

I can't wear jeans.
I can't afford good clothes.
I live in a bad neighborhood.



#9637

WALK THIS WAY: PART 3

HUMAN RELATIONS MEDIA, 1998

Grade Levels: 4-9

19 minutes

DESCRIPTION

Three children share their experiences with prejudice and discrimination. One has a Chinese grandmother who experienced sexism, one copes with his clothing choices, and one relays the story of a hate crime that occurred in her town. Each child matured through their experience and learned the value of difference.

ACADEMIC STANDARDS

Subject Area: Civics - What are the Basic Values and Principals 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

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|-----------------------|--------------------|
| 1. favored | 9. pursue |
| 2. outraged | 10. injustice |
| 3. feet bond | 11. admire |
| 4. ritual | 12. treated |
| 5. ancestors | 13. prejudice |
| 6. self-sufficient | 14. stereotype |
| 7. make my own living | 15. discrimination |
| 8. rebel | 16. Ku Klux Klan |

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 are Alice's feelings about her grandmother's early experience? What is sexism? How did Alice's grandmother triumph over sexism? How does sexism affect Alice's life?
2. Why is Anthony teased? How does Anthony learn to respect himself? Why is clothing important?
3. What was Nicole's response to a hate crime in her town? Where do racism and prejudice exist? How did this change Nicole?



► Applications and Activities

1. Interview an older family member, friend, or community member. Ask for comments and stories contrasting life today with life in the past. Consider cultural differences, sexism, and disabilities.
2. List ways to promote diversity and tolerance in your class, school, family, and community.
3. Survey the school community. Ask about traditional roles for males and females. Consider reasons and ways to change stereotypes.

4. Brainstorm qualities desirable in a friend. Consider appearance and character traits. Categorize qualities by those found on the outside and the inside. Rank the importance of each quality.
5. Research the Ku Klux Klan (KKK). Consider their history, beliefs, and current activities.

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 2 #9636](#)



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.

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- **TEACHING TOLERANCE** <http://www.tolerance.org/index.jsp>

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.

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- **NOT IN OUR TOWN** <http://www.pbs.org/niot/>

Provides teacher resources, positive community organizing stories, and on-line activities to help communities talk to-and learn from-each other about hate crimes.

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

Includes articles, photographs, and related links to cultures of the world.

