

CARING FOR OTHERS

Yes We Can

Level: Middle School **Time:** 2-3 Class Periods **Topic:** Caring for Others

Essential Questions:

1. What does it mean to be a caring person?
2. How can understanding of others lead to being more caring?
3. What are stereotypes and how can they be dispelled?
4. How did Welles display his caring and compassion for others?
5. How can we show caring and compassion for others

Lesson Goals and Objectives:

- Students will be able to define and identify the character traits of caring and compassion.
- Students will be able to identify stereotypes and assess how misunderstandings arise.
- Students will be able to see similarities between themselves and others.

Key Terms:

Caring

Compassion

Stereotypes

Flout

Heretic

Rebel

Symbolism

Materials:

Video of 'The Man in the Red Bandanna'

The Culture of the Naciremans (attached)

Markers (optional)

Red Construction paper (optional)

Posterboard or large white stickypaper(optional)

Background:

Students should have basic knowledge of the events of 9/11

Instructional Activity/Procedures:

Part 1- Caring

1. Read the following poem by Edwin Markham. It might be helpful to also put it up on an overhead or chalkboard. Prior to this go over definitions of heretic, rebel and flout.

He drew a circle that shut me out
Heretic, rebel a thing to flout.
But love and I had the wit to win:
We drew a circle that took him in!

2. Do now or journal activity: Does this poem fit you or your friends? Are you inside or outside the circle? Can you think of someone who was kind to you? How did this make you feel? Can you think of a time where you were kind to someone? How did that make you feel?

3. Have students work in groups to create a definition of caring and three ways in which caring can be demonstrated in their lives. These should be posted on poster board or large white paper and placed around the classroom.

4. Show the video, 'The Man in the Red Bandanna'. How did Welles show love, understanding and caring throughout his life. How is the red bandanna symbolic?

5. The Dalai Lama said "If you want others to be happy, practice compassion. If you want to be happy, practice compassion" How can being compassionate help you to be happy? Describe a situation where this occurred.

Part 2 - Stereotypes

1. Give students a copy of 'The Nacirema Culture'. Ask them to read it and write down how the Naciremans are similar/different than they are.

Note to teacher: Nacirema is American spelled backwards

Instructional Activity/Procedures (continued):

The first paragraph is about American politics.

Homes are either single family or apartments

The thrones are bathrooms

The false idols are singers/pop culture

The otua is a car

The holiday is Thanksgiving

The combatants describes football

If any students 'get it' before the discussion is finished try and keep them from disclosing the secret.

2. Discuss or journal:

How are these people different than Americans? What do you think of their culture? Would you follow this culture? Why or why not?

3. Discuss the word stereotype and how it fits here. Were they quick to 'condemn' the people of Nacirema? Why?

4. Think about some stereotypes that are in our culture. How can we avoid stereotypical descriptions?

Evidence of Understanding:

Have students create a red bandanna bulletin board. The background can be red construction paper made to look like red bandannas. On this students should post acts of caring and compassion that they have done.

1. Students should make a list of some common stereotypes that they have heard. They should also list some stereotypes that people could have about the Naciremans. A journal or essay could be on how we can avoid stereotypes.

2. Students could also use "fighting" stereotypes as part of their red bandanna sharing/caring board.

Extension Activities:

1. Challenge students to list five people they can help in some way; then have them follow up on it if they did this.

2. Read the book '14 Cows for America' by Carmen Agra Deedy, Thomas Gonzales and Wilson Kimeli Naiyomah. Have students discuss how the actions of the Maasai tribe showed caring for people of whom they had no knowledge.