

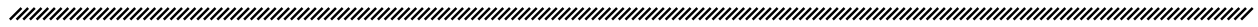
Who Are My Sisters and Brothers?



LEARNING OUTCOMES

The students will be able to

- Appreciate how our culture is enriched by the diversity of immigrant cultures;
- Identify essentials of Catholic Christian responses to immigrants in the United States.



PREPARATION/MATERIALS

- Handouts:
 - o [Take-Home Family Research \(Handout Gr. 4-1\)](#) (copied, printed out or viewed on-line)
 - o *Optional:* [Some Borrowed Words \(Handout Gr. 4-2\)](#) (projected or viewed on-line)
 - o [Cultural Bingo \(Handout Gr. 7-1\)](#)
- Glossary Terms:
 - o [Culture](#), [Diversity](#), [Enculturation](#), [Acculturation](#)
 - o [Immigrant](#), [Migrant](#), [Pilgrim](#), [Xenophobia](#), [Common Good](#), [NGO](#)
- Library Books to check out:
 - o Reference books on various cultures, such as Native Americans, Hispanics, Ancient Hebrews (for a *Suggested Activity*)
 - o Book “*Dragonwings*” by Lawrence Yep (for a *Suggested Activity*)
- Bible(s)
- *Optional:* TV and VCR/ DVD player and Video Series “Cultural Blessings” by Franciscan Communications (for a *Suggested Activity*)

TEACHING/LEARNING PROCESS

Introduction

Homework: Students complete [Take-Home Family Research, \(Handout Gr. 7-1\)](#), at home before the lesson is taught and bring it back to share.

Group Sharing: In-class sharing of family research in pairs, in small groups, or with entire class.

Essentials/Catholic Christian Perspective

Part A - Teaching and Discussion on Culture and Diversity: Initiate discussion with questions like these:

- What is [culture](#)? (See [Glossary](#))
- What are the elements of culture?
 - o *List them on the board.* (Some possible answers: language, food, music, art, gestures, etiquette, religion, holidays, special stories, special heroes or heroines, history of relating, beliefs, values, etc.)



- *What are some reasons why we value our own culture and other cultures? Include ideas such as these:*
 - Our culture is a gift. It is a direct result of our human resourcefulness and creativity which are in turn a direct gift from God.
 - It helps define who we are (with a special spirit.)
 - It helps define our behavior (celebrations, expressions, etc.)
 - It identifies us as members of a community (who support, care, etc.)
- *What are some examples of cultures not represented in this class?*
- *Are there times when you have felt that your culture hasn't been valued by others? . . . when you've felt like a stranger?*
 - *Have any of you ever been in a new or strange situation where you didn't know anyone?*
 - *How did you feel?*
 - *Who made you feel welcome?*
 - *What did they do?*
 - *What is [hospitality](#)? What is [xenophobia](#)?*
- Discussion of the differences between [enculturation](#) and [acculturation](#):
 - *There are two terms that are used when we talk about cultures.*
 - *One is "enculturation," the other is "acculturation."*
 - *One means the process by which persons are born into and rooted in **their own culture**; does anyone know which word means this? (enculturation)*
 - *If "enculturation" refers to one's own culture, what do you think is the meaning of the word "acculturation"? (positive changes in a person's behavior which occur through contact with another culture, but **without loss** of the person's own cultural values)*
- Continue to discuss the values of acculturation. Include ideas such as these:
 - Sharing our cultural gifts with one another enriches all of us.
 - Diversity is a gift which enlarges our lives.

Part B - Teaching and Discussion on the Church's Connection with Immigrants:

- Ask the students to name ways in which the Catholic Church is/has been connected with immigrants. Check that the following points are included in some way:
 - Our Catholic tradition has repeatedly emphasized **an attitude of hospitality** to and respect for all people. Members of the Catholic Church have a special call to offer hospitality to migrants and refugees. The committed Christian, using Christ's view of neighbor, helps all people.
 - The Church has the right and obligation to **speak for immigrants** and to share its perspective of the common good. (Ask students what "common good" means to them.)
 - The **Catholic Church, like a migrant, is a pilgrim**. (Discuss the meaning of "[pilgrim](#)" in both situations.) The Church has a history of helping migrants.
 - Catholic schools and parishes were established **to help poor, marginalized immigrants** and are still needed today to help serve those same groups. The Church is a large institution in the United States with access and resources to facilitate acculturation, integration, and citizenship.



- Review and expand the students' understanding of the ways that people respond to immigrants:
 - Ask students to list ways people respond to immigrants.
 - Divide these responses into positive and negative.
 - Identify possible causes for negative responses. (Possible answers include xenophobia, economic fears, unemployment, racial and ethnic issues, cultural differences, ignorance.)

- Broaden the lesson to include a discussion about the role of Catholic international agencies and other non-governmental organizations (NGOs): Include the following definition and examples:
 - Define **NGO**. Emphasize the basic ideas that NGOs are a tremendous resource to the migrant/refugee and that many NGOs are Catholic.
 - **Catholic Relief Services (CRS)** <http://www.crs.org> is the second largest international relief agency in the United States. CRS provides emergency relief and long term development assistance in more than 75 countries with efforts to:
 - teach mothers in India self-sufficiency skills in nutrition, health care and employment;
 - enable farmers in Ecuador to turn marginal land into productive fields;
 - slow the rate of AIDS in Uganda through an effective education campaign.
 - **Migration and Refugee Services (MRS)** of the United States Conference of Catholic Bishops <http://www.usccb.org/mrs> provides resettlement assistance to one-third of the refugees admitted for resettlement in the United States as well as child protective services for unaccompanied alien minors, and services for victims of human trafficking. Furthermore, the MRS Office of Migration and Refugee Policy is charged with assisting the bishops in the development and promotion of migration and refugee policy positions within the context of the Church's social and moral teaching.
 - **The Office for the Pastoral Care of Migrants and Refugees (PCMR)** <http://www.usccb.org/mrs/pcmr/index.shtml> provides pastoral care services for ethnic communities, migrants and people on the move by encouraging an appropriate welcome of the newcomer into the Church; providing language and culturally-appropriate liturgical and religious education materials; assisting with leadership development from within communities; serving as a clearinghouse of information to assist diocesan and parish pastoral agents; convening pastoral agents at diocesan, regional, and national levels.
 - **The Catholic Legal Immigration Network Inc (CLINIC)** <http://www.cliniclegal.org/> works to enhance and expand delivery of legal services to indigent and low-income immigrants—principally through diocesan immigration programs—and to meet the immigration needs identified by the Catholic Church in the United States.
 - **The Catholic Campaign for Immigration Reform: Justice for Immigrants (JFI)** <http://www.justiceforimmigrants.org/>: The United States Conference of Catholic Bishops and its staff in Migration and Refugee Services and the Catholic Legal Immigration Network Inc., together with over 70 Catholic dioceses, a diverse group of Catholic organizations, and persons of good faith have joined to support and advocate for a broad legalization program and comprehensive immigration reform. The goal of the campaign is to maximize the Church's influence on this issue, consistent with the immigration reform principles



enunciated in Catholic social teaching, particularly the Bishops' pastoral letter: *Strangers No Longer: Together on a Journey of Hope* <http://www.usccb.org/mrs/stranger.shtml>.

- o **International Catholic Child Bureau (ICCB/BICE)** <http://www.bice.org/en> defends children's interests, examines common problems, and helps establish programs to assist children in different countries.

Part C - Scripture Reading/ Discussion: Read and discuss within the large group, or divide the class into smaller groups in which each group selects a reading and explains the biblical lesson to the class. Allow time for prayer and reflection.

- Discussion of what Scripture says about cultures and their gifts
 - Eph 2:14, 17, 19
 - Lk 7:11-17
 - Mk 7:24-30
 - Ru 1:14-18—Story of Ruth and Naomi
 - Acts 2:7-12—Pentecost
- Discussion of the New Testament foundations for the Church's teaching on immigrants
 - Mt 2:13-23—Holy Family's Flight to Egypt (as refugees)
 - Mt 25:31-46—I Was a Stranger and You Welcomed Me (Christ the King)
 - Lk 10:25-37—The Good Samaritan

Suggested Activities

Part A – Activities Related to Learning about *Culture* and *Diversity*

1. Create a Borrowed Word List: *"To show some of the gifts that various immigrant groups have given to us, let us make a list of words that the United States 'borrows' from other countries and languages."*
 - o Work as a class or in groups.
 - o Some ideas are listed available here: [Some Borrowed Words \(Handout Gr. 4-2\)](#)
2. Use the computer to research and create a timeline illustrating when various ethnic groups first entered the United States. Enter the date and country (countries) of the students' families.
3. On the computer, have students (individually or in small groups) research answers to the question: *How has God spoken to all peoples through the lives and history of these cultures?*
 - o Ancient Hebrews - e.g., God's expression of self in the Old Testament; the Commandments; social justice as revealed through the prophets.
 - o African Americans - issues of racism, prejudice manifested through the experiences of slavery, civil rights struggle; joyful celebration of God's presence.
 - o Mexican Farm Laborers - importance of family; value of all human work in God's eyes.
 - o Vietnamese Refugees - importance of family; evil effects of war.
 - o Native Americans - respect of God's creation, appreciation for living in harmony with that creation, sharing of earth by all.



4. On the chalkboard or sheet of newsprint, divide a large circle into five equal sections. Label the sections: Asian American, African American, Hispanic American, European American, and Native American. In each section, draw a symbol which illustrates one value that is important for that group; (e.g., a tree or a fish symbolizes the importance of nature to the Native Americans).
5. Play **Cultural Bingo**
 - o Make copies or have students print from internet of [Cultural Bingo \(Handout Gr. 7-1\)](#).
 - o Students should put their names in each box if they can answer the question.
 - o Be sure to specify a “Bingo,” e.g., a line in any direction, four corners.
 - o Alternate activity: students may work together to get a “Bingo” or take this activity home.

Cultural Bingo Key for the Teacher	
Countries in Indochina	Vietnam, Laos, Cambodia
Sushi	Raw fish
Cinco de Mayo	Mexican army defeated the French
Haj	Pilgrimage to Mecca
Patron saint of the Americas	Our Lady of Guadalupe
Zydeco	Blend of Cajun/soul music from Louisiana
Kwanzaa	African/American celebration of unity
Reggae music	From Jamaica
Yarmulke	Jewish skullcap
Shalom	Hebrew greeting of peace
Hola	Spanish greeting similar to “hello”
Ghandi	Indian independence leader who urged non-violence
Thank you	Merci (French), Gracias (Spanish), Danke (German), Câm Òn (Vietnamese), Grazia (Italian)
Native American Tribes	Apache, Sioux, Navajo, Seminole, Cherokee, Mohawk, Algonquin, Iroquois, Cheyenne

8. *Optional:* View and discuss one of the videos in the series *Cultural Blessings*. (St. Anthony Messenger Press and Franciscan Communications <http://catalog.americancatholic.org/product.aspx?prodid=7312Z&pcat=77>) if you have this resource in your school or catechetical library. It makes an excellent supplement to this lesson plan.

Part B - Activities Related to Learning about Immigrants and the Church's Response

1. Invite an immigrant (perhaps from your parish) to come and tell about his/her experience in coming to this country.



2. Have students prepare a bulletin board in the classroom or in the entrance of the school using phrases from Mt 25:31-46 including, "I was a stranger and you welcomed me."
3. Some students may wish to read and report in some way about *Dragonwings* by Lawrence Yep. This is the story of a young Chinese immigrant. Other related books for interested grades 5-9 readers include these:
 - Crew, Linda, *Children of the River*
 - Frank, Anne, *Diary of a Young Girl*
 - Hithcox, Linda, *Refugees*
 - Holm, Anne, *North to Freedom*
 - Kidd, Diana, *Onion Tears*
 - Serrailier, Ian, *Escape from Warsaw*
 - Wartski, Maureen C., *Long Way from Home*
4. Ask students to divide into groups and research the Catholic Agencies (listed in lesson plan above) which provide services to immigrants, migrants, and refugee. Ask students to create presentations on the ways that these Catholic organizations further Christ's message of "welcoming the stranger." Students can outline what services/programs are provided by the organizations, what constituencies they serve, as well as how young people can get involved in the work of the organizations.

Part C - Prayer and Service Related Activities

1. Include refugees and immigrants in daily classroom petitions. Responsibility to various groups should be expressed in some way.
2. Plan or participate in a special Mass for refugees and immigrant during National Migration Week. This week is usually right after The Feast of the Holy Family in January, but it may be celebrated at any time throughout the year. Liturgical materials and other ideas for celebrating National Migration Week are found at the Migration and Refugee Services website: <http://www.usccb.org/mrs/nmw.shtml>
3. Check with your parish or local arch/diocese to learn if any refugee or immigrant families need assistance. Students may be able to help families or individuals with babysitting, tutoring in English, collecting household items, etc. If a family needs sponsorship, encourage your students/ parish to support them.

PERSONAL REFLECTION

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