someone who has never visited our school before, so it must be very detailed and neat.
- The class will return to the classroom to compare their maps with their peers. After the lesson, the teacher will collect the maps to make copies for each student to keep for reference.

#### Session 2

- In the next class period, the class will return to the school library to complete the research for their final unit project - a Venn Diagram poster comparing and contrasting two cultures present in our local community. Students will select two cultures based on U.S. Census data we observed in Lesson #2.
- Upon arriving at the library, students will again sit at library tables until given further instruction.
- The teacher will explain the unit’s final project - a Venn diagram comparing and contrasting two local cultures. Students will then receive a rubric for the Venn diagram project.
  - Explain to students that today is only for conducting research for the Venn diagram - not the Venn diagram’s construction.
- Pass out research worksheet
  - This worksheet will provide a framework for students to take notes while completing the research for the assignment.
  - The teacher will then remind students that they must use at least one nonfiction book as a source for their Venn diagram.
- The librarian will remind students to find nonfiction text in the library and point students towards available computers for research usage.
- Provide students the rest of the class period to research the Venn diagram project.
  - While students conduct research, circulate the library to check-in on students’ research process. Remind students to take note of where they are getting information (list the book title/author)

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**Concluding the Lesson/Closure/Debriefing:** To complete this portion of the unit lesson, we will discuss the unit project steps moving forward. Students will be using the library's research today to complete their Venn diagrams in class the next day.

**Assessment Plan:** Informally, I will assess students by walking around throughout their library sessions and asking probing questions to gauge understanding. Additionally, the group's map will be collected and reviewed to ensure that students successfully completed the activity. Formally, students' research will be graded when the Venn diagram poster is submitted.

**Follow-up Activities:** Students could visit their local libraries to compare and contrast resources available to the school library for further enrichment. Additionally, students will be using the research gathered later in the unit to create a Venn diagram poster.

**Map Requirements/Key Items to Label:**

- Compass Rose/Cardinal Directions
- Location of Nonfiction Text
  - Mark where books about different cultures are
- Location of Fiction Text
  - Mark where your favorite book series is
- Computer Lab
  - Mark where the printer is
- Librarian's Desk
- Book Return
- Library Entry
- Library Exit
- Encyclopedia/Dictionaries
- Worktables
- Reading nook(s)

**Comparison Poster Analytical Rubric**

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.	
Research	Exceptional presentation of research is apparent in all aspects of the poster.	Adequate research has been done and is displayed on the poster.	There is little research completed or used when completing the poster.	There is no evidence of research present in the poster.	
Citations	Three sources are cited, including a non-fiction book, correctly.	Three sources are cited correctly but do not contain a non-fiction book.  OR  Only two sources are present and cited correctly with the inclusion of a non-fiction book.	Two sources are cited correctly but do not contain a non-fiction book.  OR  Only one source, a non-fiction book, is present and cited correctly.	There are no citations present.	
Appearance / Organization	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is difficult to read and is unorganized.	
Grammar & Spelling	There are no grammatical/mechanical mistakes on the poster.	There are 1-2 grammatical/mechanical mistakes on the poster.	There are 3-4 grammatical/mechanical mistakes on the poster.	There are more than 4 grammatical/mechanical mistakes on the poster	

**Overall Score =**

Analytical Rubric modeled and adapted from UEN.org: [Click Here!](#)

<b>Venn Diagram Research</b>	
Culture #1:	
Source:	Notes:
Source:	Notes:
Source:	Notes:
Culture #2:	
Source:	Notes:
Source:	Notes:
Source:	Notes: