



## Module 3, Unit 2, Lesson Plan 1

### Multiculturalism (Diversity)

#### (Grades 6-12)

#### Learning Targets/Objectives:

- Described the central tenets of Dr. King's Beloved Community

#### Success Criteria:

- Provide a biographical sketch and prove a basic degree of cultural competence

#### Lesson Content Overview:

Multiculturalism emphasizes the unique characteristics of different cultures in the world. Diversity relates to the wide array of differences that exist between individuals all over the planet. Multicultural differences may include the way that people from different countries greet each other; eat their food; and live their lives. Diversity addresses the many characteristics that make each human being on our planet unique. It may be an individual's height; hair length; religious choices; weight; or skin color.

By embracing Nonviolence365®, youth are committing to being respectful of, and acknowledging, all individuals regardless of the differences we may have as brothers and sisters in a global community. In order to truly move toward the Beloved Community that Dr. King envisioned, a conscientious choice must be made to embrace the tenets listed below, which are supported by quotes from Dr. King's book *Where Do We Go From Here : Chaos or Community?*

#### **ACKNOWLEDGE OUR INTERDEPENDENCE**

*"Whether we realize it or not, each of us lives eternally 'in the red.' We are everlasting debtors to known and unknown men and women. When we arise in the morning, we go into the bathroom where we reach for a sponge, which is provided for us by a Pacific Islander. We reach for soap that is created for us by a European. Then at the table we drink coffee, which is provided for us by a South American, or tea by a Chinese or cocoa by a West African. Before we leave for our jobs we are already beholden to more than half of the world."*

#### **MAKE A MORAL COMMITMENT TO OTHERS**

*"Our hope for creative living in this world house that we have inherited lies in our ability to re-establish the moral ends of our lives in personal character and social*

*justice. Without this spiritual and moral reawakening we shall destroy ourselves in the misuse of our own instruments."*

#### **ELIMINATE WAR BY RESOLVING CONFLICTS NONVIOLENTLY**

*"I suggest that the philosophy and strategy of nonviolence become immediately a subject for study and for serious experimentation in every field of human conflict, by no means excluding the relations between nations."*

#### **END POVERTY THROUGH ASSISTING THOSE POORER THAN WE ARE**

*"A genuine program on the part of the wealthy nations to make prosperity a reality for the poor nations will in the final analysis enlarge the prosperity of all."*

#### **LOVE THOSE WHO ARE DIFFERENT FROM US, NOT JUST THOSE WHO ARE LIKE US**

*"A genuine revolution of values means in the final analysis that our loyalties must become ecumenical rather than sectional. Every nation must now develop an overriding loyalty to mankind as a whole in order to preserve the best in their individual societies."*

*"This call for a world-wide fellowship that lifts neighborly concern beyond one's tribe, race, class and nation is in reality a call for an all-embracing and unconditional love for all men."*

*"Am I my brother 's keeper?" The answer is a resounding YES, because we are all interrelated. When we work to create an environment where commonality is the focus of community and not differences that divide us we're one-step closer to realizing the "Beloved Community."*

#### **Activity:**

##### **Reading Comprehension:**

Have students read the Lesson Content Overview either alone or in small groups of two or three. When completed, students should answer the following questions:

- 1. List five things that make you different. Do any of these things set you apart from your friends? If so, why, if no, explain why?*
- 2. What are examples of ways you can go out of your way to embrace someone from a different culture or background than your own?*
- 3. How can you make a positive difference in a world that is becoming more diverse and multicultural every day?*
- 4. Activity: Use the Internet to reach out to other youth organizations in different countries. Share your cultural similarities and differences.*

#### **Formative Assessment:**

- Student responses to the reading comprehension will serve as mastery for the lesson.

### **Adaptations for Student Needs**

#### IEP:

- Sizes of student groups range
- Students team up with a peer partner, while others would prefer to work individually.
- There is a variety of small-group work
- Chunking information
- Visual cues and wait time
- Visual supports (maps, images, PowerPoint slides, handouts)
- Assessments will be modified, and students given extra time

#### ELD

- Modified/simplified reading material
- Content-related lists/handouts of key terms
- Text is supported by visuals and connected to real-life experiences