

RESPECT FOR NON-NATIVE STUDENTS

Overview

Students discuss the birthplaces of those born outside of the country. They are encouraged to develop greater respect for people of diverse ethnic backgrounds, and those born in other countries are shown that their backgrounds deserve respect and appreciation.

Materials

- large world map
- dark felt-tip marker
- yarn
- blank index cards

Procedure

Be prepared to share a few pieces of interesting information about the non-native students' homelands with the class. Prior to the activity, determine which countries are represented and spend 15-30 minutes researching and making notes on those countries.

- Post a large world map on the wall and identify the birthplaces of non-native students. If several students are native-born, ask for volunteers who know their ancestors' origin.
- Write each student's name and country of (ancestral) origin on an index card.
- Post the index card above the map.
- Place a piece of yarn between the index card and the location on the world map.
- Briefly discuss some notable points (history, cultural characteristics, famous figures, etc.) about each country, soliciting comments from the students whose (ancestral) homelands are under discussion.

McREL standards

Geography. Standard 10. Understands the nature and complexity of Earth's cultural mosaics.

Level III Benchmark 1. Knows the distinctive cultural landscapes associated with migrant populations (e.g., Chinatowns in the Western world, European enclaves in Japan and China in the 19th century, Little Italy sections of American cities from the beginning of the 19th century to the present).

<http://www.mcrel.org/standards-benchmarks/>

Adapted from the Sweet Home Central School District's "Values Education Handbook" (Amherst, NY). Used with permission.