



Who Are My Sisters and Brothers?



LEARNING OUTCOMES

The students will be able to:

- **demonstrate an appreciation for our own culture and the gifts of other cultures;**
- **demonstrate awareness that all persons reflect God's image**



PREPARATION/ MATERIALS

- Handouts:
 - o [Take-Home Family Research \(Handout Gr. 4-1\)](#)
 - o [Some Borrowed Words \(Handout Gr. 4-2\)](#)
 - o [Cultural Bingo \(Handout Gr. 4-3\)](#)
- Teachers' Masters
 - o [The Cookie Game \(Master Gr. 4-1\)](#)
- Glossary Terms:
 - o [Culture, Diversity](#)
- Bible
- Drawing paper, colored pens, magazines
- Outline of world map, tacks, yarn
- Magazines, scissors, paste, construction paper
- TV/VCR and video from the series *Cultural Blessings*. (St. Anthony Messenger Press and Franciscan Communications, 1615 Republic St., Cincinnati, OH 45210-1298; phone: 513/241-5615; fax: 513/241-0399)

TEACHING/LEARNING PROCESS

Introduction

Prior to the lesson, students complete the [Take-Home Family Research \(Handout Gr. 4-1\)](#) at home. The class begins with in-class sharing of family research in small groups or with entire class.

Essentials/Catholic Christian Perspective

Scripture passages to be read and reflected upon:

- Eph 2:14, 17, 19
- Lk 7:11
- Mk 7:28
- Story of Ruth & Naomi, esp. Ru 1:16
- Story of Pentecost in Acts 2:7-12

Teacher leads discussion:

- *What is **culture**?* (Beliefs, customs, way of life of a people.)
- *What are the elements of a culture? List them.* (Language, food, music, art, gestures,



etiquette, religion, holidays, special stories, special heroes or heroines, history, ways of relating, beliefs, values, etc.)

- *Our own culture is a gift. It helps us know who we are. It helps us know how to behave. It helps us to belong to a community.*
- *Can you give examples of cultures not represented in the class?*
- *Let's make a list of gifts that various immigrant groups have given to America. We share our cultural gifts with one another. Diversity is a gift.*

Some examples:

- o European-Americans: Olympics, art, pizza, Catholic faith, polka, fashions;
 - o Asian Americans: irrigation methods, Zen meditation, karate, tai chi, fluorescent bulb;
 - o African Americans: blues, jazz, gospel, Kwanzaa, traffic light, Martin Luther King;
 - o Hispanic Americans: respect for the person, mariachi music, tacos, hospitality, family devotions in the home;
 - o Native Americans: maize, love of the land, arts of basketry, weaving, pottery, jewelry.
- See also [Some Borrowed Words. \(Handout Gr. 4-2\)](#). If desired, this list may be duplicated for students, projected to the class, or viewed on-line).

Suggested Activities

1. Make a class collage with students contributing symbols representing cultural gifts of their families. It could be titled "Our Families Brought Important Gifts to the United States."
2. Construct a class recipe book using information from the "[Take-Home Family Research](#)." Students use word processing skills to enter their recipes. Consider copying the recipe book to share with all families for a donation to the parish social concerns committee to help immigrants.
3. On a world map outline, each student draws the route of his/her family migration. Entire class migrations can be shown on a large bulletin board world map using yarn and tacks.
4. Each student may bring to class one family treasure, some item that reflects the family's culture, and share its story.
5. Students learn how to greet a person in various cultures, e.g.,

China	- bow "Ni hao ma" (nee how ma)
India	- hands pressed together "Namaste" (na mas tay)
Swahili	- "Jambo" (jom bo)
Spanish	- "Qué tal" (kay tal)
Vietnamese	- "Chao" (chow)
6. Play [Cultural Bingo](#). Duplicate bingo card, or project handout onto screen/magic board, or direct students to on-line version of [Cultural Bingo \(Handout Gr. 4-3\)](#). Students may work individually or together to get a bingo, or they may take it home to do with their parents. Decide what constitutes a bingo, e.g., one line any direction; four corners.



Key for the Teacher:

Posada: Hispanic Christmas procession

Tabla: Indian drum

Namaste: Indian greeting

Jambalaya: Cajun recipe with seafood

Chinese New Year: based on the lunar year

Japan's flag: sun

Kwanzaa: African-American celebration of unity

Native American Tribes: Mohawk, Sioux, Apache, Cherokee, Algonquin, Iroquois, Seminole, Navajo, Cheyenne

7. Play [The Cookie Game \(Master Gr. 4-1.\)](#)
8. Make a friendship bracelet by stringing multi-colored beads to represent diverse cultures.

PERSONAL REFLECTION

- What do I know now that I did not know before?
- How do I feel about this?
- How will I act differently?