



# EMBRACING OUR DIFFERENCES

## The Art of Inclusion (45-60 min.)

Created by Carol LaVallee

### Standards / SEL Connections:

**Standards:** LAFS.68.RH.1.2, LAFS.68.RH.2.6, LAFS.68.RH.3.7, LAFS.68.RH.3.8,

**SEL Components:** Self-Awareness

### Essential Question:

What is Ethnicity?

### Objective:

Students will understand the idea of ethnicity by incorporating EOD artwork and quotes, along with other educational sources.

### Resources / Materials Needed:

- Copy of world map: See Attached, Page 3
- *Our Colorful World* by: Yasmina Akhavan Kharazi: [click here](#) / See Attached, Page 4

### Before Instruction:

- Student need to study their heritage and know their own ethnicity.
- Vocabulary: ethnicity, ancestral home

### Direct Instruction:

#### Pre-PowerPoint:

- Have a conversation with students asking them about their background and heritage:
  - What country do they, their parents, their grandparents come from?
  - What language(s) do they speak?
  - What traditions do they have?
- Ask students to think about (but do not answer) the following question: What is ethnicity?

#### Slide A:

- Pass out a copy of the world map (page 3)
- Have students put a “star” to mark their country(s) of origin.
- If they don’t know it, mark the country they live in now.
- Allow their peers to come to their map and mark the peers’ country of origin with a plus sign” +”.
- Have student notice all the different backgrounds that the class is made up of.
- Continue the talk of language and culture started above.



### Slides B-C:

- Pass out a colored copy of *Our Colorful World* (page 4) for each student.
- Have students draw a line from each person to where they think their ancestral home might be.
- Ask students: Why did you choose that part of the world?
- Ask for volunteers to talk about their answers.
- Now is the perfect opportunity to teach students that no one can really know because you will find all types of people all around the world.

For example: Muslims live in most countries in the world, people in wheelchairs can be found everywhere in the world.

### Slides D-E:

- Watch and discuss the ancestry video.
- Go over the definition of ethnicity and compare it back to what students thought at the beginning of this lesson.

### Slides F-H (Recap):

- Can you tell by looking at someone what ethnicity they are?
- Can you guess someone's ethnicity? Could you be wrong?
- How do you find out someone's ethnicity? ASK THEM!

### Extensions:

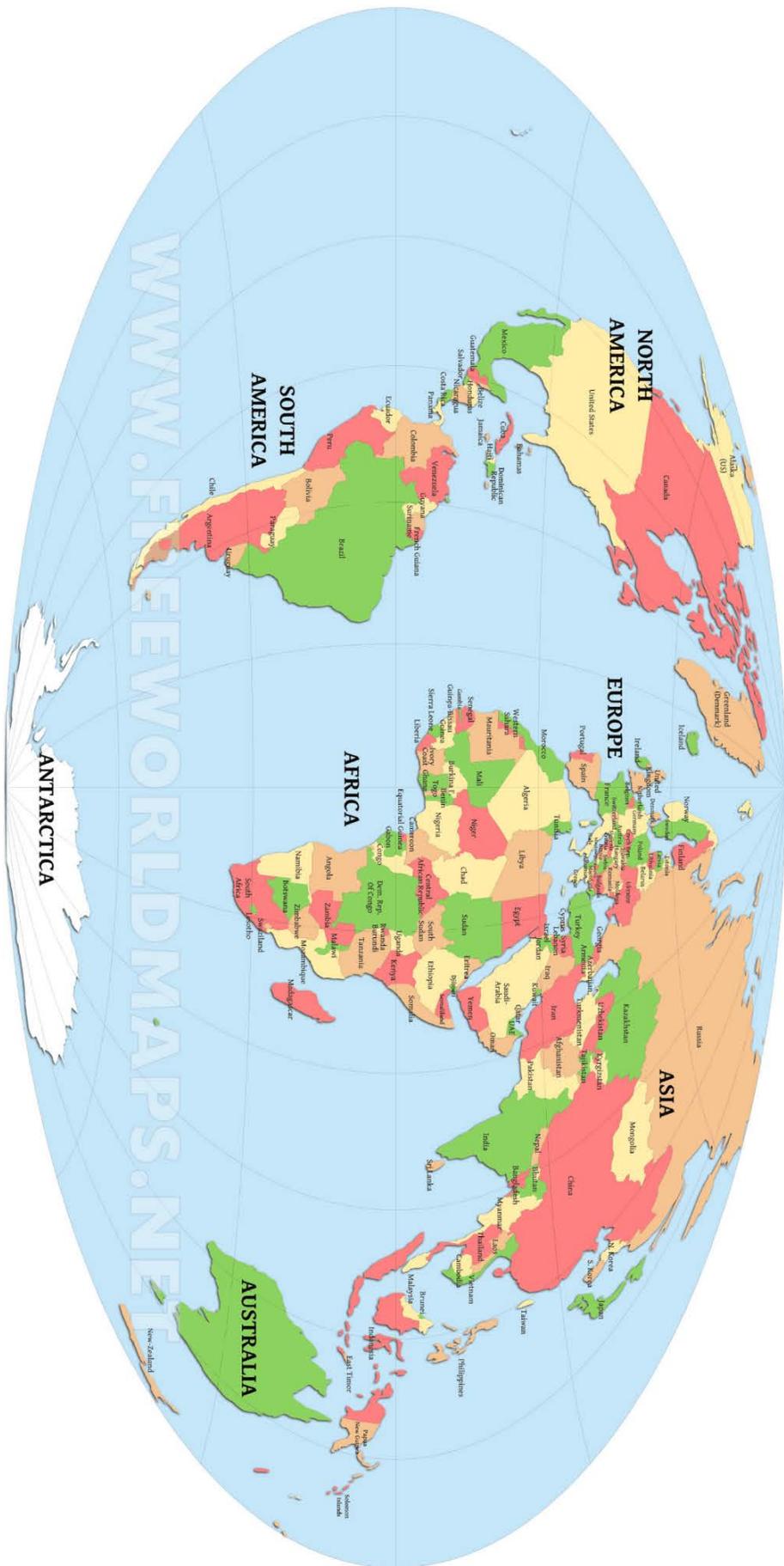
#### Slides I-J:

- Have students research and complete their family tree (page 5).

#### Slide K:

- Have students make their own piece of art showing what they learned about their ethnicity.

**SEL Framework:** [click here](#)

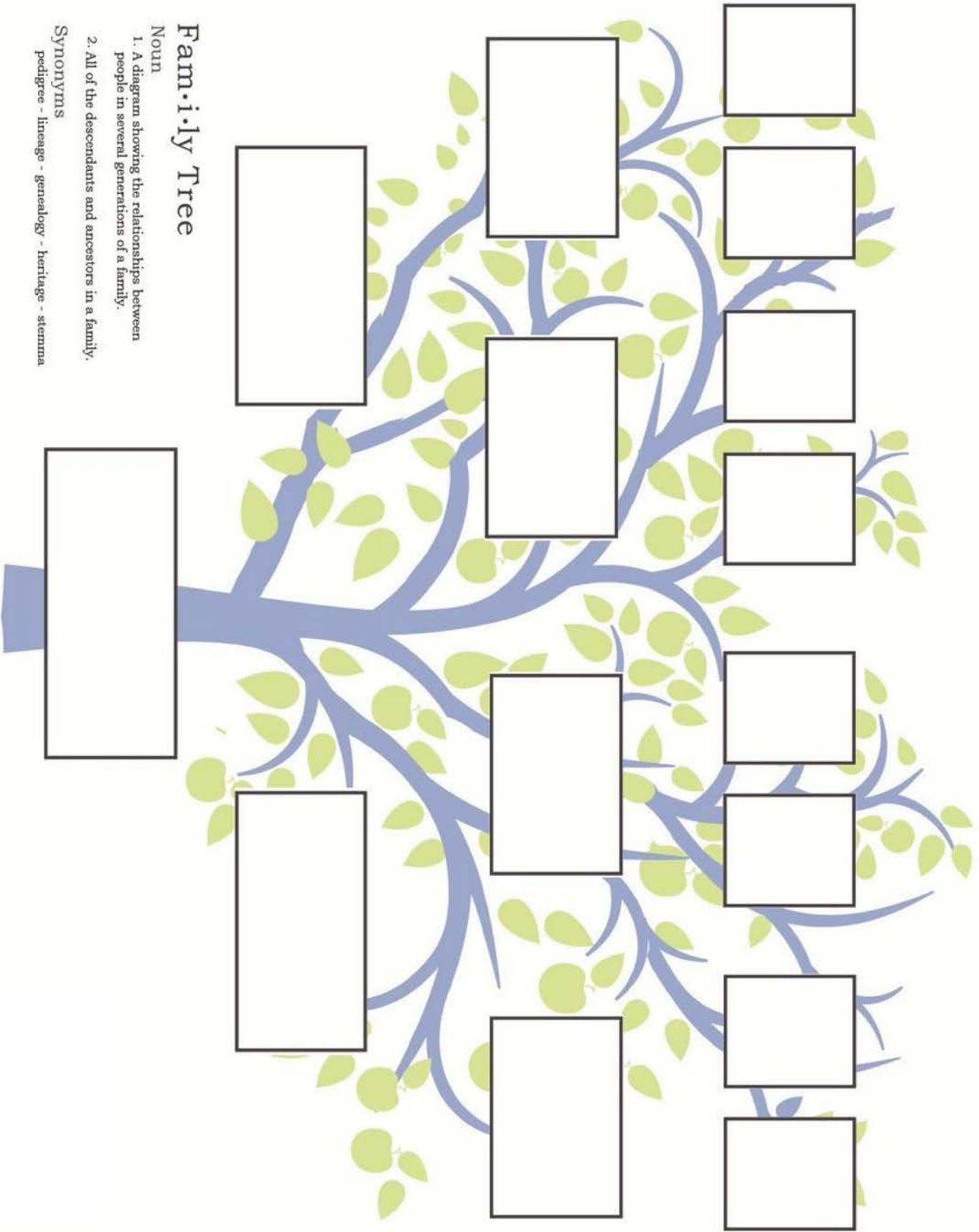




# Our Colorful World

by: Yasmina Akhavan Kharazi, 11th Grade, Tehran, Iran





# Fam·i·ly Tree

**Noun**

1. A diagram showing the relationships between people in several generations of a family.
2. All of the descendants and ancestors in a family.

**SYNONYMS**

pedigree - lineage - genealogy - heritage - stemma