Celebrate Diversity!

A Special Program From

Detroit Newspapers in Education

Sponsored by

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"Just because we are equal does not mean we are the same."
—Author unknown

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Detroit Newspapers in Education
wish to thank
General Motors
for making it
possible to bring
this Diversity material
to you.
To the Teacher

The Need to Study Diversity

Children of every age are being exposed to “sound bites” on television and radio about our world being torn apart by hate, distrust and misunderstanding. Comments by adults and fellow students describe the lack of peace and harmony in virtually every part of the world. The opening of the United States Holocaust Memorial Museum in Washington, D.C., highlighted for many Americans the horrors of Nazi Germany and man’s inhumanity to man. The planned, cold-blooded, systematic killing of over six million Jews, as well as anyone who dared to protect them was and is one of the great sins of our modern world.

The abhorrent treatment of African slaves is still a stain on Europe, Africa and the United States. Today, the “ethnic cleansing” occurring in the former Yugoslavia, the senseless killing in South Africa, the religious bigotry and hatred in Northern Ireland, and the continuing problems in the United States and Canada between people of different races, religions and gender are all reminders of our need to provide the proper education for our children and youth so that they will make informed and compassionate decisions about valuing themselves and others.

It is important to think globally as we continue to move into the information age. The world is becoming more globally interdependent with the flow of information through satellites, fiber optics and rapid forms of transportation that link once-remote areas. Even the economies of the world’s nations have become so tightly interwoven that economic problems in one area directly affect others thousands of miles away. But thinking globally also involves acting locally, and that means understanding, accepting and valuing differences as well as celebrating diversity in schools and communities.

How to Use Celebrate Diversity!

Celebrate Diversity! is designed to provide teachers with many opportunities and choices. The sections can be used as stand-alone teaching and learning units, or they can be integrated into existing programs. The activities are designed to be adapted to the interests, needs, backgrounds and abilities of students at different levels.

This curriculum guide is designed in a manner that encourages you, as a teacher, to add to or revise the material in ways that are most appropriate to your students. A glossary has been developed; however, the following brief definition of diversity will help you understand the approach of this guide.

Diversity means a wide range of cultures and subcultures that represent different values, beliefs, ideologies, behaviors, symbols, rituals, customs, languages, norms, styles, etc. Classifications of diversity may include:

- culture
- religion
- national origin
- age
- race
- language
- gender
- color
- sexual orientation
- ability and disability
- ethnicity
- socioeconomic class

Six areas of diversity have been chosen for concentration in this guide: race, gender, language, ethnicity, religion and disabilities. The suggested activities are concentrated in three areas of critical thinking:

1. awareness of the history and nature of prejudice
2. understanding how to value difference
3. applying knowledge to celebrate diversity.
It is important to recognize that the focus and emphasis of units in this guide might need to be modified depending on the composition of students in the classroom. If one is talking about celebrating diversity and the emphasis is on race, for example, then the teacher might need to start by having students understand the differences in their own classroom in terms of ethnicity, religion and gender as well as race—especially if only one race is represented in the classroom. Once these already-accepted differences have been established and understood, children can learn to step outside themselves and talk about race within the context of the norms, values and practices that make up the larger culture.

The teacher can use newspapers to help the students look for positive news stories and information about different groups the class plans to discuss. This exercise will also include looking at the mostly negative images used to depict some groups, while noting that other groups are rarely ever mentioned in the newspaper in a positive or negative light.

How This Guide Is Organized

The activities in this curriculum guide are organized into eight units. Each unit contains descriptions of instructional activities and full-size activity pages for students. Lessons integrate reading, writing, speaking and listening skills, and include individual and group activities.

This curriculum guide has been developed to focus on the need for dialogue and discussions that go beyond simply exploring what one eats or wears or where one lives. Instead, the emphasis is on some of our basic diversities, what we can do to learn more about them and how we can recognize their worth and value and celebrate their strength.

The units in the guide contain the following elements.

**Instructions to the teacher:** This section provides suggestions for introducing the unit activity sheets to students and describes lessons that may not require an activity sheet.

**Original newspaper story resources:** The introductory activity for the specific diversity units focuses on an actual newspaper article related to the topic. Newspaper articles from past decades have been selected to demonstrate the historical nature of the issues in the unit. The activities direct students to today's newspapers to examine the current status of the issues. Comparing historic and current news stories allows students to analyze how the issues have developed over time.

**Student activity pages:** Several student activity pages are included in each unit. Each activity page is divided into three sections—

- **Awareness**—activities that encourage students to explore their awareness and knowledge of the topic;
- **Understanding**—activities that encourage students to bring their own thinking and analysis to diversity issues;
- **Application**—activities that encourage students to apply knowledge to diversity issues.
Preparing Students to Celebrate Diversity

The material in this guide is intended to help the teacher design and create new strategies for quality learning experiences in the area of celebrating diversity. It is important that the teacher, in leading the celebration of diversity, take the time to understand the importance of doing the following:

- ensuring comfort with a range of differing ideas, attitudes and emotions regarding the celebration of diversity
- valuing the ability to communicate ideas and listen sensitively and actively to others even when they are in strong disagreement
- welcoming new experiences as part of a lifelong educational process
- recognizing the pervasiveness and consequences of stereotyping
- developing a renewed personal respect for and appreciation of cultural diversity
- continuing to make unbiased, rational judgments about individuals without prejudice or overcompensation
- accepting and valuing democratic education as opposed to paternalistic practices
- assisting all students to develop a strong, positive self-image
- recognizing how personal ethnicity affects verbal and nonverbal communication, learning styles, values, attitudes and behaviors of both teachers and students
- realizing that valuing difference and celebrating diversity is a never-ending process.

It is vital that students recognize that in order to have genuine regard for others, they must have genuine regard for themselves. It is important to help students see that “our” way of looking at things and doing things is not the only way nor necessarily the right way. This insight leads to looking at specific differences that bring out fear and discomfort when talking about race, color, language, religion, disability, gender and ethnicity.

The teacher should also understand and deal with barriers to communication regarding diversity. Barriers include the difficulty of talking about differences (walking on eggs), sensitivity to certain subjects, “put down” comments and ineffective listening. Barriers also include “hot buttons” that involve jokes, words, nonverbal behavior, stereotypes and general attitudes and actions. The teacher can encourage students to talk about walking on eggs and the hot buttons they know cause barriers to communication.

Another major barrier to communication is some individuals’ reluctance to truly value differences and celebrate diversity. Students need to recognize that when diversity is viewed in a negative way, a powerful and alienating psychological, sociological and environmental sense of fear and isolation is created among different groups. The discussion of diversity should focus from time to time on how one might feel if one were seen as different in a negative rather than positive way. Students can learn to move from an “I feel sorry for you” point of view to an “I understand and empathize with what is happening and I want to let you know I do value differences and celebrate our diversity” stance.
Newspapers and Diversity

People in the News

To the teacher: With the “People in the News” worksheet, students examine the information provided about individuals in news stories. Have students work in small groups on individual stories and then compare their findings with those of other groups. You may choose to assign stories to groups to avoid duplication and to cover different sections of the newspaper. Individual names, addresses, occupations and ages are often given in a story simply to identify the individual involved. Other information may or may not be relevant to what happened.

Diversity in the Comics Pages

To the teacher: The “Diversity in the Comics Pages” activity sheet can be used to stimulate discussion in several areas. Have students collect data using the table on the activity sheet. Activities and discussion result from the evaluation of the information they collect. In order to cover the entire comics section, divide students into groups and assign one or several comics strips to each group. Students should evaluate the findings in their group and then compare them with the findings of other groups.

Several discussion points are provided on the activity sheet. You will want to select topics most relevant to your students. If appropriate, as a culminating activity, have the class write a letter to the editor of your newspaper asking why the comics page does not better reflect the diversity of your community. There may be valid reasons why minority groups are not in the comics. The fact is, only a few comic strips that feature members of different groups are available in syndication and so far the range of cartoonists from different backgrounds who produce comic strips for newspapers is narrow.

Covering Racial Diversity

To the teacher: Use the “Covering Racial Diversity” activity sheet to help students evaluate newspaper coverage of stories related to different races. First, you must obtain information on the percentage of different racial groups in your area. In the United States, you can call the Regional Census Center for your state for information about your community; in Canada, call Statistics Canada. See the listing in resource section of this guide. Discuss the definitions of racial groups with the class (see glossary).

Students then use this information to determine whether the groups in their community are receiving coverage proportional to their population. If the coverage turns out not to be proportional, class discussion may focus on why. There may or may not be logical reasons for disproportionate coverage in your community. This activity can be done with photographs, news stories or a combination of the two.

Make a large version of the graph on the activity sheet for your bulletin board. Have students collect their data (photos or news stories) over a specific period—perhaps a week—and record their findings on the bulletin board. Younger children may cut out photos and stories and place them on the bulletin board for recordkeeping. Older students may just record frequency of coverage of particular groups. For additional analysis, have students track whether photos/stories are of international, national or local events. As an alternative, you may have students look only for positive coverage of the groups.

For the Application activity, have students discuss their responses in small groups.
**People in the News**

Name________________________________________  
Date________________________________________

**Awareness**

1. Select a news story from the newspaper. Identify the main person in the story. What does the story say about that person?
2. Fill in the chart below and indicate if you think the information is or is not relevant to the story.

Individual's name:________________________________________

<table>
<thead>
<tr>
<th>Information</th>
<th>Given in story?</th>
<th>Is it relevant to story?</th>
<th>Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
<td></td>
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<tr>
<td>Occupation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Age</td>
<td></td>
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<td>Race</td>
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<tr>
<td>Religion</td>
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<td>Ethnic group</td>
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<tr>
<td>Physical ability</td>
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<td>Language</td>
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<td>Political affiliation</td>
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<td></td>
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<tr>
<td>Community group affiliation</td>
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<td></td>
<td></td>
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<tr>
<td>Special interest affiliation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Personal background</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional background</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
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</tbody>
</table>
Understanding
3. Pretend you are the editor of the newspaper and because space is limited in the newspaper, you can include only five pieces of information about the person in your news story. What five facts from your chart would you select:

   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________

4. Explain why your readers should know this information. How will it help them understand what is happening in the story?

   ____________________________
   ____________________________
   ____________________________

Application
5. Look at the specific information about the individual in your news story. How does that information affect the way you react to the story?

   ____________________________
   ____________________________
   ____________________________

6. Do you think other people would react differently to the same information? Why or why not?

   ____________________________
   ____________________________
   ____________________________
Diversity in the Comics Pages

Name________________________
Date________________________

Awareness
1. Look at the characters in the comic strips you have been assigned. Fill out the information requested on the chart below for each character. You might not be able to answer each section for each character.

<table>
<thead>
<tr>
<th>Name and Occupation</th>
<th>Female or male?</th>
<th>Race</th>
<th>Ethnic group</th>
<th>Religion</th>
<th>Physically/mentally disabled?</th>
<th>Language</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

2. After your survey is complete, answer the following questions about your findings:
A. What general statements can you make about each of the following categories?

Females and males __________________________________________________

______________________________________________________________

10
Diversity in the Comics Pages, page 2

Race ____________________________________________

________________________________________________

Ethnic groups ______________________________________

________________________________________________

Religion __________________________________________

________________________________________________

Physically/mentally disabled _________________________

________________________________________________

Language __________________________________________

________________________________________________

B. Compare your survey with a survey from another group. Are your findings similar?

Understanding

3. Are females and males equally represented in your survey? Are they shown in traditional roles?

4. What is your opinion about females and males in nontraditional roles?

5. Are some jobs considered "male" jobs and some considered "female" jobs? Are men and women capable of doing the same jobs?

6. Name the racial groups represented in the comics. Are there any racial groups that are underrepresented?

7. Are there people of various races and ethnic groups in different occupations in the comics? Are the comics a true reflection of our society?

Application

8. What changes will have to occur in our society so that females and males can be accepted in nontraditional roles?

9. What racial groups from your community should be represented in the comics?

10. Develop a comic strip that would address the weaknesses you found in your survey.
Covering Racial Diversity

Name______________________________
Date_______________________________

Awareness
1. Monitor photographs and/or news stories in your newspaper for one week. Keep a record of the number of males and females from different races who are shown in your photos or stories. Indicate whether the photos show people in a positive situation—doing good deeds, receiving awards, contributing to the community, etc.—or a negative situation—committing crimes, harming others, etc. Use subjects that are the focus of the photographs; do not count groups of people in the background (such as spectators at sporting events). Mark the results of your findings on a chart like the one below.

2. Analyze the data you have collected on the chart. What percentage of the photos/stories did each race and gender have?

3. Compare your percentages with the census figures for the different races in your community. Are racial groups represented in proportion to their population? If not, why do you think that is the case?

<table>
<thead>
<tr>
<th>gender</th>
<th>White</th>
<th>African American</th>
<th>Latino</th>
<th>Asian</th>
<th>Native American</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
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<td>Male</td>
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<tr>
<td>Female</td>
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<tr>
<td>Male</td>
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</tbody>
</table>

Understanding
4. Compare the way the races are featured in positive or negative photos/stories in the newspaper. Does the coverage seem balanced or not? Explain.

5. Can the people in the positive photos/stories serve as role models for others? What can you learn from these people?

Application
6. In small groups, discuss the contributions made to society by the people represented in the photos/stories. Select one individual to share with the class.

7. Write an essay about what you have learned from a particular person of a race other than yours.
Understanding Yourself and Others

Personal Profile
To the teacher: In the “Personal Profile” activity, students are encouraged to explore their own background — racial, cultural, ethnic, religious — and other characteristics that define them. Students explore their membership in various voluntary and involuntary groups and examine how their affiliation with different groups may affect their attitudes and behaviors toward other people. The activities encourage students to become aware that they are like some students and different from other students regardless of their membership in these groups.

Begin the activity by asking students to name classmates who are either like them or different from them in some way. Ask each student to think of something that makes him or her unique, something that sets him or her apart from everyone else. Explain that sometimes there are as many differences within groups as there are between groups.

When they participate in the activities to build understanding, students will have to walk around the classroom looking for other students with specific characteristics. Remind students to do so in an orderly way.

Facing Issues Together
To the teacher: The purpose of the “Facing Issues Together” activity is to encourage students with different viewpoints to work together to solve a problem.

During the Understanding segment, students should identify a classmate who is from a group that would be expected to have a different viewpoint. For example, if the issue under examination is gender related, a female student would confer with a male student. Their positions on the issue may or may not be different. They may disagree or they may agree, but each could have a different reason for his or her positions.
Personal Profile

Name__________________________________________
Date__________________________________________

Awareness

You belong to many different groups. Some of these groups are voluntary—that is, you get to choose to be a member—community organizations, social action groups, groups organized around a hobby, etc. In other groups, you do not have a choice—your race, ethnic group, gender, for instance. The groups you belong to are part of the person you are. Sometimes you are like others in a group; sometimes you are different. Your membership in a group may affect the way you think about other individuals or groups.

1. What are some of the groups you belong to? Fill out the circle chart below indicating your groups.

2. What are the three most important groups to you? Put a star next to each one.

- What is your gender?
- What organizations or clubs do you belong to?
- What language(s) do you speak?
- What is your race/ethnic group?
- What is another group you belong to?
- What is your religion?
3. You are also an individual with your own ideas, attitudes and tastes. Write your answers to the questions below:

What kind of music do you like? ________________________________
What is your favorite food? ________________________________
What section of the newspaper do you like best? __________________
What is your favorite sport? ________________________________
What is something special about you? __________________________

Understanding

4. Find someone in your class who belongs to one or more of the same groups you belong to and consider important.
5. Compare your answers to the questions above with that person's answers. How are the two of you alike? How are the two of you different?
6. Now find someone in your class who does not belong to one of your important groups.
7. Compare your answers to the questions above with that person's answers. How are the two of you alike? How are the two of you different?

Application

8. Why is it important to share ideas with people who belong to the same groups you do?
9. Why is it important to share ideas with people who do not belong to the same groups you do?
10. How can your life be better as a result of knowing and understanding the ideas and attitudes of someone who is different from you in some way?
Facing Issues Together

Name __________________________
Date __________________________

Awareness
1. Find a newspaper story about a problem or issue that affects one of the groups to which you belong. Summarize the problem or issue in the top section of the chart below.

Understanding
2. How do you feel about the issue? Express your opinion in the column headed "My opinion."

3. Find a classmate who belongs to a different group and who has another opinion on the issue. Write his or her opinion in the column headed "Another opinion."

Application
4. Identify the areas of the issue on which the two of you can agree. Write them on the chart.

5. Identify the areas of the issue on which you disagree. Add them to the chart.

6. Now, see whether you and your classmate can find some areas on which you could compromise. Can you see some ways your two different groups could find a common solution to the issue? Write your answers on the chart.

7. Write a joint letter to the editor based on the problem or issue, explaining your reactions to the news story and your recommendations.

<table>
<thead>
<tr>
<th>What is the issue or problem in the newspaper article?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My opinion</th>
<th>Another opinion</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

We agree that...

We disagree that...

Here are some resolutions we recommend...
Racial Diversity

Thinking about Racial Diversity

To the teacher: A newspaper article from the past has been selected to provide a point of comparison for the issues in the unit. Duplicate the article, "Brown Eyes vs. Blue Eyes," and distribute it to students. Use the activity sheet "Thinking about Racial Diversity" for an introductory discussion about the issue of racial diversity and discrimination after students have read the article. The activities direct students to today's newspapers to examine the current status of the issues. Comparing past and current news stories allows students to analyze how the issues have developed over time.

Begin the lesson by asking students to look at the racial composition of their classroom, their school and their community. You may want to compare the numbers to census figures for your area. Allow students with multiracial backgrounds to name the racial identity they choose.

Encourage students to discuss things the class does together. Talk about the fact that students represent different races and yet they all work together on class accomplishments. Have students complete the activity sheet in pairs or small groups. Discuss responses to the questions with the entire class.

Understanding Racial Diversity

To the teacher: For the activities in the Understanding section of the "Understanding Racial Diversity" activity sheet, the racial conflict may be a local, national or international. Students may have to do additional research to identify historical events that led to the situation reported in the newspaper. Allow students to work in small groups, but bring the class back together to discuss the Application questions.

Working Together

To the teacher: For the "Working Together" activity, you may want to collect news stories about local community groups over time, then give different articles to small groups in the classroom. Students may report to the whole class on the groups they've read about, and the class may identify common ideas or actions taken by different groups.

"Content of Their Character" Bulletin Board

To the teacher: An ongoing project can be a "Content of Their Character" bulletin board—a name based on Martin Luther King, Jr.'s comment that people should be judged "not on the color of their skin, but on the content of their character." Have students cut out newspaper photos of individuals of varying races who are making contributions to the community. Put the photos and brief descriptions of the accomplishments on the bulletin board. Be sure different races are represented.

You may want to introduce students to the bulletin board project by sharing parts of Martin Luther King Jr.'s "I Have a Dream" speech with the class.
Brown Eyes vs. Blue Eyes
by Chuck Offenburger
The Des Moines Register
January 24, 1982

RICEVILLE, IOWA — When you look around this lily white - perhaps snow white is a better term just now - northern Iowa town of 919, it's hard to imagine it as the site of a dramatic, shocking experiment in racial discrimination.

There are no blacks. Never have been.

But the "brown eyes/blue eyes woman," as she is known over much of the nation, is here. She is Jane Elliott, 48, a hometown girl who grew up to teach in the Riceville Community Schools. She is a petite woman with a huge sense of justice.

"I just don't think we can send our children out of this all-white community into the world believing they are better than others because of the color of their skin," she said. "If we do, then we are restricting their education. We are agreeing to miseducation.

"The racial problem isn't 'out there' somewhere. It's not in Des Moines or Waterloo or Watts. We all carry the problem within us. We don't have a 'black problem' in America. We have a white attitudinal problem. I've tried to do something about it here."

Each year, she conducts "Discrimination Day" with her students. Actually, it takes two days. The class is divided into two groups - those with brown eyes and those with blue. On the first day, those with blue eyes are told of their superiority. They are given special privileges. They are praised while those with blue eyes are chided. On the second day, the roles are reversed, those with blue eyes becoming the favored group.

Elliott first held the exercise in 1968, on the day after Martin Luther King, Jr. was assassinated, as a way of helping her third grade students understand the viciousness of discrimination. Later, Elliott moved from the elementary to the junior high school, where she now uses the exercise with seventh and eighth graders. She has also used it with adults, including racially mixed groups of people who themselves are teachers in human relations. The result - no matter whether third graders or adults are involved - is always the same.

"Frightening," she said. "The people get slightly insane. Given the opportunity to be beastly, people take it."

Tears, shouting and shoving are common as the subjects experience real discrimination, most of them for the first time.

The exercise must be carefully controlled when children are involved. "It would not be too difficult to destroy a child with this," Elliott said. "The proof of it is that every day in this country, this same exercise is used in real life toward the destruction of the 11 percent of the population that is black."

Why is eye color used as the basis for discrimination in the exercise?

"I had to have something to divide the two groups," she said. "It couldn't be something man-made, like clothing, and it couldn't be something the individual person could change or control. I thought it over and settled on the eyes. I also hoped the students would come to realize it's just as irrational to discriminate on the basis of one's skin color as it is on the basis of one's eye color."

As part of the first exercise with the third grade students in 1968, Elliott had the children write brief papers on what they thought and felt. M.E. Messersmith, publisher of the local weekly newspaper, The Riceville Recorder, heard of the project and reprinted some of the students' essays.

"It was an 'out of the mouths of babes' thing," Messersmith recalled the other day. "What those kids had to say about discrimination made a lot of people stop and think."

Some of their thoughts about being "inferior":

- "I was sick."
- "I felt like quitting school."
- "I felt dirty."
- "I felt like kicking a brown-eyed person."

When national TV audiences saw the children of Riceville so filled, even temporarily, with hate and derision for their friends, there were charges that Elliott was abusing and exploiting her students.

The exercise, she answered, was always tough but never unnecessarily abusive. "And as for exploiting them," she said, "well, I signed away all rights to payment from the films and book before any of them came out."

Elliott's method and the film have been used in sensitivity training all over the nation by government, private business and educational institutions. Earlier, she frequently traveled to conduct the exercises, but there have been fewer calls in recent years. "The elimination of racism doesn't seem to be as big a priority right now," she said, ever so scornfully.

In 1982 Debbie Anderson, 22, clerk at a Riceville hardware store, said, "When I see someone being picked on, I stand right up for them. When I see someone being shut out by others, I take them in and try to be their friend. I never liked to watch cowboy-Indian shows because of the way the Indians were treated. I couldn't watch 'Roots' because I hated the idea that people could treat other people that way.

"I know where I got those feelings. I've never forgotten how I felt that day in third grade."
Thinking about Racial Diversity

Name_________________________________
Date_________________________________

Awareness

1. Read the newspaper story “Brown Eyes vs. Blue Eyes.”
2. Locate Riceville, Iowa, on a map. According to the article, “There are no blacks. Never have been.” What reasons would you give for the lack of blacks? Do you think there are blacks in Riceville today? Why or why not?

Understanding

3. Do you think Ms. Elliott’s experiment was a good idea? Did it influence her students?
4. What did Ms. Elliott mean when she said, “We don’t have a ‘black problem’ in America. We have a white attitudinal problem”?
5. Students in Riceville were discriminated against because of eye color. Have you ever been discriminated against? Write a paragraph explaining why you think the discrimination took place and how it made you feel.
6. Many times people say how they will act in a situation, but then they act differently when they are actually in that situation. Find a story in the newspaper in which someone had to make a choice. Would you have made the same choice? Why?

Application

7. In the newspaper, locate an article that you believe addresses discrimination. Write a letter to the editor explaining why you feel discrimination is wrong in this case. Then write an “op-ed” piece opposing your earlier view. The op-ed page is the page opposite a newspaper’s Editorial page, where guest writers can express their opinions. Many times, the opinions disagree with the editorial position of the newspaper. Discuss your rationale for both your letter and your op-ed piece with a friend. Is there a time when discrimination appears to make sense?
8. Throughout history, race has spawned a number of conflicts. Locate a news story that reflects dissension among people of different races. Using the library, find a racial incident that occurred at least 20 years ago. Compare the incidents by listing the similarities and differences.
9. Find a news story that mentions a person of a race different from your own. With an older friend or parent, discuss the story. Ask your discussion partner about any experiences he or she has had with discrimination. Write a summary of the experiences and suggest how you would have resolved any conflict.
Understanding Racial Diversity

Name ____________________________
Date ____________________________

Awareness
1. Think of situations you know about where different races are in conflict. Describe one situation.
2. How and where do you learn about racial conflicts?

Understanding
3. Locate a newspaper article about a racial conflict or confrontation. Complete the chart below with information about the situation. Discuss the problem in a small group with other students. Write your solution to the situation in the chart.

<table>
<thead>
<tr>
<th>Describe the situation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What events led to the current problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How do you think the problem should be resolved?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Application
4. In a small group, discuss the question “What causes one group to dislike and distrust another group?” Write your ideas below.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
5. What steps could be taken by individuals or the community to encourage racial harmony? Discuss ideas in your small group and list five recommendations:

1. 
2. 
3. 
4. 
5. 
Working Together

Name ____________________________
Date _____________________________

Awareness

1. List several activities you do at school with classmates or friends who are of a different race from yours.

__________________________________________________________________________
__________________________________________________________________________

2. List several things you have in common with your friends and classmates.

__________________________________________________________________________
__________________________________________________________________________

Understanding

3. Locate a newspaper article about community groups working together to encourage racial understanding. Describe the groups and their project.

List the community groups involved:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Describe the project:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. What additional steps would you recommend to the groups?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
5. Locate a news article about a racial conflict that might require government or community action. What is the problem?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. What community groups would you ask to help solve the problem? How could you involve young people in the solution?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Gender Diversity

Thinking about Gender Diversity

To the teacher: Duplicate the article “Female Vets No Longer a Forgotten Minority” and distribute it to students. Use the activity sheet “Thinking about Gender Diversity” for an introductory discussion about gender discrimination and diversity after students have read the article. A newspaper article from the past has been selected to provide a point of comparison for the issues in the unit. The activities direct students to today’s newspapers to examine the current status of the issues. Comparing past and current news stories allows students to analyze how the issues have developed over time.

Before beginning this activity, you may want to spend some time discussing holidays that honor veterans and the idea of memorials for war dead. A possible homework assignment might be to ask students to locate a memorial to war dead in their community and to visit it. Is there a special memorial for any particular group? Why or why not?

Prior to reading the article, discuss with students what they know about women in their country’s military. Do they know if any have served and in what capacity? The newspaper article deals indirectly with issues involved with women serving in the military. You may want to have students discuss those issues and develop a pro-and-con chart to document the discussion. Did females and males in the class respond differently?

Explain to students that as they read the article, they may learn some surprising information about women serving in the military. Have students work in pairs or small groups to answer and discuss the questions on the activity sheet. Ask each group to share the most important points of their discussion.

As a follow-up activity, invite a female veteran to visit the class to discuss her military career and experiences.

Newspapers Look at Females and Males

To the teacher: With the “Newspapers Look at Females and Males” activity sheet, students conduct an audit of gender diversity in the newspaper. Discuss with students the concept of auditing — a methodical examination and review of a subject. Have them work in small groups. Ask the students first to conduct an audit for representation, then to conduct a second audit for kinds of language used. Look at the differences between news and feature stories (news stories name the person and describe his or her actions; feature stories are usually more descriptive). Try to include sports stories and interviews.

For the Understanding section, you may want the students to discuss their findings in a small or whole class group. The following questions may help guide the discussion:

- What words or phrases were used to describe females and males?
- In what sections of the newspaper were these descriptions found?
- Did the descriptive language differ in specific sections of the newspaper? For example, were females and males described or discussed differently in the sports section than in the news sections?
- How did you feel about these descriptions? Why?
- Were the news stories fair and accurate with their language?
- Was information slanted because of word choice?

**Gender Issues**

To the teacher: Use a classroom bulletin board as an ongoing display of gender diversity. Design a bulletin board that resembles the illustration below. Have students collect newspaper articles, opinion columns and letters to the editor about issues of gender.

<table>
<thead>
<tr>
<th>Employment and Earnings</th>
<th>Health and Medicine</th>
<th>Family responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>Entertainment and Arts</td>
<td>Sports</td>
</tr>
</tbody>
</table>

After the class has collected several articles for each section, have students discuss or write about the following questions:
- What surprised you?
- Does any area seem to be dominated by one gender? If so, why?
- What differences between men and women are related to biology?
- What differences appear to be cultural or societal in nature?
- Do any articles indicate a need for improving the way the society or culture looks at females and males? What would you recommend to bring about that improvement?
Female Vets No Longer a Forgotten Minority

By Bill Nichols
USA TODAY
November 10, 1989

WASHINGTON — In 1968, Diane Evans was an Army nurse stationed in a medical unit near the Cambodian border. Her first patient died. She still comes to the Vietnam Memorial to reverentially rub his name.

In 1941, Madeleine Ullom was a Nebraska girl who wanted to see the world. She became an Army nurse and was sent to the Philippines where, after Pearl Harbor, she was captured by the Japanese and spent three terrifying years in prison camps, caring for comrades.

Evans and Ullom are but two of the millions of women who, since the days of the Revolutionary War, have shared a unique bond — membership in a too-often silent sorority of soldiers, pilots, nurses and support personnel whose contributions to the U.S. military are usually overlooked.

But female veterans aren't content to be quiet partners anymore. As Veteran's Day is observed today, the USA's 1.2 million female veterans want their memories to matter.

"When the Vietnam Memorial was dedicated, women listened to those veterans talk about being forgotten," says retired Air Force Brig. Gen. Wilma Vaught. "And they started saying "What about us?" So:

• Wednesday, a design was chosen for the Women in Military Service for America Memorial, to be begun at Arlington National Cemetery in November 1991.
• Tonight, the Vietnam Women's Memorial project hosts a fund-raising dance, featuring "China Beach" star Dana Delaney, for its $2 million monument to the 10,000 women who served in Vietnam.
• Tuesday, project leaders, including Evans, go before a House subcommittee to ask for a site near the Vietnam Memorial. The Senate last week granted permission.
• Across the USA, from a new women's Vietnam memorial erected by California to a statue of a Revolutionary War heroine to be dedicated Saturday in Sharon, Mass., there's a growing recognition of the role of women in the military.

"We had a hard time sometimes getting the opportunity to serve," says Washington reporter (and World War II WAC Sarah McClendon. "But we fought for the opportunity and did serve." That's news to most people. After all, what child learns in school that:

• In the Spanish-American War, 1,500 women served after a typhoid epidemic devastated the ranks.
• In World War I, three nurses won the Distinguished Service Cross, a combat medal second only to the Medal of Honor.
• In World War II, 1,100 women in the Women's Air Force Service Pilots ferried planes for the Air Force.
• In all U.S. wars, more than 500 women have died in combat.

The Women in Military Service Memorial, approved by Congress in 1986, will honor all women who have served or are serving in the armed forces. The memorial will be incorporated into the still-unfinished main gate at Arlington.

The chosen design — still to be approved by various memorial committees — would surround the gate with 10 39-foot-tall glass prisms.

Vaught says the memorial's unique feature will be a cultural/educational center, with a computer bank of names, photographs and anecdotes of any woman vet who wants to sign up. A $25 donation is asked.

Already 10,000 women have contributed their stories to the register making up most of the $700,000 the project has raised. About $15 million more is needed.

The Arlington memorial's sister project is the sometimes controversial Vietnam Women's Memorial project. Authorized by then-president Reagan in 1988, the project would add the statue of a nurse to the Vietnam Memorial.

Opponents say it detracts from the Vietnam Memorial's original design. But Evans feels the memorial needs a visual sense that women served and died in Vietnam.

The groups' leaders say the two memorials are not competing.

"Surely there is room for two things for women in this city," says Vaught. "Goodness knows there are enough statues of men on horseback to go around."

Female veterans believe that someday their courage and bravery will no longer be thought of as second class. "People in America are beginning to look at us for what we were," says Evans.

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Thinking about Gender Diversity

Name ____________________________
Date ____________________________

Awareness

1. What do you think the word *sorority* means?

__________________________________________________________

Check the dictionary to see if you are right.

2. Read the news story “Female Vets No Longer a Forgotten Minority.” What did you learn about women that you did not know before?

__________________________________________________________

__________________________________________________________

3. According to the article, why is there a growing recognition of the role of women in the military?

__________________________________________________________

__________________________________________________________

4. Name some other fields in which women have been the silent minority.

__________________________________________________________

__________________________________________________________

Understanding

5. What does it mean in the article when it says “female veterans want their memories to matter”?

__________________________________________________________

__________________________________________________________

6. To whom do your memories matter? How would you feel if your memories did not matter?

__________________________________________________________

__________________________________________________________

__________________________________________________________
7. Complete the chart below showing the arguments for and against having memorials honoring women who served in the military. Use the news story to help you and think of some reasons on your own.

<table>
<thead>
<tr>
<th>For memorials</th>
<th>Against memorials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Share your chart with others. Did you have more arguments for or against? Do you have the same arguments? Why do you think your chart contains the responses it does?

**Application**

9. Write a letter to your community's government to convince it to build a memorial to women veterans, or write a letter stating your objections to such a memorial. Use your for and against chart to help you.
Newspapers Look at Females and Males

Name

Date

Awareness

1. With your group, conduct an audit of gender representation in your newspaper. Look at the pictures, read the news stories and answer the following questions about the way females and males are depicted:

<table>
<thead>
<tr>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many individuals are pictured in photos?</td>
<td>What are they doing?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Compile your information and display it in a way that can be analyzed: a graph, a data retrieval chart, or a Venn diagram like the one on the right.

3. Discuss your findings. How were the two genders represented? How would you explain your findings?

Understanding

4. Conduct an audit of language used to describe females and males in newspaper stories. Select a story about an individual. Read it carefully. Look for words and phrases that describe that person. Write the words and phrases on a piece of paper.

5. Put a check next to any words you would like applied to you. Explain why you like those words.

6. Circle any words you think would not be used in a story about the opposite gender. Explain why you think those words would not be used.

Application

7. Take one of the news stories you examined that you feel used words or phrases that made it biased. Rewrite it so the story is fair.

8. Exchange your article with a partner. Conduct a language audit of your partner’s article. Have your partner review the language in your story.

9. Send the results of your language audit to the newspaper editor, if appropriate.
Ethnic Diversity

Thinking about Ethnic Diversity

To the teacher: Duplicate the article "Taking Action Against Bigotry" and distribute it to students. Use the activity sheet "Thinking About Ethnic Diversity" for an introductory discussion about the issue of ethnic diversity and discrimination after students have read the article. A newspaper article from the past has been selected to provide a point of comparison for the issues in the unit. The activities direct students to today's newspapers to examine the current status of the issues. Comparing past and current news stories allows students to analyze how the issues have developed over time.

Begin the lesson with the definition of an ethnic group (see glossary). Give students examples. Conduct a classroom survey of students' ethnic groups. Record the ethnic groups on the board. Ask students to think about anyone they know who might represent an ethnic group that is not listed on the board. List the additional ethnic groups on the board.

Have students try to identify the country of origin of the ethnic groups on the board. Use a map or globe. If you are in the U.S. or Canada, ask students why they think so many people came to these countries from around the world.

Ask students if they have witnessed members of one ethnic group being disrespectful toward members of another ethnic group. Did they do anything to stop the action? What did they do — or why didn’t they do something? Explain that they are going to read a newspaper article about a student who faced just such a situation.

Have them complete the activity sheet in small groups after they have read the article.

Ethnic Stereotypes

To the teacher: In this activity, students study the way their own ethnic group is stereotyped. They then compare their findings with students from other ethnic groups. Encourage them to see if they are guilty of stereotyping other groups while at the same time not wanting others to stereotype them.

Begin the lesson with a discussion of stereotyping. Give students a definition of a stereotype. Encourage students to supply and discuss examples: Are all blondes airheads? Are all athletes dumb? Are all males interested in sports? Have students discuss their feelings when they are incorrectly characterized as part of a group.

Have students discuss how their sensitivity to stereotyping changed after completing the activity.
Appreciating Ethnic Diversity

To the teacher: This activity encourages students to explore the ethnic diversity of people around them. Have students collect information from the sources listed on the chart and then compare the data they have collected. Some individuals will have a mixed ethnic heritage—for example, one parent may be of Germanic background while the other is of Latino background. Help students focus on the positive aspects of a mixed heritage.

Discuss the following questions with students after they've compared their findings:

- Are there people from many different ethnic groups in the classroom or school?
- Why are so many of us from the same group (or different groups — depending upon what the data reveals)?
- What would be a good way for us to get to know people from other ethnic groups? Where could we go, or what could we do?

Invite several representatives of different ethnic groups to meet with the class to discuss their traditions and share their positive feelings about their ethnic heritage.
Taking Action Against Bigotry

By Murray Dubin
The Philadelphia Inquirer
June 8, 1988

PHILADELPHIA, PA — The Asian girl was on the school hallway floor. She had been shoved hard and hit in the face. She was crying. Her sister was being pushed. Their attackers were saying nasty things. It was between classes at Jay Cooke Junior High School in Logan, and a crowd of students had gathered. But no one was doing anything to stop it.

Then ninth grader Mamie Kellam came on the scene. She did something.

It happened more than six months ago, and Mamie, 16, has not given it a second thought since. It is unclear whether Tuyet Vuong, 14, has been thinking about it. Her English is still a little shaky, but she told her teacher she just wanted to forget it.

But she didn't.

Because he did not, Mamie Kellam on Sunday afternoon will be given the second annual Anne Frank Youth Award for her moral courage, in ceremonies at the Four Seasons Hotel. She took Tuyet away from her attackers, brought her to the school nurse and then identified the boys who hit her to school authorities.

"I was astonished," is Mamie's reaction to news that she won the award, named after the Amsterdam Jew who kept a diary while she was hiding from the Germans. Anne Frank, who died in a concentration camp in 1945, would have been 59 on Sunday.

"I didn't think that by helping her, I'd get something good out of it," Mamie said. In fact, Mamie thought so little of her part in the incident that she did not tell her mother or grandmother about it at the time.

"I think the best thing about this is this young lady doesn't see what she did as important," said Lawyer Chapman, Cooke principal. "She thinks this is what everyone does." Teacher Benjamin Lariccia knew it was not what everyone does.

Lariccia teaches English as a Second Language to predominantly foreign-born students. Tuyet, and her older sister, Linh, are in his class. They have been in the United States only nine months.

He heard about the morning incident of Nov. 17 later that day. He talked to Tuyet, Linh, Mamie and teachers about what had happened. He had never met Mamie until that day.

"Somehow or other, a couple of Asian students were targeted for verbal abuse that turned into something else," he said. "Tuyet was slapped around. Mamie happened to be on the scene and decided that what was happening was bad. Her object was to get Tuyet out of there. She took her to the nurse's office and then to the disciplinary office so that she could report it.

"Mamie was outraged, but she didn't realize she had done anything on a heroic level."

When Lariccia saw a recommendation form for the Anne Frank award in April, he remembered what Mamie Kellam had done. He wrote:

"Mamie Kellam, a Black student at Cooke, showed moral courage and consistency in coming to the aid of a Vietnamese student whom she did not know ..."

Hundreds of educators, and community and religious leaders in Pennsylvania, New Jersey and Delaware filled out the forms, said Marcia Sachs Littell, international director of the Anne Frank Institute in Philadelphia. The Institute is an interfaith organization dedicated to using the lessons of the Holocaust to foster racial and ethnic tolerance and religious liberty.

"The guidelines for the award indicate that the award will be given to a person who has taken action in defense of individual rights of another person with regard to bigotry, discrimination ... Action is the key word," Littell said.

Nine other students will be given certificates of recognition at the Sunday ceremonies for their achievements in fighting bigotry and injustice. Mamie will receive a $50 bond and a plaque from the institute.

"They all did something commendable. You could argue that a research paper was a form of action," Littell said.

"However, in this [Cooke] instance, nothing was premeditated. She did it just as it was happening... She would not have felt right about herself if she had walked away."

A couple of years ago, Mamie Kellam might have walked away.

"In seventh grade, I was bad. I hollered at my teachers, I'd fight, I'd get suspended. I'd get F's. I had to repeat seventh grade," she said.

But something happened. A teacher named Marvin Carter, and Mamie's grandmother, whose name is also Mamie Kellam, talked to her again and again about the road she was taking and the choices she was making.

Today, "I get A's, B's and C's. No F's," she said. She was Scrooge in the school's most recent drama club production. She is on the softball, volleyball and basketball teams.

"She was a holy terror, but she's made a complete turnaround," said Carol Merrill, Mamie's adviser and former English teacher. "No, I wasn't surprised when I heard what she had done. She's a leader. She's respected."

Her grandmother knew nothing about the incident until she learned about the award.

"I guess she didn't want no pat on the back," she said. "like the idea that she was willing to help someone in trouble. We are all proud of her."

Why did you do it, Mamie? Why did you help?

"I just saw someone hurt... I wanted the boys to stop, but they just laughed at me."

After Mamie identified some of the attackers, two of them were suspended.

"I was a little scared then because I thought some people might get on me for giving up the names. But I had to. I had to."

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Thinking about Ethnic Diversity

Name ____________________________
Date ____________________________

Awareness
1. Read the newspaper article “Taking Action Against Bigotry.” What type of mistreatment did Tuyet Vuong receive from other students?
2. How did Mamie Kellam stop the mistreatment? Why did she say she stopped it?

Understanding
3. List ways you think life is different for Tuyet in the United States.
4. If you went to live in another country with a language you did not know and customs different from your own, what concerns would you have? List them.
5. Why did Mamie have to show courage in helping Tuyet? What could have happened to her as a result of her actions?
6. Tuyet and Mamie came from different ethnic groups and different cultures. What did they have in common?

Application
7. If you were an advice columnist in the newspaper and Tuyet had written to you asking for advice about her situation in school, how would you have responded?
8. Find an example from the newspaper of conflict between different ethnic groups.
   Answer the following questions about the news story:
   - What ethnic groups are involved?
   - What is the reason for the conflict?
   - What recommendations would you make to end the conflict?
9. The Anne Frank Award recognizes individuals who take action against bigotry and discrimination in defense of the individual rights of another person. Find someone in the newspaper that you would recommend for the award. Write a letter explaining why you think the person should be honored.
10. Write a newspaper editorial calling for understanding between ethnic groups in school.
Ethnic Stereotypes

Name __________________________
Date ________________________

Awareness

1. Examine the way groups view each other. Start with an examination of the way members of your ethnic group are seen by others.

   What is your ethnic group? ____________________________________________

2. List the positive and negative characteristics people attribute to your ethnic group:

   Positive
   ____________________________________________
   ____________________________________________
   ____________________________________________

   Negative
   ____________________________________________
   ____________________________________________
   ____________________________________________

3. Put a check next to the characteristics you agree are common in your ethnic group. Put a circle next to those you disagree with. Explain why you disagree with some of the characteristics:

   ____________________________________________
   ____________________________________________
   ____________________________________________

Understanding

4. Is there any truth in any of the negative characteristics? ____________

   Why do you think other people came to think of those characteristics as being typical of your ethnic group?

   ____________________________________________
   ____________________________________________
   ____________________________________________

5. Is there any truth in any of the positive characteristics? ____________

   Why do you think other people came to think of those characteristics as being typical of your ethnic group?

   ____________________________________________
   ____________________________________________

   ____________________________________________
Application

6. A stereotype is an oversimplified opinion or judgment about a particular group of people. With a classmate, make a list of three ways individuals can avoid stereotyping others.

1. 
2. 
3. 

7. Look for any reference to individuals in your ethnic group in the newspaper — include feature stories, opinion columns and the comics. List any language that characterizes the ethnic group (not individuals). Look for positive as well as negative references.
Appreciating Ethnic Diversity

Name ________________________
Date ________________________

Awareness

1. Explore the ethnic diversity in your world by collecting information from people around you. Interview the people listed on the chart below. Ask them to answer the questions listed. Record their answers on the chart.

<table>
<thead>
<tr>
<th>Person interviewed</th>
<th>What is your ethnic background?</th>
<th>What country did your ancestors come from?</th>
<th>Why are you proud of your ethnic heritage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A friend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Another adult in your school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A family friend or neighbor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How many people are from the same ethnic group as you? ________

How many people are from an ethnic group different from yours? ________

Understanding

3. Write a sentence telling something new you learned about one of the people you interviewed.

____________________________________________________________________________________

____________________________________________________________________________________

4. Write a paragraph describing something you admire about someone you interviewed who is not from the same ethnic group as you.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

36
Application

5. Find a news story about someone from your ethnic group who you would nominate for your Hall of Fame—someone who should be honored in some way.
   
   Who is the person? __________________________________________

   Why does that person belong in your Hall of Fame?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

6. Find a news story about someone from a different ethnic group who you would nominate for your Hall of Fame—someone who should be honored in some way.

   Who is the person? _________________________________________

   Why does that person belong in your Hall of Fame?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
Religious Diversity

Thinking about Religious Diversity

To the teacher: Duplicate the article about the Gobitas family and distribute it to students. Use the activity sheet "Thinking about Religious Diversity" for an introductory discussion about the issue of religious diversity after students have read the article. A newspaper article from the past has been selected to provide a point of comparison for the issues in the unit. The activities direct students to today's newspapers to examine the current status of the issues. Comparing past and current news stories allows students to analyze how the issues have developed over time.

For the activities in the Understanding and Application segments, have students scan their newspapers looking for news stories about religion. Many newspapers run stories and columns about religion and local churches on a specific day of the week—usually Friday or Saturday. News stories about religious conflict may be found in the newspaper on almost any day.

Understanding Religious Differences

To the teacher: The "Understanding Religious Differences" activity asks students to look for the religion pages and church listings section of the newspaper to locate information about religious groups in the community.

For the Application activities, students may discuss local or national issues, or they may look at religious conflicts in other countries. Discuss with students the possibility of multiple causes of conflicts between religious groups. Sometimes disputes between religious groups may not be related to religious beliefs. Conflict may be over issues such as land or political power. Encourage students to explore all sides of the issue.

Religion and Public Affairs

To the teacher: People's attitudes toward governmental decisions and policies are often influenced by religious beliefs. Some groups want prayer in the schools; some oppose rights for homosexuals based on their interpretations of the Bible; some see the abortion debate in religious terms. Have students locate and discuss responses to social and political issues based on religious principles. Use news stories, feature stories, opinion columns and letters to the editor. You may want to collect several examples over time before you introduce the activity to students.
Flag Saluting Controversy Stirs Painful Memories for Gobitas

By Ione Geier
The Republican (Pottsville, Pa.)
September 22, 1988

When William Gobitas of Belgium, Wis., now 63, and his sister, Lillian Klose, 65, of Riverdale, Ga., were schoolchildren in Minersville, their refusal to salute the flag was the first act in a legal drama that has become the subject of heated debate in this year's presidential campaign. [Note: This story refers to the 1988 presidential campaign between George Bush and Michael Dukakis.]

Gobitas and Mrs. Klose are not interested in the pledge as a campaign issue. Their religion, Jehovah's Witnesses, prohibits political activity of any kind, including voting. For brother and sister, the current flag controversy is a painful reminder of a time when they were berated and even physically attacked for their refusal to pledge.

Mrs. Klose was Lillian Gobitas and 12 years old in 1935 when she and her brother, then 10, refused to say the oath on the grounds that their religion forbade them from paying homage to the flag or any other "graven image." When the children persisted in their refusal, they were expelled.

The religious group's attorney brought suit in the federal courts on the basis that the flag pledge was a constitutional concern.

On June 18, 1938, the federal district court in Philadelphia granted the Gobitas an injunction that was upheld Nov. 10, 1939 by the Third Circuit Court of Appeals, also in Philadelphia.

The Gobitas victory was short-lived. The Minersville school board, with financial help from the now-defunct Association of Patriotic Societies of Schuylkill County and other like-minded organizations, appealed the case to the Supreme Court.

In a decision handed down June 3, 1940, the Supreme Court ruled 8-1 against the children. Religious scruples, the court's large majority opinion said, did not constitute sufficient reason for schoolchildren to refuse to make the pledge.

The decision aroused violent reactions nationwide.

In Sanford, Maine, two Jehovah's Witnesses who refused a mob's order to salute the flag had their office wrecked and were beaten. In Litchfield, Ill., 60 Witnesses were set upon by angry townspeople who burned their cars and printed material. In Elsinore, Calif., 30 Jehovah's Witnesses were forced to leave town after irate citizens protested their presence. And all across the country, flag-carrying roughnecks broke into Witnesses' homes to try to force them to salute the flag.

In Minersville, the Gobitas were told a mob was planning to vandalize their self-service food market, the Minersville Economy Store located at 15 Sunbury St., and the apartment above it in which they lived. The Minersville police sent a patrolman to protect the family and their property, but the mob never materialized.

"The call came in the middle of the night telling us our place would be torn apart if Billy...and I didn't recant," Mrs. Klose said in a telephone interview from her Georgia home.

"People didn't seem to understand," she continued, "that Billy and I weren't being disrespectful when we refused to salute the flag. We were just trying to follow our religious convictions."

In 1943, three years after ruling against the Gobitas, the Supreme Court reversed itself. In a landmark decision—West Virginia State Board of Education v. Barnette—it held, by a 5-4 vote, that regulations requiring a student to give the oath of allegiance violated the Constitution's guarantee of free speech and worship. The ruling, ironically enough, was handed down on June 14, Flag Day.

The court's reversal, Mrs. Klose said, came too late for her and her brother. "By that time, I was 20 and Bill was 18 and both of us were working in the family store. We'd never gotten high school diplomas because financial considerations forced us to drop out of school."

After being expelled, Gobitas said he was beaten by classmates and thrown into a gutter. Jeers greeted him when he walked through the town...

Gobitas still has a copy of the letter he sent to the Minersville school board explaining why he could not recite the flag pledge.

In the letter, addressed to "Our School Directors," and dated Nov. 5, 1935, he said, in part, "I do not salute the flag because I have promised to do the will of God. That means I must not worship anything out of harmony with God's law. In the twentieth chapter of Exodus, it is stated, 'Thou shalt not make unto thee any graven images nor bow down to them nor serve them.' I do not salute the flag not because I do not love my country...I love my country...I love God more and I must obey his commandments." The letter is signed, "Your pupil, Billy Gobitas."

Gobitas and his sister were present when lawyers from the American Civil Liberties Union argued their case before the Supreme Court April 25, 1940.

"The justices asked that we be pointed out to them," Gobitas recalled. "The occasion remains one of the indelible memories of my childhood."

"After the Supreme Court's 1943 decision declaring the compulsory salute unconstitutional, the Minersville school board wrote and asked us back. Their invitation came in time to benefit our younger brother and sisters, but too late for Lillian and me. There was no apology in the board's letter for the hardships our family had undergone."
Thinking about Religious Diversity

Name ___________________________
Date ___________________________

Awareness

1. Read the newspaper story with the headline “Flag Saluting Controversy Stirs Painful Memories for Gobitas.” What is the subject of the story? What issues related to religion were involved?

2. How did other students treat the Gobitas children after they refused to salute the flag?

Understanding

3. Why do you think the students treated Billy and Lillian the way they did?

4. If you were a member of the school board, what would you do if someone refused to say the Pledge of Allegiance?

Application

5. In the newspaper, find a news story that discusses a religion that is not familiar to you. Determine what you can from the article about the beliefs/non-beliefs of the people. Then, use the library to locate the following information:
   a. What were the beginnings of the religion?
   b. Who was involved in the origins of the religion?
   c. Where in the world are most of the religion’s followers located?
   d. What are five principles of belief/practice of the religion?

6. History has examples of conflicts based on religion. Some extreme examples are the Crusades and the Holocaust. Today religion plays a key factor in Northern Ireland and Bosnia. Locate a news story that discusses tension between religious groups or bias against one religion. Develop a plan to end the conflict/bias. Describe how your plan would work and give examples of why one or the other group might not accept your plan.

7. Share your plan with two other students. Evaluate your plan based on the comments they share with you. Would you make any changes? Explain.
Understanding Religious Differences

Name____________________________________
Date____________________________________

Awareness

1. Examine the religion pages of your newspaper. Count the Christian and non-Christian religions listed on the pages. Then count the number of subgroups for Christian and non-Christian religions. Record your findings below.

<table>
<thead>
<tr>
<th>Total number of listings</th>
<th>Number of subgroups or denominations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian</td>
<td></td>
</tr>
<tr>
<td>Non-Christian</td>
<td></td>
</tr>
</tbody>
</table>

2. What do your findings tell you about religion in your community?

________________________________________________________________________

________________________________________________________________________

Understanding

3. Religions are similar in some ways and different in others. Compare a Christian and a non-Christian religion by interviewing people who are followers of the religions or by researching the religions in the library.

<table>
<thead>
<tr>
<th></th>
<th>Christian</th>
<th>Non-Christian</th>
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<tbody>
<tr>
<td>What is the name or denomination of the religion?</td>
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<tr>
<td>What is the title of the spiritual leader?</td>
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<tr>
<td>How does someone become a member?</td>
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<tr>
<td>What leadership positions can be held by men?</td>
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<td></td>
</tr>
<tr>
<td>What leadership positions can be held by women?</td>
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<td></td>
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<tr>
<td>What holidays are celebrated?</td>
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<tr>
<td>How is music, singing or chanting used?</td>
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<tr>
<td>What is the belief about an afterlife?</td>
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<tr>
<td>What special worship practices are followed?</td>
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</tbody>
</table>
4. What new information did you learn about one of the religions?


Application

5. Locate and read a newspaper story about conflict between religious groups. Identify the religions involved. What issues are at the center of the conflict? Indicate whether the issues are really related to religious differences, or whether they are caused by political, social or historic differences. Report your findings below.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Is the root of the problem religious, political, social or historic?</th>
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<tbody>
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6. Discuss the newspaper story with classmates in a small group. What recommendations would your group suggest to solve the conflict?


Religion and Public Affairs

Name ____________________________
Date ____________________________

Awareness

1. Many people make decisions about controversial issues based on personal religious beliefs. Locate examples in the newspaper in which people express opinions about an issue and base their positions on religious teachings. List the topics you find below:

____________________________________
____________________________________
____________________________________
____________________________________

2. Put a check next to the topics that are most important to people in your community.

Understanding

3. Select two issues to investigate in more detail. Collect information about the issues on the chart below. Locate arguments for and against each issue from people with different viewpoints — some who based their positions on religious grounds and some who base their opinions on reasoning not related to religious beliefs.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Level (local, state/provincial, national, international)</th>
<th>Writer's position and religious justification for the position</th>
<th>Writer's position and justification for the position based on reasons other than religious beliefs</th>
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</table>

43
4. Select one of the issues and write your opinion about the issue below.

5. Ask two classmates to tell you their opinions on the issue. Write their responses below.
   #1

   #2

6. Did you or your classmates use arguments based on religion or on reasons other than religion to support your opinions? Why?

Application

7. Locate a newspaper story where there is a direct conflict between a decision made by a government agency and a religious group. Describe the situation and explain why you agree or disagree with the decision.
Language Diversity

Thinking about Other Languages

To the teacher: Duplicate the article “1 in 7 in U. S. Doesn’t Speak English at Home” and distribute it to your students. Use the activity sheet “Thinking about Other Languages” for an introductory discussion about the issue of language diversity after students have read the article. A newspaper article from the past has been selected to provide point of comparison for the issues in the unit. The activities direct students to today’s newspapers to examine the current status of the issues. Comparing past and current news stories allows students to analyze how the issues have developed over time.

Sometimes English-speaking people find it difficult to understand others whose first language is not English. Often misunderstandings and jokes develop. You may need to find some additional articles that deal with language differences prior to doing these activities with your class. If possible, find a newspaper or book written in a foreign language. It would also be helpful to locate a person who speaks another language to speak to the class.

As part of the Understanding activity, invite someone who speaks another language to visit your class. Ask that person to speak to the class for a few minutes in the other language. Ask students the following questions:

- Could you understand any of what was said?
- If yes, how could you figure it out?
- If no, how did you feel?

Have students interview the guest about learning English (or some other language). Plan interview questions with students before the guest speaker comes to the classroom.

Languages in Your Community

To the teacher: Begin the lesson by taking a survey of languages spoken by the students in your class. List the languages on the board. Ask students to name any other languages they hear at home. List those on the board. Have students name any other languages they hear spoken in their neighborhoods or communities.

Have students complete the “Languages in Your Community” activity sheet. For the Understanding activity, assign groups of students to different sections of the Help Wanted classified ads. Then have the groups compile the information for the class.

Newspapers in Other Languages

To the teacher: Non-English newspapers are available in some communities. Try to obtain a non-English newspaper to share with the class. Have students look at the newspaper and identify the parts they can recognize even without knowing the language. They will be able to recognize headlines, photo cutlines, the index, TV listings, etc. Have them try to identify words from photos or ads.

Invite a guest who speaks the language of the newspaper to your classroom. Have the guest talk about the parts of the newspaper. Let the guest tell students if they guessed correctly at the words they tried to match with photos or ads.
CONCORD, CALIF. (AP)—At 6, Jesus Castro's habit of speaking Spanish got him shunted into a class for the learning disabled. At 39, he is back in school, but his former handicap is an asset as he helps immigrant children learn English.

What changed in these 33 years? America. One person in seven now speaks a language other than English at home, the Census Bureau reported Tuesday.

Overall, 31.8 million people greet the day with something other than English, a 34 percent increase in the ratio of non-English speakers in just a decade. The number of those speaking Chinese doubled in that time, while Italian, Polish and French—European languages that echoed through the immigration station at Ellis Island at the turn of the century—were heard less often.

"The world is no longer what it was in the 19th century when it was dominated by European colonial powers," said Ling-Chi Wang, chairman of the ethnic studies department at the University of California. "We live in a world that's shrinking rapidly."

Wang is one of the faces behind the statistics. A 1966 arrival in San Francisco, he brought his children up to speak Chinese. The three now speak English, Cantonese, Mandarin and some French, he said proudly.

Nationally, Chinese ranked with French, German and Italian at between 1 million and 2 million speakers each, the 1990 census found. Spanish was the most-used language in the nation after English, with 17 million speakers age 5 and older.

Signs of America's changing voices range from bilingual ballots to marketing tools like the Asian Yellow Pages.

In California, a magnet for immigrants, the telephone company, Pacific Bell, has 12 multilingual centers where customers calling in their native language can request service. The centers, where employees speak Spanish, Korean or Chinese—logged 5.2 million calls last year, a 22 percent increase since 1991.

Not everyone is happy about the changes.

In 1986, California overwhelmingly passed an initiative declaring English the state's official language. Similar laws passed in more than a dozen states.

Proponents said mandating English would prevent the workplace from becoming a hodgepodge of tongues that could threaten productivity and safety.

Edward Chen, a lawyer with the American Civil Liberties Union in San Francisco, said he has seen an increasing number of complaints from workers who have run afoul of English-only policies. "The bottom-line question is, is this diversity of language something to be feared...or is it a resource?" he said.

Like Chen, Wang believes the answer is the latter. English must be learned to survive, he said, but taking a rigid approach, especially in schools, is a mistake.
Thinking about Other Languages

Name ____________________________
Date ____________________________

Awareness

1. Read the newspaper story headlined "1 in 7 in U.S. Doesn't Speak English at Home." Look at the graph accompanying the article. What do you notice? 

2. If you live in the United States, find your state on the graph. What percentage of people who don't speak English at home live in your state? ____________

3. Examine the map. Why do you think there are high percentages of non-native-English speakers in certain states? Why do some states have higher percentages than others? ____________

Understanding

4. What do you think about the California initiative mentioned in the article? 

5. What is your opinion of Edward Chen's question about language diversity — "is this diversity of language something to be feared...or is it a resource?" 

6. Look at a book or a newspaper written in a different language. With a partner or in a small group, try to figure out some of the words. Discuss your feelings about engaging in this process.

Application

7. Make a plan for what you will do in the future when you encounter someone who does not speak English very well.

8. Think about what you might do when you meet someone who speaks no English. How will you communicate? How will you show respect for that person? Discuss your plans with a small group. Share the ideas from your group with the whole class.
Languages in Your Community

Name________________________________________
Date________________________________________

Awareness
1. List the language(s) you speak at home. ____________________________________________
2. List the languages other members of your family speak at home.
   ________________________________________________________________
   ________________________________________________________________
3. Write some words you know that are from another language.
   ________________________________________________________________
   ________________________________________________________________

Understanding
4. Look in the Help Wanted classified ad section of your newspaper for jobs that require the applicant to speak another language. List the job and the language.

<table>
<thead>
<tr>
<th>Job</th>
<th>Language</th>
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<tbody>
<tr>
<td>__________________________</td>
<td>_________</td>
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<tr>
<td>__________________________</td>
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<tr>
<td>__________________________</td>
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</tbody>
</table>

5. Why is it important for people in these jobs to speak more than one language?
   ________________________________________________________________

Application
6. Locate newspaper stories or advertisements for programs that provide instruction in English. Where can someone go to learn English in your community?
   ________________________________________________________________

7. List at least three reasons why it is a good idea to know some words in more than one language.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
People with Disabilities

Thinking about Disabilities

To the teacher: Duplicate the article "Disabled N.J. Boy Must Be Placed in Regular Classroom, Court Rules" and distribute it to students. Use the "Thinking About Disabilities" activity sheet as an introductory activity to discuss issues related to people with disabilities.

Begin the discussion by asking the class a series of questions. Have students respond by raising their hands for each question. Ask the questions quickly and don't dwell on any one topic. Use the following questions, or develop your own:

- Who likes recess?
- Who likes rock music? (or rap, country, etc.)
- Who likes math class best?
- Who can do math in his or her head?
- Who prefers to use a calculator to do math?
- Who can jump 12’ off the ground?
- Who can win a running race?
- Who is a good speller?
- Who needs glasses to see better?
- Who can sing on pitch?
- Who has to take medicine regularly?
- Who can use a computer?

Ask students what their responses tell them. Encourage them to see that as individuals they all have some things they do well and some things they do less well. Some people need help to do certain things — glasses, calculators, dictionaries — and it is appropriate for them to receive help. Remind students that they all make contributions to their classes, their schools and their communities, even though they have different abilities.

Introduce the activity sheet to students. Explain that the news story is about a student with Down's syndrome. Children with Down's Syndrome can learn, but they need extra help and support. Have students work in pairs or small groups to discuss the questions.

Note to teachers: Educating Peter, a Home Box Office documentary about inclusion of a child with Down's Syndrome, is available for classroom use. Call Ambrose Video in the United States (800-526-4663) or VEC in Canada (416-252-5907) to order the US $69.95 video and accompanying teacher's guide.

People with Disabilities

To the teacher: Have students use the "People with Disabilities" activity sheet. This activity encourages students to become sensitive to other students who have disabilities and to see them as active, involved and capable individuals.
Understanding People with Physical Disabilities

To the teacher: Have students collect newspaper articles about individuals who have disabilities; place the articles on a bulletin board. Have students put the articles in the “Name” category and then fill in the additional information about each person on a chart like the one below. In some cases, the individual may have accomplished something that was made difficult because of his or her disability. In other cases, the disability may not be relevant to the person’s story. Have students discuss the news article after they have placed all the information on the bulletin board chart. Encourage them to focus on the accomplishments or newsworthiness of the individuals about whom the stories are written.

<table>
<thead>
<tr>
<th>Name</th>
<th>How is the person disabled?</th>
<th>Why is the person newsworthy?</th>
<th>What are the person's future goals?</th>
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Disabled N.J. Boy Must Be Placed in Regular Classroom, Court Rules

By Debra Viadero
Education Week
June 9, 1993

A New Jersey school district must teach a severely disabled boy in a regular classroom, a federal appeals court has ruled in a case that has attracted national attention.

The May 28 ruling by the U.S. Court of Appeals for the Third Circuit permits Rafael Oberti, an 8-year-old boy with Down's syndrome, to attend school in a class with nondisabled students.

School officials in Rafael's hometown of Clementon, N.J., had sought to keep the boy out of the regular classroom because they said his behavior would disrupt learning for the other children in his class.

Advocates for "full inclusion" of disabled children in regular classrooms said the unanimous ruling by the three-judge panel sends "a clear signal" to districts confused over whether to serve more of their disabled students in regular classrooms.

Districts "won't get into these kinds of situations anymore," said Frank L. Laski, a lawyer for Public Interest Law Center of Philadelphia, which represented the parents.

The district has not yet decided whether to appeal the ruling in Oberti v. Board of Education of the Borough of Clementon School District to the U.S. Supreme Court.

Nationally Watched Case

The case became nationally prominent last year after a federal district court ruled in favor of the family. "Inclusion is a right, not a privilege for the select few," the district court ruled.

In less sweeping language, the appeals court judges said they basically agreed with the lower-court ruling. They used a different standard, however, to arrive at the same conclusion.

The judges said they considered "whether the school district has made reasonable efforts to accommodate the child in a regular classroom; the educational benefits available to the child in a regular class, with appropriate supplementary aids and services, as compared to the benefits provided in a special-education class; and the possible negative effects of the inclusion of the child on the education of other students in the class."

The judges concluded that officials had not made a "reasonable effort" to accommodate the child in a regular classroom and that the boy would benefit from being with nondisabled peers. Moreover, they said, school officials failed to prove Rafael's behavior problems would continue to occur if he were in a regular classroom with the proper supports and services.

School officials had testified that, as a student in a regular kindergarten class, the boy had frequent temper tantrums and touched, hit, and spit at other children and teachers.

"If the court thinks this child should be mainstreamed, there's probably not a child in the country that shouldn't be mainstreamed," said Thomas J. Murphy, the lawyer for the district.

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Thinking about Disabilities

Name_____________________________________
Date_____________________________________

Awareness
1. Read the news story Headlined “Disabled N.J. Boy Must Be Placed in Regular Classroom, Court Rules.”
2. What challenge does Rafael Oberti face?

Understanding
3. Why did school officials want to keep Rafael out of a regular classroom?

4. The judges said that Rafael would benefit from being in a regular classroom. List three reasons why it would be good for Rafael to be with other students.

5. What kind of extra help do you think Rafael might need in the classroom?

Application
6. How would you feel about having a student in your classroom who needs extra help?

7. Find a newspaper story about a student with special needs who is doing well in school. How has being in a regular classroom helped the student?
People with Disabilities

Name__________________________
Date__________________________

Awareness
1. How many persons do you know who have disabilities?
2. How many are in your family?
3. How many are your friends?
4. How many are in your class?
5. How many are in your school?
6. How many are in your neighborhood?

Understanding
7. Think about someone you know who has a disability. What is the disability? What do you like best about the person?

8. What do you respect most about them?

9. How are you and the person alike — what activities or interests do you have in common?

Application
10. Find a newspaper story about someone who has a disability. Does the person's disability contribute to the newsworthiness of the story? Why or why not?
Reactions Against Diversity

Thinking about Reverse Discrimination

To the teacher: Duplicate the editorial “White Males, Climb Down from Your Pedestal” and the editorial cartoon on the same page and distribute it to students. Use “Thinking about Reverse Discrimination” as an introductory activity to discuss reverse discrimination after students have read the editorial and thought about the editorial cartoon. The editorial and cartoon first appeared two decades ago, but the issues they raise are of concern to many people today.

You may want to begin this discussion by asking students to identify the groups they feel hold power in their society. Who controls jobs? Who has political influence? Who controls money and financial resources? Write the suggestions on the board. Then ask students to name the groups that they think do not have power, groups that are trying to get power and influence. List those groups on the board. Ask students if they know of any steps being taken by government or private groups to try to guarantee wider participation in society by minority groups. For example, many government construction jobs in the United States require that part of the work be given to minority subcontractors. Professional and political groups try to influence public opinion — the American Association of University Women supports research and publicizes the issue of fair treatment of females in the schools, the NAACP and Urban League promote African American concerns and the National Council of La Raza works for civil rights and economic opportunities for Hispanics.

Ask students how they would expect the power-holding group to react to all the publicity and pressure against them. Is the reaction justified? Explain that this is the topic of the editorial. Have students work in small groups to prepare their answers on the activity sheet.

Hate Crimes

To the teacher: There are increasing incidences of hate crimes in the United States, Canada and elsewhere. There has been a resurgence of the Ku Klux Klan in many areas; immigrants in many countries are the target of violence; some minority groups are hostile to other minority groups. You may need to collect several news stories over time so you can give students a variety of situations to analyze.

Begin the discussion by asking students if they can name any examples of acts of terrorism and violence by one group against another (for example, African Americans clashed with Koreans in South Central Los Angeles, Germans have committed arson against Turkish immigrants). Have students read newspaper stories about conflict between such groups. Use the following questions for discussion:

- Which group is acting against which other group?
- What prompted the specific act?
- What are the underlying reasons for the animosity between the groups — what social, cultural or political differences are affecting the situation?
- What should governments do to combat hate crimes?
- What can private citizens do to combat hate crimes?
- What are the social and societal consequences of hate crimes?
Editorial

White Males, Climb Down From Your Pedestal

By Barbara Smith
The National Observer
August 17, 1974

Several weeks ago an Observer story investigated the problem of "reverse discrimination." A small percentage of white men (small in proportion to the total labor force) believe that they are being treated unfairly by employers who hire blacks and women to satisfy affirmative action guidelines.

As a black woman, I am well acquainted with discrimination in all its demoralizing forms, but I am not sure that I understand what "reverse discrimination" is or if I even agree that a problem exists.

Undoubtedly some qualified white males, as well as some unqualified white males and some qualified and unqualified blacks and women, have not gotten a job when a black or female applicant has been hired since only one person can fill an opening at a time. But why is this process of choosing one candidate and excluding all the rest discriminatory?

Think of it this way. Is it discrimination (reverse or otherwise) if you're a white male and the job you apply for is given to another white male? Upset as you might be, you probably don't think of rejection as discrimination, but merely that another lucky guy got the job. It's only "reverse discrimination" when the person who gets hired possesses biological traits (racial or sexual) that have traditionally insured his/her not even being considered for such an employment opportunity in the past.

Or is it "reverse discrimination" because government agencies have had to step in to counteract the unwritten law that blacks and women need not apply? Probably a significant reason for white males' resistance is that for the first time in their lives they are being required to view as equals and competitors those people they had always assumed to be their inferiors. Equals not in abstract terms but in the specific context of work.

From my point of view, "reverse discrimination" appears to be the implementation of those principles that this country was founded upon 200 years ago and that the white male power structure has conveniently ignored in matters of employment, housing, and education ever since. "Reverse discrimination" seems not like a problem but like a solution, a necessary cure for the centuries-old illness of conventional discrimination.

Perhaps I'll believe in "reverse discrimination" when this country's rotting urban ghettos are populated entirely by jobless white males and when exclusive suburbs are filled with black, brown, red, and yellow families. I may believe that affirmative action has "reversed" things too far if figures ever show that the average white college graduate earns considerably less in a lifetime than the average black who attended high school. At the present time statistics show that just the opposite is true.

In the meantime white males should consider climbing down from their pedestals of privilege and share responsibility for the creation of equal opportunities for all members of the human race.
Thinking about Reverse Discrimination

Awareness

1. Look at the cartoon on page with the editorial “White Males Climb Down from Your Pedestal.” What groups are represented in the employment line?

2. What groups are not represented in the line?

Understanding

3. What is the artist trying to depict in the cartoon?

4. Why is the last person in line putting on a mask?

5. Look in the classified section of the newspaper under Employment Opportunities/Help Wanted. Do any of the ads specify the gender, race or ethnicity needed for a particular job? What are they?

6. From the editorial, explain what is meant by “reverse discrimination.”

7. Summarize Barbara Smith’s position and state whether you agree with her.

Application

8. In the newspaper, locate an article that discusses employment. Is there a reason for any group to be excluded from a job? Why?
Culture — The traditions, customs and social habits of a group based on an inherited set of beliefs or values.

Disability — Under The American Disability Act of 1990, a disability is defined as a physical or mental impairment that substantially limits one or more of the major life activities of an individual, having a record of such an impairment, or being regarded as having such an impairment.

Discrimination — Treating people with partiality or prejudice based on their group affiliations, particularly their membership in racial, ethnic, religious, or cultural minorities. Discrimination may take the form of speech, action, or organizational policies.

Diversity — The range of categories within a given society that are perceived as dividing people into significant groups.

Ethnicity — Identification or affiliation with a group as distinguished by customs, language, and common history.

Multicultural Awareness — Recognition of the contributions to a society by peoples of various cultures.

Multicultural Education — A form of education that attempts to instill knowledge about and appreciation for diversity.

Prejudice — An adverse judgment without just grounds formed without adequate knowledge or reflection; also, an irrational attitude of hostility directed against an individual, group or race.

Race — A group of people with some shared physical features, such as skin color that are directly inherited from generation to generation.

Racism — A belief that race is the most important determinant of human traits and of a particular group's inherent superiority or inferiority.

Sexism — Any activity by individuals, groups, institutions, or society as a whole that treats people unjustly because of their gender.

Stereotype — An oversimplified opinion or unexamined judgment of a particular group.
Affirmative Action - An active effort to improve the employment or educational opportunities of members of minority groups and women. Not to be confused with quotas in hiring or school admissions, which may or may not be part of a particular affirmative action policy.

Assimilation - The cultural absorption of a minority group into the main cultural body. The merging of one group's culture into that of a dominant majority culture generally results in the loss of the minority culture, as the minority group takes on the values, norms, and behavior of the majority.

Bias - A tendency to perceive situations from a particular perspective regardless of facts that suggest other interpretations.

Bigotry - Acts or beliefs based on obstinate or intolerant attachment to one's own opinions and prejudices.

Conventionalism - Adherence to the dominant, majority culture; adoption of the dominant culture by members of minority groups.

Culture - The pattern of learned behavior shared by the members of a society in a given period of its history. Culture does not consist of customs alone. It is the more or less consistent unity that links knowledge, belief, and behavior in a total way of life. It includes not just ways of acting and thinking, but attitudes, emotions, behavioral norms, and styles of communication.

Cultural Absolutism - The belief that a particular set of cultural norms is best for all people and is the standard against which all other cultural norms should be measured.

Cultural Pluralism - The belief that all cultures are composed of many subcultures and that in every culture, the subcultures are tied together by a common denominator of mutually compatible values and goals.

Cultural Relativism - The view that every culture is simply an expression of the unique ecological, biological, and anthropological conditions in which a group of people have developed. From a relativistic perspective, cultures can only be described, not evaluated in relation to one another.

Disability - Inability to pursue an occupation because of physical or mental impairment. Disabilities are often assumed to indicate general incompetence— inability to succeed in any occupation at all—or other stereotypical characteristics. This kind of unfounded generalization of a particular limitation results in discrimination (often called ableism) against the physically and mentally challenged and people with different abilities.

Diversity - The range of categories within a given society that are perceived as dividing people into significant groups. Such groupings are generally, if not always, accompanied by differences in values, beliefs, ideologies, customs, symbols, and styles of personal and cultural expression.

Ethnocentrism - The belief that one's own culture is superior to all others. Ethnocentrism produces distortions and half truths as well as preference for or belief in the superiority of people who belong to one's own cultural group. Ethnocentrism often involves a sense of moral superiority used to justify domination over other groups.

Homophobia - Irrational fear of homosexuals. Homophobia often involves several related beliefs: that homosexual practices are unnatural; that a homosexual orientation is a matter of choice; and that people who are homosexual possess stereotypical characteristics associated with their sexual orientation.

Institutional Racism - A pattern of racism in organizations and in society as a whole that does not necessarily reflect the intent of individuals but results from established structures, policies, and practices. This pattern occurs in education, housing, government, business, and elsewhere. A necessary component of institutional racism is power: power to make the decisions that intentionally or unintentionally enforce racial privilege. Institutional racism has played a major role in the perpetuation of racism by maintaining cultural divisions and inequities that encourage racist attitudes and behavior in individuals.

Integration - The bringing together of different racial or ethnic groups into free and equal association by removing the legal, institutional, and social barriers to such association.

Melting Pot - A metaphor for American culture viewed as a fusion of the cultures of diverse groups. This idea, which has been embraced in some form by most Americans since the 19th century, is expressed in the national motto E pluribus unum (from many, one). It is typically interpreted to mean both that diverse peoples will bring cultural enrichment to America and that they will be assimilated to the larger culture. However, in realistic terms the melting pot has been limited racially, never fully including Native Americans, African Americans, and other citizens of non-European ancestry. In recent decades the assimilationist element of the ideal has been challenged as minority racial, ethnic, and cultural groups assert their separate identities.
Multicultural Awareness - Recognition of the contributions by peoples of various cultures to a society. Creating multicultural awareness in an organization means developing the formal structures and interpersonal relationships that make up an inclusive organizational culture. (see Multicultural Education.)

Multicultural Education - A form of education that attempts to instill knowledge and appreciation for diversity. Typically, the introduction of a multicultural approach involves changes in school policies and programs and a refocusing of the perceptions and activities of students, administrators, teachers, staff, parents, and communities. The entire curriculum is infused with multicultural information and perspectives. The purpose is to help students, teachers, and others envision a more inclusive society and become change agents with the knowledge, skill, and sensitivity to work effectively toward that vision.

Organizational Culture - A system of shared behavior patterns, values, symbols, and beliefs that characterize an organization (e.g., a school or school system) and to which people must conform in order to be accepted. Organizational culture is both a source and a result of the organization's view of itself. Organizations contain formal and informal subcultures that may support, oppose, or be indifferent to the larger culture.

Passing - Creating the impression that one is a member of a majority group in order to gain acceptance. This is accomplished through imitation of that group's appearance, speech, manners, personal names, and other cultural characteristics. Examples: white Hispanics or Eastern Europeans living in the U.S. who change their surnames; light-skinned blacks who say they are white; Jews who change their names and alter their noses; Asians who deslant their eyes.

Polarization - A breaking up into opposing factions of groups or interests formerly ranged on a continuum. Often accompanied by impaired communication, intensified conflict and hostility, movement toward more extreme views, inhibitions on individual expression, lack of information about the views and actions of members of other groups, and consequent reliance on hearsay and other unreliable sources of information.

Prejudice - A judgment or opinion formed without adequate knowledge or reflection; also, an irrational attitude of hostility directed against an individual or group, usually rooted in fear or ignorance.

Quotas - In hiring and school admissions, numerical requirements or goals for proportional representation of minorities at various levels of an organization or in the student body. Proportions may be based on percentages of various groups in the general population, numbers of qualified candidates, or other calculations.

Race - Any group of people having the same ancestry or family; any of the various physical types of humankind usually designated by the terms white race, brown race, black race, or yellow race.

Racism - Any activity by individuals, groups, institutions, or society as a whole that affects people unjustly because of their race. Racism may be conscious or unconscious, overt or covert, hostile or paternalistic, intentional or unintentional, individual or institutional. Conscious or intentional racism may be rationalized by the attribution of undesirable physical, psychological, social, or cultural traits to the race in question.

Scapegoat Theory - The view that prejudice is a form of aggression resulting from insecure or hostile conditions within the aggressor group, particularly insecure economic conditions. In scapegoat theory, the victimized group is not the original object of the aggression but receives displaced aggression inspired by economic concerns or fear of class cultural bias.

Sexism - Any activity by individuals, groups, institutions, or society as a whole that affects people unjustly because of their gender. Like racism, sexism may be conscious or unconscious, overt or covert, hostile or merely condescending, intentional or unintentional, individual or institutional, and is often rationalized by the attribution of undesirable traits to the gender as a whole.

Sexual Orientation - Orientation to the gender of sexual partners. Sometimes viewed as a general sensibility or condition extending beyond the pattern of choice of partners.

Stereotype - An exaggerated belief associated with a human category, preventing differentiated thinking about people who belong to that category. Stereotyping is often used to justify inappropriate behavior toward members of particular racial, ethnic, or cultural groups.

Subculture - A culture within a primary culture or society. Subcultures may be characterized by any number of "alikeness" factors, such as age, sex, profession, social status, economic class, race, ethnic group, church, community, or work group. Subcultures have their own goals and distinct cultural patterns, some of which may mirror those of the primary culture.
Diversity Resources

U.S. Bureau of the Census — Regional Census Centers

Census Awareness and Products Program staff in 12 regional centers are available to help citizens. They can help you locate census information on your community and state, provide you with training and technical assistance, and point you toward other sources of information in your state. Entries below list the areas served by each center.

<table>
<thead>
<tr>
<th>Center</th>
<th>Telephone No.</th>
<th>States Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlanta</td>
<td>404-730-3833</td>
<td>Alabama, Florida, Georgia</td>
</tr>
<tr>
<td></td>
<td>617-565-7078</td>
<td>Connecticut, Maine, Massachusetts, New Hampshire, New York (Part), Rhode Island, Vermont</td>
</tr>
<tr>
<td>Charlotte</td>
<td>704-344-6144</td>
<td>District of Columbia, Kentucky, North Carolina, South Carolina, Tennessee, Virginia</td>
</tr>
<tr>
<td>Chicago</td>
<td>312-353-0980</td>
<td>Illinois, Indiana, Wisconsin</td>
</tr>
<tr>
<td>Dallas</td>
<td>214-767-7105</td>
<td>Louisiana, Mississippi, Texas</td>
</tr>
<tr>
<td>Denver</td>
<td>303-969-7750</td>
<td>Arizona, Colorado, Nebraska, New Mexico, North Dakota, South Dakota, Utah, Wyoming</td>
</tr>
<tr>
<td>Detroit</td>
<td>313-226-7742</td>
<td>Michigan, Ohio, West Virginia</td>
</tr>
<tr>
<td>Kansas City</td>
<td>913-236-3711</td>
<td>Arkansas, Iowa, Kansas, Minnesota, Missouri, Oklahoma</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>818-904-6339</td>
<td>California</td>
</tr>
<tr>
<td>New York</td>
<td>212-264-4730</td>
<td>New York (Part), Puerto Rico, Virgin Islands</td>
</tr>
<tr>
<td>Philadelphia</td>
<td>215-597-8313</td>
<td>Delaware, Maryland, New Jersey, Pennsylvania</td>
</tr>
</tbody>
</table>

Statistics Canada — Regional Reference Centres

Statistics Canada’s Regional Reference Centres provide a full range of the agency’s products and services. Each reference centre is equipped with a library and a sales counter where users can consult or purchase publications, microcomputer and CD ROM diskettes, microfiche, maps and more.

Each centre has facilities to retrieve information from CANSIM and E-STAT, Statistics Canada’s computerized data retrieval systems. A telephone inquiry service is available with toll free access for clients who are located outside local calling areas. Many other valuable services — from seminars to consultations — are also offered.

<table>
<thead>
<tr>
<th>Centre</th>
<th>Local Telephone No.</th>
<th>Toll-Free Telephone No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newfoundland and Labrador</td>
<td>n/a</td>
<td>800-565-7192</td>
</tr>
<tr>
<td>Maritime Provinces</td>
<td>902-426-5331</td>
<td>800-565-7192</td>
</tr>
<tr>
<td>Quebec</td>
<td>514-283-5725</td>
<td>800-361-2831</td>
</tr>
<tr>
<td>Ontario</td>
<td>416-973-6586</td>
<td>800-263-1136</td>
</tr>
<tr>
<td>Manitoba</td>
<td>204-983-4020</td>
<td>800-563-7828</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>306-780-5405</td>
<td>800-563-7828</td>
</tr>
<tr>
<td>Alberta and Northwest Territories</td>
<td>403-495-3027</td>
<td>800-563-7828</td>
</tr>
<tr>
<td>Southern Alberta</td>
<td>403-292-4181</td>
<td>800-563-7828</td>
</tr>
<tr>
<td>British Columbia and the Yukon</td>
<td>604-666-5691</td>
<td>800-663-1551</td>
</tr>
<tr>
<td>National Capital Region</td>
<td>613-951-8116</td>
<td>Dial toll-free number for your province.</td>
</tr>
</tbody>
</table>

Telecommunications Devices for the hearing impaired

800-363-7629
Resource list of organizations concerned with diversity issues.

AFRICAN AMERICAN

Congress of Racial Equality
30 Cooper Square
New York, NY 10003
(212) 598-4000
Open to persons of African ancestry. Black nationalist organization whose philosophy is based on the tenets of Marcus Garvey (1887-1940).

National Association for the Advancement of Colored People
4805 Mt. Hope Drive
Baltimore, MD 21215
(410) 358-8900
Open to persons "of all races and religions" who believe in the objectives and method of the NAACP: to achieve equal rights through the democratic process and eliminate racial prejudice by removing racial discrimination in housing, employment, voting, schools, courts, transportation, recreation, prisons, and day-care.

National Black Leadership Roundtable
2135 Rayburn House Building
Washington, DC 20515
Open to chief executive officers of national black organizations.

National Center for Neighborhood Enterprises
1367 Connecticut Ave., NW
Washington, DC 20036
(202) 331-1103
Dedicated to advancing the economic self-sufficiency of black Americans.

American Society on Aging
833 Market Street, Suite 511
San Francisco, CA 94103
(415) 974-9600
Open to health care and social service professionals, educators, researchers, administrators, businesspersons, students, and senior citizens. Works to enhance the well-being of older individuals and to foster unity among those working with and for the elderly.

Children of Aging Parents
Suite 302A
1609 Woodbourne Road
Levittown, PA 19057
(215) 945-6900
Self-help group devoted to the education, support, guidance, and development of coping skills of caregivers of the elderly.

ASIAN

The Asia Foundation
464 California Street - 14th Floor
San Francisco, CA 94104
(415) 982-4640
Supported by U.S. government grants and private contributions. Works to strengthen Asian economic and social development with private American assistance. Emphasizes on development of human resources, assistance to Asian institutions engaged in national development, facilitation of professional exchanges, and promotion of cooperation.

The Asia Society
725 Park Avenue
New York, NY 10021
(212) 288-6400
Seeks to increase American understanding of Asia and "its growing importance to U.S. and world relations."

U.S. - Asia Institute
232 E. Capitol Street, NE
Washington, DC 20003
(202) 544-3181
Open to Americans of Asian descent, individuals with an interest in U.S. Asian relations, U.S. institutions and companies doing business with Asia and Asian institutions and companies doing business with the U.S.

AGING

American Association of Retired Persons
601 E. Street, NW
Washington, DC 20049
(202) 434-2277
Open to persons 50 years of age or older, working or retired. Seeks to improve every aspect of living for older people. Has targeted four areas of immediate concern: health care, women’s initiative, worker equity, and minority affairs."
DISABLED

Challenge International
P. O. Box 7336
McLean, VA 22106
(703) 821-3385
Runs a media awareness campaign designed to make disability a familiar and comfortable issue by closing the communication gap between the public and the disabled community.

National Center for Disability Services
201 I.U. Willets Road
Albertson, NY 11507
(516) 747-5400
Serves as a center providing educational, vocational, social, and recreational opportunities for the disabled.

National Legislative Council for the Handicapped
P.O. Box 262
Taylor, MI 48180
Comprises state groups consisting of handicapped citizens, senior citizens, medical professionals, labor unions, and interested individuals. Objective is to endorse public offices who support sound legislation for a barrier-free environment, civil rights, acceptable living conditions, employment, education, and rehabilitation for the handicapped.

National Organization on Disability
910 16th Street, NW, Suite 600
Washington, DC 20006
(202) 293-5960
Promotes the full participation of persons with mental and physical disabilities in all aspects of life.

GAY/LESBIAN

Gay & Lesbian Alliance Against Defamation/New York
150 W 26th Street, Suite 503
New York, NY 10001
(212) 807-1700
Seeks to oppose media and public defamation of gay and lesbian individuals through education.

Gay Media Task Force
71-426 Estellita Drive
Rancho Mirage, CA 92270
(619) 568-6711
Purpose is to provide resources and consultative services to the media relative to the gay and lesbian community.

Lesbian and Gay Caucus of Public Health Workers
1345 N. Hayworth Ave.
Suite #310
West Hollywood, CA 90046
(609) 345-7399
A caucus of the American Public Health Association. Promotes dissemination of information on the health needs of lesbians and gay men.

Parents, Families and Friends of Lesbians and Gays
1012 14th Street NW
Suite 700
Washington, DC 20005
(202) 638-4200
Individual counselors and peer-counseling support groups whose primary purpose is to serve and advise others who are concerned with or are attempting to understand and cope with homosexuality and related issues.

HISPANIC

Hispanic Institute
Columbia University
612 W. 116th Street
New York, NY 10027
(212) 854-4187
Provides research programs, offers lectures and concerts.

National Alliance of Spanish-Speaking People for Quality
1701 16th Street, Suite 601
Washington, DC 20009
(202) 234-8198
Open to professional journalists and others of Hispanic descent working in mass media in the U.S. Gathers and disseminates information on topics of interest to the Hispanic community.

National Council of La Raza
810 1st Street, NE, 3rd floor
Washington, DC 20002
(202) 289-1380
National umbrella organization working for civil rights and economic opportunities for Hispanics.

National Hispanic Leadership Conference
2727 Morgan Street
Corpus Christi, TX 78405
(512) 882-8284
Quadrennial conference involving Hispanic leaders from the public, private, and community sectors.

National Puerto Rican Forum
31 E. 32nd Street, 4th floor
New York, NY 10016-5536
(212) 685-2311
Concerned with the overall improvement of Puerto Rican and Hispanic communities throughout the U.S.
MALE

Male Liberation Foundation
701 NE 67th Street
Miami, FL 33138
(305) 756-6249
Comprises individuals who seek to publicize the "new discrimination" against men, including discrimination which caused men "to become the coffee boys, floor sweepers, and delivery boys of the 1980s."

NATIVE AMERICAN

American Indian Heritage Foundation
6051 Arlington Blvd.
Falls Church, VA 22044
(202) IND-IOAS or (202) 463-4267
Open to tribal members and individual donors. Purpose is to inform and educate non-Indians concerning the culture and heritage of the American Indians.

Gathering of Nations
P.O. Box 75102, Station 14
Albuquerque, NM 87194
(505) 836-2810
Open to Native Americans. Promotes the expression of Native American culture and religion, including Native American song and dance. Provides educational materials.

National Indian Education Association
1819 H Street, NW, Suite 800
Washington, DC 20006
(202) 835-3001
Open to American Indians, associate members are non-Indians. Advocates educational programs to improve the social and economic well-being of American Indians and Alaskan natives.

WOMEN

American Association of University Women
1111 16th Street, NW
Washington, DC 20036
(202) 785-7700
Open to graduates of regionally accredited colleges, universities and two-year or community colleges. Works for advancement of women through advocacy and emphasis on lifelong learning.

Black Women Organized for Educational Development
518 17th Street, Suite 202
Oakland, CA 94612
(510) 763-9501
Fosters self-sufficiency in and encourages empowerment of low-income and socially disadvantaged women by establishing and maintaining programs that improve their social and economic well-being.

Business and Professional Women's Foundation
2012 Massachusetts Avenue, NW
Washington, DC 20036
(202) 293-1200
Dedicated to improving the economic status of working women through their integration into all occupations.

Catalyst
250 Park Avenue South
New York, NY 10003
(212) 777-8900
A national research and advisory organization that helps corporations foster career and leadership development of women.

National Organization for Women
1000 16th Street, NW, Suite 700
Washington, DC
(202) 331-0066
Open to men and women who support "full equality for women in truly equal partnership with men." Seeks to end prejudice and discrimination against women in government, industry, the professions, churches, political parties, the judiciary, labor unions, education, science, medicine, law, religion, "and every other field of importance in American society."

Women in Transition
21 S. 12th Street - 6th Floor
Philadelphia, PA 19107-3606
(215) 564-5301
Offers services to women experiencing difficulties or distress in their lives.