

ART *to* ZOO

News for Schools from the Smithsonian Institution, Office of Elementary and Secondary Education, Washington, D.C. 20560 April 1993

Building Bridges: *Living in a Diverse Society*

"When I was in the second grade, I invited my friend Vicki to my birthday party. My grandmother refused to let a black person in her house, so I had to uninvite her. I remember hating my grandmother for needlessly spoiling my birthday. I promised myself I'd never be like that." ■ This anecdote, part of a collection of comments jotted on scraps of paper, hung on a public bulletin board in a Smithsonian exhibit called "The Kids Bridge," which was recently on display in the museum's Experimental Gallery. Like many of the other comments on the board, this one has a familiar ring to anyone who has ever been a victim of racism or other forms of bigotry. And in the long run, that includes just about everybody—whether or not we've ever been the target of a racial slur or ethnic joke. Racism has a way of gnawing at the morale of communities and of society as a whole, ultimately corroding the quality of life for all of us.

In this issue of *ART TO ZOO* you'll find some methods for exploring prejudice, racism, and related problems with your kids. Limited space makes it impossible for us to present all aspects of these problems and the many cultural, ethnic, or other groups they affect—so instead, we've provided an overview of how to develop a lesson plan that stresses prejudice reduction. Much of the information we present is based on The Kids Bridge exhibit, originally developed by Aylette Jenness, Joanne Rizzi, and others on the staff of The Children's Museum in Boston, Massachusetts. The Kids Bridge was later adapted for display in the Smithsonian's Experimental Gallery by the Smithsonian Traveling Exhibition Service (SITES). (For more about The Kids Bridge and where the "traveling version" of the exhibit will appear in the future, refer to "The Kids Bridge Takes to the Road" on page 2.) We hope you find this issue of *ART TO ZOO* useful, and as always, we welcome your comments.

Teacher Background

There's no question that education has an important role to play in improving relations between various groups of people—especially now, as society becomes ever more diverse, and as political and economic pressures cause some people to view those who are "different" from themselves as threats to their well-being. But many educators hesitate to tackle issues like racism and discrimination head-on. These issues can be so sensitive and emotionally charged that many teachers limit their lessons to activities focusing only on cultural appreciation, such as ethnic festivals and celebrations of famous individuals.

Such learning experiences are unquestionably valuable, but many educators feel they do little to help children cope with the realities of racism. These educators point out that multicultural education can, and should, go beyond the "appreciation approach." It's never too soon, they say, for children to learn how to treat others fairly. Many people also feel that children should be taught early on how to recognize racism and what to do about it, especially when they become victims of it themselves.

Creating a Balanced Program

A balanced multicultural program covers a lot of ground. Below we outline some goals you might want to keep in mind as you consider your own approach to multicultural education.

Increased self-awareness and esteem

Research has shown that an individual's self-image can greatly influence how he or she views others and behaves toward them. A person with a poor self-image is more likely to have prejudiced or other negative attitudes toward things that are unfamiliar—including people he or she thinks of as different in some way. Activities that help kids learn about themselves, develop a sense of identity, and feel a sense of pride not only in themselves, but also in their culture and ethnicity, can help to prevent racist attitudes and change negative attitudes that may already exist.

Increased awareness of, and appreciation for, cultural differences and similarities

Cultural differences can seem strange, funny, or even scary to kids. Activities celebrating these differences can help children understand that diversity makes our lives richer. Such activi-



POSITIVELY
NO INDIANS

JAPS KEEP MOVING
THIS IS A WHITE MAN'S NEIGHBORHOOD.

WHITE
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ONLY

SHALL THE
NEGRO RULE?

ties can also emphasize how similar we are, in spite of perceived differences. For example, a school festival highlighting ethnic holidays can help kids understand that all cultures have important events that they celebrate. Some of these events are common to many cultures.

Increased awareness of prejudice, racism, and discrimination in our daily lives and in society

Some people feel that racism and discrimination are so deeply entrenched in our society that we don't always recognize these problems when they occur. Children, in particular, often aren't aware when their behavior or experiences fall under the banner of racism, prejudice, discrimination, or related social ills. For example, children who aren't allowed to participate in an activity because of their race or gender often blame themselves. They don't realize that being left out often has nothing to do with their personal strengths or weaknesses, but is based instead on prejudice. Likewise, children who don't include certain other children in their activities often don't question the validity of such actions or recognize them for what they are.

Increased recognition that individuals can make a difference

Nobody has all the answers concerning what to do about racism and discrimination. But it seems certain that the more kids learn about these issues, the better equipped they'll be to deal with them.

Many multicultural educators feel that one way to build up the momentum necessary for positive change is to simply open up the lines of communication. An action as simple as talking about racism and how it affects us, they say, is an important step. For one thing, talking often helps kids sort through their feelings. And speaking up can help kids feel more in control of a negative experience. It's important for kids to realize that they aren't powerless in the face of problems such as racism and discrimination.

Analyzing Our Attitudes

By examining some general reasons for prejudice, kids can gain an understanding of their own reactions to certain situations and people. Here are a few basic ideas you can present when discussing why racism and discrimination occur:

☐ We tend to feel uncomfortable with, afraid of, or threatened by those who are different from us. We may worry that these "different" people may change or upset

our lives somehow, or that they may hurt us in some way.

☐ If we feel bad about ourselves, we may take it out on those who are different from us. We may even try to make ourselves feel better by making others feel inferior to us.

☐ We may think that in order to be successful, we have to take advantage of others. It's often easier to take advantage of those who seem different from ourselves.

☐ We may think that whatever our family or friends believe about other people must be true.

Images courtesy of the Library of Congress and the National Museum of American History, Smithsonian Institution.

Terms of Intolerance

If you delve into some of the tough issues surrounding multicultural education, you'll encounter a fair amount of sophisticated vocabulary. Below are some basic definitions for some of these terms. To make it easier for you to share the definitions with your kids, we've listed the words according to flow of ideas rather than putting them in alphabetical order.

Stereotype—a generalization about the behavior, appearance, or other aspects of an entire group of people, such as a racial group or gender. People sometimes base their judgment of an individual on stereotypes rather than on the individual's own characteristics.

Prejudice—an opinion formed without enough knowledge or thought; a prejudgment that is often based on stereotypes rather than on true or complete information. Prejudice, along with racism and the other "isms," often leads to discrimination.

Bigotry—intolerant or prejudiced behavior or attitudes toward others.

Discrimination—treatment that favors one person or group over another. For example, women could not vote in many states until a constitutional amendment became law in 1920. Not allowing women to vote was an act

of discrimination that favored men over women.

Racism—any action or attitude that allows one race to feel superior to, and to use power over, another race. For example, during World War II, some people ostracized Japanese Americans.

Another important word that may come up in your multicultural lessons is *diversity*. This is a concept that kids are capable of understanding at an early age. What may not be as easy to understand, however, is that diversity benefits everyone. Once kids are aware of this fact, accepting cultural, ethnic, and other differences becomes a lot easier.

"Just think of the world as a salad," reads a student's note posted on The Kids Bridge bulletin board. "How would a salad taste if it only had lettuce? But it is a great salad that has lettuce, tomatoes, cucumbers, bacon bits, [and] croutons."

The student's note ends with simple words of advice: "Accept everyone's differences. It will make the world a better place." True enough—and helping students learn the lessons of acceptance, understanding, and appreciation is where educators come in.

The information provided in "Analyzing Our Attitudes" and "Terms of Intolerance" was adapted from the text of The Kids Bridge exhibit at The Children's Museum, Boston, MA.

Lesson Plan

This plan starts with esteem-building activities that help kids focus on what makes them special. From there it expands to include lessons in cultural appreciation and exercises that encourage kids to think and talk about prejudice, racism, and discrimination.

Step 1: All About Me!

Objectives:

- ☐ describe several things about yourself that make you special
- ☐ describe several things about a friend that make him or her special

Materials:

- ☐ copies of "All About Me!" (on Pull-Out Page)
- ☐ shoe boxes or other small boxes
- ☐ personal "treasures"

Subjects:

- ☐ social studies; arts and crafts

This two-part activity is a good way to start a multicultural unit. It's based on the idea that, by learning to appreciate themselves and to recognize what makes them unique, kids can begin to appreciate the uniqueness of others. They can also discover what they have in common with others.

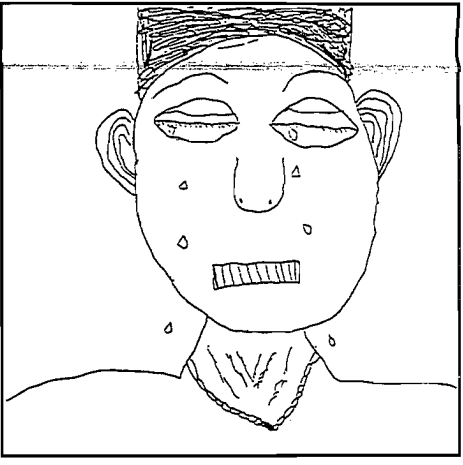
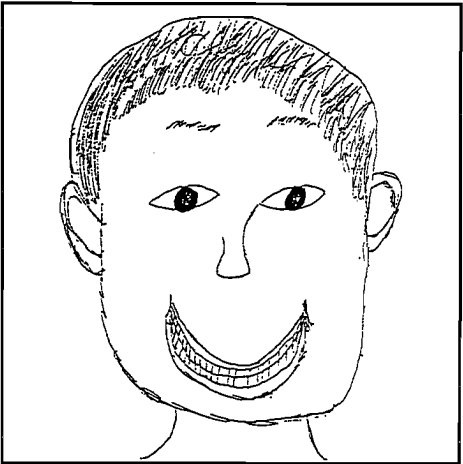
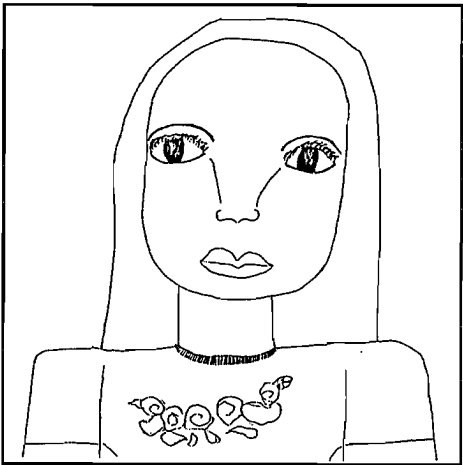
Procedure: Part A

1. Ask the kids what the word *unique* means. Explain that each of us has characteristics that make us unique. Then have the kids think of several things about themselves that they think are special or unique. Allow any students who would like to share their thoughts to do so.
2. Hand out a copy of the "All About Me!" sheet to each person. Have the kids write their names on the line after the first phrase. ("This is all about me, _____.") Then give the kids time to fill out the rest of the page.
3. Discuss the completed pages by having the kids volunteer some of the information they wrote down. Also talk about any difficulties the kids may have had. For example, some kids may not think they're a part of any cultural or ethnic group. (See "The racial and cultural groups I belong to are _____.") But explain that everyone has a cultural heritage and identity. (You may want to describe your own heritage.) Encourage the kids to ask parents, grandparents, or other family members about their familys' heritage.
4. To illustrate what the kids have in common, you may want to create one or more charts using some of the information.
5. Have the kids draw pictures of themselves. The pictures can be head-and-shoulders-style portraits, or they can be scenes depicting something each "artist" likes to do.
6. Use the drawings and "All About Me!" sheets to set up a bulletin-board display called "All About Us."

Procedure: Part B

1. Explain to the kids that they will be making "Treasure Boxes" of items that have special meaning to them or that represent their special characteristics.
2. Give the kids time to think about what they'd like to include in their treasure boxes and to gather their items. They can either assemble their treasure boxes at home, using a shoe box or other small box, or they can bring in their "collectibles" and assemble them in the classroom. Encourage the kids to decorate their boxes to make them look like treasure chests, and to arrange their "treasures" in an inviting way that makes people want to take a look inside.
3. Have the kids share their treasure boxes with the rest of the group. Then have them display their boxes in an area where others can enjoy them.

The preceding Treasure Box activity is based on a lesson developed by Kent Buckley and Marta Munoz of Bailey's Elementary School in Falls Church, Virginia, in conjunction with The Kids Bridge exhibit at the Smithsonian.



(Top to Bottom) Norma Rodriguez, Au Quan, Young Kim, Josh Hicks. Self-portraits created by third-grade students in Emily Bellavigna's art class, Bailey's Elementary School, Falls Church, Virginia.

Step 2: Getting to Know You

Objective:

- ☐ identify some of the many ethnic groups and cultures represented in your classroom or school

Materials:

- ☐ copies of "Diversity Bingo" (on Pull-Out Page)

Subjects:

- ☐ social studies; language arts

Here's a fun way for your kids to get to know each other, and to become aware of the cultural and ethnic diversity represented in the group.

Procedure:

1. Write the word *diversity* on the chalkboard and have the kids share their ideas about what it means.
2. Explain that they'll be exploring the diversity in their group by playing "Diversity Bingo." Hand out a copy of the bingo sheet to each person.
3. Tell the kids that, in order to play Diversity Bingo, they must fill in each square (or as many as they can) with the name of someone



During World War II, Japanese Americans were frequently the targets of anti-Japanese sentiment. Photo courtesy of the National Museum of American History, Smithsonian Institution.

The Kids Bridge Takes to the Road

Research has found that children who are confident and proud of their culture and who interact with people of different backgrounds may be best prepared for life in the coming decades. These and similar conclusions formed the basis of the original version of The Kids Bridge exhibit, on long-term display at The Children's Museum in Boston.

In 1992, the creators of the Boston Kids Bridge exhibit worked with Smithsonian staff to replicate the exhibit in the Smithsonian's Experimental Gallery. As in Boston, exhibitors in Washington worked with local students, educators, and other members of the community to tailor the exhibit to the needs of area residents.

From Washington, The Kids Bridge will take to the road under the direction of the Smithsonian Institution Traveling Exhibition Service (SITES). Until mid-1996, it will travel to the following locations. (Note: Times and locations are subject to change.)

Time	Place
1993—1994	
September 4—November 28 December 25—March 20	The Children's Museum, Inc., Indianapolis, IN The Barnum Museum, Bridgeport, CT
1994—1995	
April 16—July 10 August 6—October 30 November 26—February 19	Children's Museum of Stockton, Stockton, CA Portland Children's Museum, Portland, OR Field Museum of Natural History, Chicago, IL
1995—1996	
March 18—June 11 July 8—October 1 October 28—January 21 February 17—May 12	Smithsonian Institution (refurbishment), Washington, DC Pittsburgh Children's Museum, Pittsburgh, PA Children's Museum of Houston, Houston, TX Miami Youth Museum, Miami, FL

in the group who can meet the “demands” put forth in the square. They should also write down, as briefly as possible, the answer each person provides. Explain that they aren’t allowed to use a person for more than one answer—and they aren’t allowed to use themselves for any of the answers!

4. Give the kids time to mingle and fill in as many of the squares as they can. Afterward, discuss their findings.

5. Read the quote at the end of the Teacher Background section, comparing diversity to a salad. Then have the kids come up with their own metaphors, analogies, or similes concerning diversity.

Step 3: How Would You Feel?

- Objectives:**
- ☐ describe how prejudice, racism, and discrimination hurt people
 - ☐ recognize and acknowledge personal experiences with prejudice, racism, and discrimination
 - ☐ define *stereotype*, *prejudice*, *bigotry*, *discrimination*, and *racism*
- Materials:**
- ☐ copies of “It Happened to Me” (on Pull-Out Page)
- Subjects:**
- ☐ social studies; language arts

By taking a direct look at racism and related issues, this activity helps kids recognize prejudice and discrimination. It also encourages them to sort out their own feelings about experiences they may have had with racism and similar problems.

- Procedure:**
1. Write the words *stereotype*, *prejudice*, *bigotry*, *discrimination*, and *racism* on the chalkboard.
 2. Assign the kids into small groups and have the kids in each group work together to come up with definitions of these words.
 3. Discuss the kids’ ideas and use them, along with the definitions provided in the Teacher Background, to develop class definitions of each word.
 4. Hand out a copy of “It Happened to Me” to each person. Give the kids time to read the anecdote and respond to the questions. Discuss their answers. In particular, discuss what they would have done if the incident had happened to them (question 3), including possible outcomes of their actions. Then point out that discrimination can happen to anyone, regardless of ethnicity, cultural or religious background, or gender.
 5. Ask the kids if any of them would like to share an experience they’ve had with prejudice, racism, or discrimination. Make it clear that such experiences can be very painful and difficult, and if the kids wish to keep them to themselves, that’s OK. Also tell the kids that, even if they don’t feel as though they’ve been the direct target of a bad experience, they are welcome to share their feelings about something they saw or heard that happened to someone else.
 6. After they share their experiences, tell the kids that every individual has the power to make a difference in the struggle against racism and discrimination. Then assign the kids into small groups again—this time to brainstorm ways to work against problems such as racism. Have the kids share their ideas. Here are some questions you may want to pose during your discussion:
 - ☐ Is it harmful in any way to tell or laugh at jokes that make fun of certain groups? If so, how? If not, why not?
 - ☐ Do you think the saying, “sticks and stones may break my bones, but words can never hurt me” is true? Why or why not?
 - ☐ Imagine you hear one person calling another person a name. Both people are strangers to you. Would you mind your own business or say something? Why?
 - ☐ Now imagine that someone you care about, such as a family member or your best friend, makes a prejudiced remark during a conversation with you. Would you say anything about it? If so, what? If not, why not?
 - ☐ Often, people aren’t even aware when they make a judgment about others based on stereo-

types. Do you think this is something you do? How might you change the way you react to people who are different from yourself? (You don’t have to answer out loud.)

Step 4: Messages in the Media

- Objectives:**
- ☐ describe some common stereotypes
 - ☐ explain why stereotypes are harmful
 - ☐ discuss ways to try to change how ethnic and cultural groups are portrayed in the media
- Materials:**
- ☐ supplies for making bar graphs
- Subjects:**
- ☐ social studies; math

The media are full of messages. And sometimes, the messages we receive from ads, TV shows, movies, cartoons, comics, and even from consumer products reinforce stereotypes or unrealistic ideas about certain ethnic or cultural groups. Often these stereotypical portrayals are surprisingly blatant; at other times they’re subtle and insidious. Try this activity to help your group learn to recognize stereotypes in the media and in consumer products.

Procedure: Part A

1. Begin the activity by asking the kids what comes to mind when they think of a scientist. Chances are someone will describe a typical “mad scientist:” a wild-haired guy in a white lab coat. Ask if anyone can think of a word that describes this typical way of thinking of a scientist, then review the definition of stereotype. Point out that plenty of scientists are women, people of color, or others who don’t fit the stereotype.
2. Ask the kids if they can think of other examples of stereotypes, then ask how stereotypes can be harmful.
3. Tell the kids that, over the next several weeks (or however long you choose to continue the activity), they’ll be on the lookout for stereotypes in the media. They should take notes on any stereotype they discover in advertisements, TV shows, movies, books, articles, and so on. If possible, they should collect and save any examples they come across.
4. At the end of the “watchdog” period, have the kids bring in their notes and examples. Allow them to share their findings. Ask the class whether they think these examples portray stereotypes, and if so, how.
5. Organize a class letter-writing campaign. Let each person decide which portrayal he or she is most concerned about, then identify the appropriate businesses or individuals they should write to. Here are some letter-writing guidelines you can share with your kids:
 - ☐ Briefly state who you are and why you are writing.
 - ☐ Describe the portrayal you are concerned about as clearly and briefly as you can, and explain why you think such a portrayal is insensitive or negative.
 - ☐ Avoid taking “pot shots” in your letter. For example, it’s not constructive to say things like, “You’re a bunch of stupid jerks.” On the other hand, it’s perfectly appropriate to say, “I think your portrayal of women is stereotypical.”
 - ☐ Ask for the courtesy of a reply.

Procedure: Part B

1. On the chalkboard, list some trade names or logos that are based on particular ethnic or cultural groups. Examples include the names of several sports teams.
2. Ask for a show of hands representing whether or not the kids think such names and logos promote an incorrect, incomplete, or negative image of the group of people they portray. Have the kids create bar graphs and figure percentages based on the results.
3. Hold a debate on whether or not such names should be changed. One way to stage such a debate is to have some students represent industry executives (who have an interest in keeping product or team names the same) and others represent the targeted ethnic or cultural groups (who may feel such names are demeaning and demoralizing).
4. After the debate, ask if anyone changed his or her mind about whether or not certain products or logos portray certain groups in an unre-

alistic or negative light. Write down the results. If they differ from the earlier results, have the kids create new bar graphs and figure new percentages.

5. Encourage students who are concerned about particular names and logos to write letters expressing their concerns to the appropriate companies or other businesses.

Step 5: Then and Now

- Objectives:**
- ☐ describe examples of legal discrimination in the past
 - ☐ explain what is meant by “Jim Crow” laws
 - ☐ discuss examples of discrimination that occur today
- Materials:**
- ☐ copies of “Then and Now” readings (on Pull-Out Page)
- Subjects:**
- ☐ social studies; history; language arts

When you compare institutionalized attitudes toward ethnic and cultural groups in our society today with those of fifty years ago, there’s no denying that things have gotten better. But many people, especially people of color, recognize that our society has a long way to go. This activity will help your group



Restroom for white women in Durham, North Carolina, 1940. Photo courtesy of the Library of Congress.

understand that things can and do get better, that improvements still need to be made, and that kids can help bring about positive change.

Procedure:

1. Hand out copies of “Then and Now” from the Pull-Out Page and have the kids read the newspaper article under the heading, “Prejudice in the Past.”
2. When the kids are finished, explain that the reading is an example of the “color barriers” that African Americans faced not only in Washington, D.C., but in many places throughout the nation. Some of the worst examples occurred in the South, where “Jim Crow” laws required African Americans to literally take a back seat to whites: They had to sit in the backs of buses, drink from “colored only” water fountains, and suffer many other indignities in their daily lives.
3. Ask the kids if they can think of a word that describes these examples (discrimination). If necessary, review the definition of discrimination. Then ask the kids if they think things are better or worse now than they were in the days of Jim Crow laws and blatant color barriers.
4. Have the kids read the second account under the heading “...and Present.” When they’re finished, point out that things have gotten better than they once were. But as the second account demonstrates, there are still many problems. Ask the kids if they can think of things they can do to work against discrimination. Ideas include speaking up when you experience or witness an act of prejudice or discrimination and letting businesses and other organizations

know how you feel when their policies or treatment of particular groups are racist or discriminatory (see the activity entitled “Messages in the Media”).

Step 6: Build a “Kids Bridge” Exhibit!

- Objective:**
- ☐ plan and organize an exhibit designed to increase tolerance and understanding among diverse cultural, ethnic, and other groups
- Materials:**
- ☐ art supplies and other materials for creating exhibit (see exhibit suggestions in activity)
- Subjects:**
- ☐ social studies; arts and crafts

In this activity, your kids can work in groups to plan and put together an exhibit that not only celebrates cultural and ethnic diversity, but also provides a non-threatening atmosphere in which kids can examine the problems of racism and discrimination.

Procedure:

Assign the kids into small groups and have each group work together to create one or more displays for a “Kids Bridge” exhibit. When the displays are finished, have the kids

work together to set up the exhibit in a central location. Or you can have them “take it on the road” by working with community officials to set up the exhibit in a community center, library, or other local site.

Here are some suggestions for the kinds of displays your kids can create:

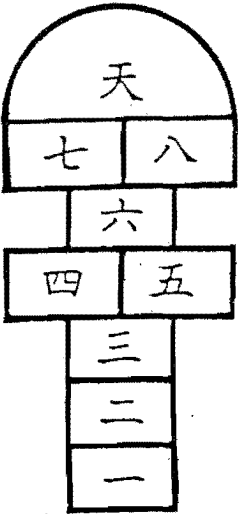
- ☐ A mural on which students can share information about themselves. For example, the kids could include their “All About Me!” information sheets (see Step 1 of this lesson plan), along with self portraits, in the mural. They could also create collages with titles such as, “Things I’m Good At,” “My Favorite Foods,” “Me and My Family,” and so on. You might also want to have them add their treasure boxes to the exhibit (see Part B of “All About Me!”).
- ☐ A banner with the word “welcome” in several languages (see “Words of Welcome” on the next page).
- ☐ Dioramas or other displays showing scenes of celebration or daily life of the cultural groups represented in the class. This display could also include a treasure hunt game in which kids search for various objects used in cultural customs.
- ☐ A “Community Corner” display celebrating diversity in your community. Components could include a map of your area; photos or drawings of landmarks, small local businesses, ethnic and cultural festivals, and holiday celebrations; menus from various ethnic restaurants in the area; and so on. Visitors could be encouraged to locate important community landmarks and other places on the map.

- An area that explores the current “youth culture.” Such an area will help kids understand that, no matter what their cultural and ethnic background, they have a lot in common with other kids. Displays in this area could focus on clothes, popular music, favorite foods, and popular pastimes.
- A game corner where kids can play games from other cultures, such as different versions of hopscotch (see examples under “Hopscotch ‘Round the World”).
- A “talk-back” board where students can write about and share their feelings and experiences regarding prejudice, racism, discrimination, and related issues. To provide some structure for the board, you may want to post a different question on it every few days or so for the kids to respond to. For example, you could ask questions such as the following:

- Why do you think some people are prejudiced?
- What can you do about prejudice, racism, and discrimination?
- How do different cultural and ethnic groups benefit from one another?

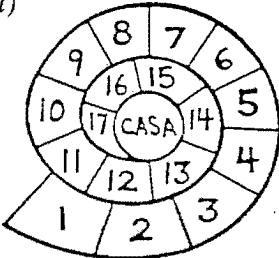
Hopscotch ‘Round the World

Chinese Hopscotch: Tiao Fangzi (TE’OW FAHNG-DZEH)



In Chinese hopscotch, the last space is called “heaven.” After you have gone all the way to heaven, stand with your back to the board and throw the marker over your shoulder. You win the number of points in the square where your marker lands. Play until someone wins a total of 40 or 50 points.

Latin American Hopscotch: El Caracol (EL cah-rah-COHL— the snail)



Follow the rules for basic hopscotch. The first person to reach “casa” (CAH-sah, meaning home) is the winner. You can also extend the game by going in reverse after you reach casa.

English Hopscotch: Name Beds

5	6	15	16
4	7	14	17
3	8	13	18
2	9	12	19
1	10	11	20

Follow the rules for basic hopscotch. When you reach the last number block, write your name in one of the squares (called “beds”). You can put both feet down in your bed, but all other players must hop over it. Play continues until it is impossible for anyone to reach the last block, or until all beds have been named. The player with the most name beds wins.

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Resources

For Children

All About You and Come Home With Me: A Multicultural Treasure Hunt, by Aylette Jenness, are the first two titles in The Kids Bridge series of multicultural children’s books. They will be available starting in autumn 1993. For information, contact The New Press, 450 W. 41 St., New York, NY 10036

Everybody Cooks Rice, by Norah Dooley (Carolrhoda Books, 1991).

Multicultural Celebrations is a series of books by authors writing about their own cultural or ethnic groups. Titles include Fiesta!, A First Passover, Imani’s Gift at Kwanzaa, and Powwow. Teachers’ guides, posters, and audiotapes are also available. For information, contact Modern Curriculum Press, 13900 Prospect Road, Cleveland, OH 44136.

For Teachers

Anti-Bias Curriculum: Tools for Empowering Young Children, by Louise Derman-Sparks and the A.B.C. Task Force, is an activity book that focuses on learning to resist stereotyping and related topics. Available from the National Association for the Education of Young Children (NAEYC), 1834 Connecticut Avenue, N.W., Washington, D.C. 20009.

Open Minds to Equality: A Source Book of Learning Activities to Promote Race, Sex, Class, and Age Equity, by Ellen Davidson and Nancy Schniedewind (Prentice Hall, 1983).

Planning and Organizing for Multicultural Instruction, by Gwendolyn C. Baker (Addison Wesley, 1983).

Kids Bridge Activity Guide Available From Smithsonian

To complement The Kids Bridge exhibit, the staff of the Smithsonian Institution’s Experimental Gallery has developed a 35-page teachers’ guide featuring background information, activities, reproducible pages, and an extensive bibliography. A limited number of these guides is available, free of charge, to educators. To obtain a copy send a request, along with your address, to: The Experimental Gallery, Smithsonian Institution, A & I 1240, MRC 441, Washington, D.C. 20560, Attn.: Bruce Underwood

The Smithsonian Institution

- Anacostia Neighborhood Museum
- Arthur M. Sackler Gallery
- Arts and Industries Building (Experimental Gallery)
- Cooper-Hewitt National Museum of Design
- Freer Gallery of Art
- Hirshhorn Museum and Sculpture Garden
- National Museum of African Art
- National Museum of the American Indian
- National Air and Space Museum
- National Museum of American Art and Renwick Gallery
- National Museum of American History
- National Museum of Natural History
- National Portrait Gallery
- National Postal Museum
- National Zoological Park
- Smithsonian Environmental Research Center
- Smithsonian Tropical Research Institute

ART TO ZOO brings news from the Smithsonian Institution to teachers of grades three through eight. The purpose is to help you use museums, parks, libraries, zoos, and many other resources within your community to open up learning opportunities for your students.

Our reason for producing a publication dedicated to promoting the use of community resources among students and teachers nationally stems from a fundamental belief, shared by all of us here at the Smithsonian, in the power of objects. Working as we do with a vast collection of national treasures that literally contain the spectrum from “art” to “zoo,” we believe that objects (be they works of art, natural history specimens, historical artifacts, or live animals) have a tremendous power to educate. We maintain that it is equally important for students to learn to use objects as research tools as it is for them to learn to use words and numbers—and you can find objects close at hand, by drawing on the resources of your own community.

Our idea, then, in producing ART TO ZOO is to share with you—and you with us—methods of working with students and objects that Smithsonian staff members have found successful.

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OFFICE OF ELEMENTARY & SECONDARY EDUCATION

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Words of Welcome

BIENVENU (byen-vuh-NU) French	BENVENUTO (ben-veh-NOO-toh) Italian	환영 합니다 (hwahn-young-hahm-nida) Korean
Добро пожаловать (DOH-broh pah-JAH-loh-vaht) Russian	BIENVENIDO (byen-ven-EE-doh) Spanish	KARIBU (kah-REE-boo) Swahili
សូមស្វាគមន៍ (som-swah-guhn) Khmer	歡迎 (hwahn ying) Chinese	ASCOWEQUASEN (as-koh-we-kwa-sen) Narragansett and Wampanoag
ברוך הבא (baruch haba) Hebrew	WELCOME (WEL-cohm) English	
	CHAO MUNG (JAO-MENG) Vietnamese	Copyright The Children’s Museum, Boston, MA



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PULL-OUT *page*

ART TO ZOO

April 1993



All About Me!

This is all about me _____

I'm _____ years old, and I live in _____

My family came from _____

I like to _____

I think I'm good at _____

I think I'm not good at _____

I'd say I'm more (*draw a line under the word in each pair that best describes you*):

funny / serious

cautious / daring

competitive / cooperative

quiet / loud

Three other words that describe me are _____

Someone who I think is cool is _____

I speak _____ and I'd like to learn _____

The racial and cultural groups I belong to are _____

I think it is important to be _____

My family thinks I should _____

If I could do one thing to change the world, I would _____

It Happened To Me

My name's Kim. I'm Vietnamese American. This past fall my family and I moved into our new neighborhood. One day about two weeks ago my mother had to go visit a sick friend who lives a few miles away. She took me and my younger brother, Victor, with her. When we got there Victor and I decided to play out in the snow in the front yard. We started to build a snowman. After a while some neighborhood kids came by. They stood on the sidewalk in front of the house and started laughing and pointing.

One of the bigger kids said, "You don't belong here. We don't like your kind of people." Another one said, "This is our neighborhood. If you know what's good for you, you'll get out and stay out."

Then they started throwing snowballs at us. Two of the kids knocked down our snowman and smashed it. My little brother started to cry. I didn't know what to do. These kids didn't even know us, and they acted like they hated us!

The above story was adapted from a video that was created for The Kids Bridge exhibit by the City Stage Theater Company in Boston, MA.

What If It Happened To You?

Answer the following questions as honestly as you can.

1. Why do you think the kids were mean to Kim and her brother?

2. Circle the word that best describes how you would feel if Kim's experience had happened to you. (You can pick as many words as you want to.)

- scared
- jealous
- shocked
- unconcerned
- mad
- hurt
- frustrated
- sad

other (explain):

3. Place a check mark next to the sentence that best describes what you might have done if you had been Kim. (You can check more than one.)

- ☐ I would have told my mother.
- ☐ I would have called the police.
- ☐ I would have yelled at the kids and maybe even hit them.
- ☐ I would have started to cry.
- ☐ Other (explain):

4. Have you ever had an experience like Kim's? If you'd like to, describe the experience below.

Prejudice In the Past...

Race Bias in Washington Deprives 51 Youngsters of Trip to Capital

Long-cherished dreams of passing a few hours among the tokens of freedom and historical attractions of the nation's capital were shattered yesterday for fifty-one New York children by...segregation and discrimination rules as practiced in Washington. All of the youngsters were medal winners in the safety patrol contests in the New York metropolitan area...Among the youths designated to share in the safety honors were four Negro children...When the Automobile Club sought accommodations for them with their white companions, the Washington hotel doors were closed to them. This action caused the cancellation of the (trip) yesterday.

—*New York Times*, July 14, 1948

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...and Present

I'll never forget something that happened to me a few years ago. I was the only African American performing in a recital at a music school I go to. I was very nervous, but I got up and played my harp the best I could. Afterward, I felt pretty good because I had played well. But then a white woman said something to me that really brought me down. She said, "Who do you think you are? You have no business being here." I was shocked. I felt I had as much right to be there as anyone else. That lady's comment really spoiled the whole recital for me.

—*African-American teenager, Washington, D.C., 1992*



Diversity Bingo

Fill in as many of the squares as you can with the names of people who fit the description. Also answer as many of the questions as you can.

<p>has recently eaten food from a culture different from his or her own _____</p> <p>_____</p> <p>Which foods? _____</p> <p>_____</p>	<p>knows what his or her cultural or ethnic heritage is</p> <p>_____</p> <p>What is the person's heritage? _____</p> <p>_____</p>	<p>knows the origin of his or her first or last name</p> <p>_____</p> <p>What does the name mean? _____</p> <p>_____</p>
<p>can count to 10 in two or more languages</p> <p>_____</p> <p>_____</p> <p>Which languages? _____</p> <p>_____</p>	<p>has always lived in the same neighborhood</p> <p>_____</p> <p>Name of neighborhood or street: _____</p> <p>_____</p>	<p>has traveled to one or more different countries</p> <p>_____</p> <p>Which countries? _____</p> <p>_____</p>
<p>lives in a neighborhood where people often speak a language other than English</p> <p>_____</p> <p>What language? _____</p> <p>_____</p>	<p>can name a style of music from another country</p> <p>_____</p> <p>What style of music? _____</p> <p>_____</p>	<p>was born in another country _____</p> <p>_____</p> <p>Which country? _____</p> <p>_____</p>

¡Todo Acerca de Mi!

ARTE Y ZOOLOGICO

Abril 1993

Traducción de Orlando Lizama

Todo esto es acerca de mi, _____

Yo tengo _____ años de edad, y vivo en _____

Mi familia llegó de _____

Me gusta _____

Creo que soy bueno/a para _____

Pienso que no soy bueno/a para _____

Diría que soy más *(traza una línea bajo la palabra de cada par que mejor te describa)*:

alegre serio/a cauteloso/a impulsivo/a

competitivo/a cooperador/a callado/a bullicioso/a

Otras tres palabras que me describen son _____

La persona que yo creo que es fabulosa es _____

Yo hablo _____, y me gustaría aprender _____

Los grupos raciales y culturales a los que pertenezco son _____

Pienso que es importante ser _____

Mi familia piensa que yo debería _____

Si pudiera hacer solo una cosa para cambiar al mundo, yo _____



Me ocurrió a mi

Mi nombre es Kim. Soy vietnamita-americano. Durante el otoño pasado mi familia y yo nos mudamos a un nuevo vecindario. Un día, hace unas dos semanas, mi madre tuvo que visitar a una amiga enferma que vive a unas pocas millas. Ella nos llevó a mi y a mi hermano menor, Víctor. Cuando llegamos, Víctor y yo decidimos jugar en la nieve del jardín del frente de la casa. Comenzamos a hacer un hombre de nieve. Al rato llegaron otros niños del vecindario. Se quedaron frente a la acera de la casa y comenzaron a reírse y a señalarnos con el dedo.

Uno de los más grandes dijo: "Ustedes no son de aquí. No nos gusta la gente como ustedes". Otro dijo: "Este es nuestro vecindario. Sería conveniente que se vayan y no vuelvan. Luego, nos comenzaron a lanzar bolas de nieve. Dos de los muchachos derribaron nuestro hombre de nieve y lo destruyeron. Mi hermano menor comenzó a llorar. Yo no sabía qué hacer. ¡Estos muchachos ni siquiera nos conocían, y actuaban como si nos odiaran!.

Esta historia fue adaptada de una película que fue creada para la exposición The Kids Bridge por la Compañía de Teatro de la Ciudad, en Boston Massachusetts.

¿Qué pasaría si te ocurre a ti?

Responde a las siguientes preguntas en la forma más honesta que puedas. (Si necesitas más espacio escribe en la parte de atrás).

1. ¿Por qué piensas tú que los muchachos eran malos con Kim y su hermano?

2. Haz un círculo en la palabra que mejor describa la forma en que tú te sentirías si lo que le pasó a Kim te ocurriera a ti. (Puedes elegir cuantas palabras desees).

asustado/a

celoso/a

aterrorizado/a

indiferente

furioso/a

dolido/a

frustrado/a

triste

Otro (explica):

3. Pon una marca junto a la frase que mejor describa lo que tú habrías hecho si hubieras sido Kim (puedes marcar más que una).

☐ le habría dicho a mi mamá

☐ habría llamado a la policía

☐ habría gritado a los muchachos y quizá les hubiera pegado

☐ me habría puesto a llorar.

☐ otro (explica):

4. ¿Te ocurrió alguna vez lo que le pasó a Kim?. Si quieres, describe esa experiencia en la parte de atrás de esta página.

Prejuicios del Pasado....

Discriminación racial en Washington impide que 51 jóvenes viajen a la capital.

Los sueños de pasar unas pocas horas entre los símbolos de la libertad y los atractivos históricos de la capital de la nación quedaron destrozados ayer para 51 niños de Nueva York por...las normas de segregación y discriminación que se practican en Washington. Todos los jóvenes eran ganadores de medalla en las competencias de patrullaje de seguridad en la zona metropolitana de Nueva York...Entre los jóvenes designados para compartir los honores de seguridad había cuatro niños negros...Cuando el Automóvil Club solicitó hospedaje para ellos y sus compañeros blancos, las puertas de los hoteles de Washington se les cerraron. Esta medida provocó ayer la cancelación del viaje.

—*New York Times*, 14 de julio de 1948

....y del Presente.

Nunca olvidaré algo que me ocurrió a mi hace unos años. Yo era el único afro-americano que tomaba parte de un recital en la escuela a la que voy. Me sentía muy nervioso, pero me paré y toqué el arpa lo mejor que pude. Después me sentí muy bien porque había tocado bien. Pero fue entonces cuando una mujer blanca me dijo algo que me echó el ánimo al suelo. Dijo: ¿quién crees tú que eres?. No tienes nada que hacer aquí". Fue un verdadero golpe. Creí que tenía el mismo derecho a estar allí que cualquier otra persona. El comentario de esa señora me echó a perder todo el recital.

—*joven afro-americano, Washington, D.C., 1992*



Juego de la Diversidad

Llena la mayor cantidad de espacios posible con los nombres de las personas que se ajustan a la descripción. (También anota la mayor cantidad de respuestas que puedas).

<p>recientemente comió alimentos diferentes a los de su propia cultura. _____</p> <p>_____</p> <p>¿Qué alimentos? _____</p> <p>_____</p>	<p>sabe cuál es su herencia cultural o étnica.</p> <p>_____</p> <p>¿Cuál es la herencia cultural o etnica de la persona?.</p> <p>_____</p>	<p>conoce el origen de su primer o segundo nombre.</p> <p>_____</p> <p>¿Qué significa ese nombre? _____</p> <p>_____</p>
<p>puede contar hasta 10 en dos o más idiomas.</p> <p>_____</p> <p>¿Qué idiomas? _____</p> <p>_____</p>	<p>siempre ha vivido en el mismo vecindario.</p> <p>_____</p> <p>Nombre del vecindario o de la calle: _____</p> <p>_____</p>	<p>ha viajado a uno o más países. _____</p> <p>_____</p> <p>¿Qué países? _____</p> <p>_____</p>
<p>vive en un vecindario donde la gente con frecuencia habla un idioma que no es inglés.</p> <p>_____</p> <p>¿Cuál idioma? _____</p>	<p>puede identificar un estilo musical de otro país.</p> <p>_____</p> <p>¿Qué estilo musical? _____</p> <p>_____</p>	<p>nació en otro país. _____</p> <p>_____</p> <p>¿Qué país? _____</p> <p>_____</p>