

THEME: RACE, RELIGION, AND CULTURE

R E S P E C T

GRADE: THIRD

Core Curricula: Supplements language arts, social studies

Focus: Social skills, critical thinking, character development

Overview: People do not look exactly the same. People have different color hair, eyes, and skin; different languages, and different ways of doing things. At the same time, there are many things that are alike about people who look different. All people have to eat food to sustain life and energy. All people have feelings. They may not be happy about the same things but they do experience happiness just like they experience sadness, fear, wonder, and peace.

Goals: Students will learn that differences in appearance, language, and beliefs do not mean differences in everything.

Materials: The activity sheet for this lesson can be found in the student workbook. Three or four differently wrapped and differently sized packages with the same contents, three or four different pencils or pens, three or four differently colored pieces of construction paper or another type of paper, blank paper, pencils, erasers

Family/Home Activity: The family/home activity can also be found in the student workbook and is for each student to take home to do with their parent/guardian.

Lesson Plan

Activity 1: Survey the class and have all the students born in one month (any month will work) come to the front of the class. Ask the other students: *Are the students at the front of the class the tallest or shortest students in the class? Are they wearing the same clothes? Do they have the same style hair or color? Should these students look exactly alike because they were born in the same month?* Allow students to express their own views.

Activity 2: Show the students the pencils and have them tell what is different about them. Then ask if the differences change the use of the pencils. Will all the pencils write if sharpened? Do all the pencils need something to write on like paper or can they write in the air? Emphasize that although the pencils look different, they are still pencils and work like pencils. Repeat the same activity with the erasers and the colored paper.

Activity 3: Have students look at the differently wrapped and differently sized packages and make

some observations about them. After accepting a few observations, ask the students to predict what might be inside each one. Limit the answer time. Now open each package to reveal its contents. (Make sure that the package sizes are different while the contents are exactly the same.)

Reflection: Ask students: *What did you learn from opening all of these packages? How did the packages look from the outside? Are things that look different on the outside different on the inside? Why or why not? How are people like these packages? If people are the same height, weight, and race; have the same color eyes; and wear identical clothes, are they the same inside? Explain. What things do all people share regardless of their race, religion, or culture? (Fear, pain, love, hate, hope, anger, disappointment, happiness, tension)*

What is on the outside is not nearly as important as what is on the inside. If we had never opened the packages, we could never use what was inside. We would only have had a package. People are the same. Until we get to know what is inside, we do not know the person.

Activity 4: Write the following words on the board and then ask the students how many of them like to eat these foods: fortune cookies, hamburgers, spaghetti, curried rice, and tacos. Record the number under each type of food. Next explain the nationality of the foods and add that information to the board: Chinese, American, Italian, Indian (India), Mexican.

Reflection: Tell students: *Now think about differences in people. Aren't we glad that there are differences to make the world a more interesting place to live?*

- *Do you have to be Italian to like Italian food, Mexican to like Mexican food, Chinese to like Chinese food? Why or why not?*
- *What advantages are there to having different kinds of foods from different countries?*
- *What advantages, if any, are there to living around people from other countries or cultures?*
- *Would you like to live in a place where people from all over the world lived peacefully side by side? Why or why not?*

Activity 5: Tell students: *People of every race and religion from all over the world have worked for peace, understanding, and a better way of life for those around them. Let's meet a few of them.* Included on

the “Biographical Sketches” activity sheet are some brief biographical sketches of people of different races and religions who have made a difference. The sheet can also be found in the student workbook. Use as many of them as you have time to use. Allow the students to evaluate each person’s contribution. There may be a local personality whose biographical sketch would be more meaningful. If there is, use it (or them) instead.

Remember that each one of you is a special person, a little bit different from every other person in this room or in the world. You have something special to offer the world. But inside, you can be alike. You can choose to help other people, to make the world a better place to live.

Reflection: Ask: *What have you learned about differences in people? How are people the same inside and out? How are people different inside and out? What does your race, culture, or religion have to do with your being able to get along with people of a different race, culture, or religion? Can and do people of all races, cultures, and religions invent things, help others, work beside each other, sing, laugh, and cry? Are we really so different after all?*

Recognition: See “Classroom Instructions,” page 5, for information regarding recognitions.

ACTIVITY 5

BIOGRAPHICAL SKETCHES

Mother Teresa of Calcutta

Born in Yugoslavia in 1900, she took her vows as a Roman Catholic nun when she was 29 years old and was named Sister Teresa. For almost 20 years, she taught young girls in India. She noticed the many suffering people around her in Calcutta. Having always wanted to help people, she organized others to help the poor and the sick and founded a home to care for those who needed it. Sister Teresa found much happiness in helping others. Because of her work, she was given the title of Mother Teresa. In 1979 she was awarded a great honor, the Nobel Peace Prize. She used the many thousands of dollars that accompanied the award to purchase supplies and to begin similar homes for the sick and needy in many other cities of the world. She spent her life helping others.

Dr. Albert Schweitzer

Dr. Schweitzer was born in Germany in 1875, the son of a minister. Even as a young boy, he found it difficult to hunt animals. Albert's motto, "reverence for life," meant that all living things are valuable and must be protected. He became a minister and an accomplished organist. The conditions of poor and sick people bothered him so much that after turning 30 years old, he went back to school to become a medical doctor. Once he had his medical degree, he journeyed to Africa where he built a small hospital and began to help the sick. He spent the rest of his life helping others.

Mahatma Gandhi

Mahatma Gandhi helped to free India from the rule of the British by using nonviolent ways. He led the people of India to refuse to fight and yet give their lives for freedom. Gandhi was put into prison many times for his beliefs, as were his friends and family. Another method he used was that of fasting (not eating) for long periods of time to show how much he believed in his ideas of freedom. He was assassinated by someone who feared his program of tolerance for all beliefs and religions.

Ralph Johnson Bunche

Born in 1904 in Detroit, Michigan, Ralph Johnson Bunche was the son of a barber. His grandfather had been born a slave. He was raised by his grandmother after his parents died. She encouraged him to get the best education possible. He earned his bachelor's degree, summa cum laude, from UCLA, and earned his master's degree and doctorate from Harvard University. He was the first African American to receive a Ph.D. in political science. He was a key figure in the early years of the United Nations. He was awarded the Nobel Peace Prize in 1950 for helping to work out a settlement of the Palestinian War between the Arabs and the Israelis that lasted 20 years. His goal was to help others. Without his work, the United Nations might not have the peacekeeping reputation that it holds today.

FAMILY/HOME ACTIVITY

Theme: Race, Religion, and Culture Grade: Third

Dear parent/guardian, here is a character-building activity to do with your child as part of the school's Learning for Life program. It reinforces the Learning for Life lesson that was taught in the classroom.

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• **Goal:** Your child will learn that differences in appearance, language, and beliefs do not mean differences in everything.

• **Activity:** Collages

• **Materials:** Construction paper, scissors, glue, old magazines or catalogs, old newspapers

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Directions: Have your child make three different collages.

1. On one piece of construction paper, they should glue as many different faces of people as they can find. Have your child try to include people from as many different ethnic backgrounds as possible.
2. On another piece of construction paper, have your child glue words or pictures that show ways people might be different from each other. These might include foods, languages, clothes, etc.
3. On another piece of construction paper, they should glue words or pictures that show ways people are alike. These might include dreams, hopes, playing, laughing, etc.