

My twin brother has cerebral palsy.
I am deaf.
I no speak English.

#9636

WALK THIS WAY: PART 2

HUMAN RELATIONS MEDIA, 1998

Grade Levels: 4-9

18 minutes



DESCRIPTION

Children share their encounters with prejudice and intolerance. One has a twin with cerebral palsy, one is deaf in a hearing family, and one is learning English as a second language. Each is realistic and hopeful.

ACADEMIC STANDARDS

Subject Area: Civics - What are the Basic Values and Principles of American Democracy?

- ★ Standard: Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy
 - Benchmark: Understands how certain values (e.g., individual rights, the common good, self government, justice, equality, diversity, openness and free inquiry, truth, patriotism) are fundamental to American public life (See Instructional Goal #2.)
- ★ Standard: Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society
 - Benchmark: Understands the concept of diversity (See Instructional Goal #4.)
 - Benchmark: Knows some common forms of diversity in the United States (e.g., ethnic, racial, religious, class, linguistic, gender, national origin) (See Instructional Goal #4.)
 - Benchmark: Knows some of the benefits of diversity (e.g., it fosters a variety of viewpoints, new ideas, and fresh ways of looking at and solving problems; it provides people with choices in the arts, music, literature, and sports; it helps people appreciate cultural traditions and practices other than their own) (See Instructional Goal #3.)
 - Benchmark: Knows ways in which conflicts about diversity can be prevented (e.g., encouraging communication among different groups; identifying common beliefs, interests, and goals; learning about others' customs, beliefs, history, and problems; listening to different points of view; adhering to the values and principles of American democracy) (See Instructional Goal #1.)
 - Benchmark: Knows ways in which conflicts about diversity can be managed fairly when they occur (e.g., provide opportunities for people to present their points of view; arrange for an impartial individual or group to listen to all sides of a conflict and suggest solutions to problems) (See Instructional Goal #1.)

INSTRUCTIONAL GOALS

1. To understand the responsibility of all people to work toward a society of tolerance.
2. To recognize the importance of respecting diversity.
3. To illustrate how differences can enrich our lives.
4. To broadly define diversity.

VOCABULARY

- | | |
|---------------------|---------------------|
| 1. immigrant | 13. bond |
| 2. cerebral palsy | 14. meningitis |
| 3. bodily functions | 15. bilateral |
| 4. intravenously | 16. sign language |
| 5. punctual | 17. finger spelling |
| 6. responsible | 18. frustrated |
| 7. frown | 19. link |
| 8. disturbing | 20. lopsided |
| 9. annoyed | 21. communicate |
| 10. drooling | 22. Spanish |
| 11. disabled | 23. pronounce |
| 12. isolated | 24. determined |

BEFORE SHOWING

1. Tell stories of things that have happened to you personally or that you've seen in the media regarding a person being different.
2. Define tolerance. Discuss why tolerance is important to you, your family, your school, your community, your country, and your world.

AFTER SHOWING

► Discussion Items and Questions

1. What is the relationship between Matthew and Justin? What are the differences and similarities between Matthew and Justin? What kind of discrimination does Justin face? How does this effect Matthew?
2. What are the challenges and joys that Melissa faces? How does Melissa's sister feel about Melissa being deaf? How does the family handle Melissa's deafness?
3. Why did Yanili have a hard time making friends? How did Patricia and Yanili become friends? What is the importance of their friendship?

► Applications and Activities

1. Imagine waking up one morning with giant blue hair that stands straight up. Consider how your friends, family, and neighbors might react.
 - a. How would you feel if people stared at you?
 - b. What would be your response if people called you Blue Head or other names focusing on your hair?
 - c. How would you feel if everyone focused on one thing about you and overlooked your good qualities?
 - d. What kind of rude comments might other people make?

2. Write journal entries based on the following prompts.
 - a. How do you feel when you meet someone new?
 - b. What would you do if you met someone who speaks a different language than you?
 - c. Why is friendship important? Who is your good friend?
 - d. How can you make new friends?
3. Investigate reasons that people come to America from other countries. Imagine moving to another country. Consider challenges you might face.
4. Research disabilities of famous people. Consider Franklin D. Roosevelt, Helen Keller, Ludwig Van Beethoven, Winston Churchill, Tom Dempsey, and Stephen Hawking.

RELATED RESOURCES

- [Different Dance: A Story About Respecting Others #2656](#)
- [Just a Little Red Dot #8786](#)
- [Rainbow War #2215](#)
- [Walk This Way: Part 1 #9635](#)
- [Walk This Way: Part 3 #9637](#)



World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

TEACHING TOLERANCE

FIGHT HATE AND PROMOTE TOLERANCE **TOLERANCE.ORG**
 a web project of the southern poverty law center



<http://www.tolerance.org/index.jsp>

This site includes news about groups and individuals working for tolerance and fighting hate; guidebooks for adult and youth activists; resources for parents and teachers; games for young children; and tests to help uncover hidden biases.

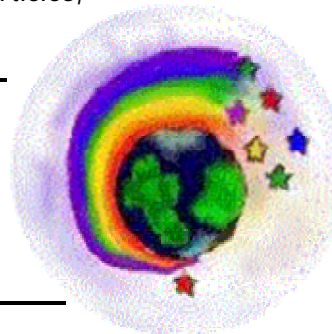
CULTURES ON THE EDGE <http://www.culturesontheedge.com/>

This site looks at cultural diversity around the world. Sections include articles, photographs, and related links that include many cultures of the world.

BRIDGING DIVERSITY, BUILDING PEACE

<http://www.occdsb.on.ca/~sel/dream/index.htm>

Primarily a site where children all over the world can contribute their thoughts, stories, and poems regarding peace in the world. Also includes a page of puzzles and games.



ThinkQuest

Quest

- **BREAKING DOWN THE WALLS** <http://library.thinkquest.org/CR0212302/>

Created by fourth and fifth grade students in Wisconsin, this site invites kids to explore and respect other cultures. Includes information about specific cultures, classroom ideas, and on-line activities in addition to related links.

- **NOT IN OUR TOWN**

<http://www.pbs.org/niot/>

Not In Our Town is a national movement that encourages community response to hate crimes. It provides teacher resources, positive community organizing stories, and online activities to help communities talk to-and learn from-each other.

