



**EXPLORING**

**DIVERSITY**

A HOT TOPICS NEWSPAPER SUPPLEMENT FROM



**NEWSPAPERS  
IN EDUCATION**

# INTRODUCTION

**Diversity** (di-VER-sit-ee) —The variety or difference between people or groups in a community. Celebration of diversity includes being different as an individual, recognizing that others are different from you, and appreciating the differences.

America. The United States. The Melting Pot. Quilt of Many Colors. Land of Opportunity...

The United States is one nation, but many different people.

We are many different ages, we are many different colors. We speak different languages, we celebrate different holidays, we practice different religions. We live in big stone houses or tiny apartments. We are poor, rich and somewhere in-between.

The differences among our people give our nation diversity unlike any other country in the world.

Diversity is variety.

As people, we celebrate diversity. But at the same time, we often struggle to overcome the prejudices that come with these differences.

In the next few pages, you will read about many different people and face many questions about them. For instance, why did Jose's friends make fun of him? Why didn't Susan's color and religion matter to David or his parents when the two friends were 6 years old, but suddenly become an issue when they were 15? Why did Martha's mother worry that her sex would keep her from getting a better job at work?

This special section will explore the issues you confront as you grow up in this diverse, multicultural society. You will see how each stage of life —from youth to old age— presents new diversity issues. As you examine these life stages and the prejudices that can come with them, you may find it easier to be tolerant of people who are different from you.

When you understand differences better, you'll see there are countless opportunities in your life to celebrate diversity.

## HOW DIVERSE ARE WE?

The United States Census Bureau released these population figures for the year 2000.

### Race

Total Population.....	281,421,906	100.0%
One race.....	274,595,678	97.6%
White.....	211,460,626	75.1%
Black or African American.	34,658,190	12.3%
American Indian and Alaska Native	2,475,956	0.9%
Asian	10,242,998	3.6%
Native Hawaiian and Other Pacific Islander	398,835	0.1%
Some other race	15,359,073	5.5%
Two or more races	6,826,228	2.4%

### Hispanic or Latino

Total Population	281,421,906	100.0%
Hispanic or Latino	35,305,818	12.5%

### Sex

Total Population	281,421,906	100.0%
Female	143,368,343	50.94%
Male	138,053,563	49.06%

### Age

Total Population	281,421,906	100.0%
0 - 9	39,725,303	14.1%
10 - 19	40,747,962	14.5%
20 - 29	38,345,337	13.6%
30 - 39	43,217,052	15.4%
40 - 49	42,534,267	15.1%
50 - 59	31,054,785	11.0%
60 - 69	20,338,992	7.2%
70 - 79	16,273,254	5.7%
80 - 89	7,735,185	2.8%
90 and over	1,449,769	0.5%

## KNOW WHAT YOU'RE TALKING ABOUT

Define the following words:

1. Prejudice

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\_\_\_\_\_

2. Tolerance

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3. Discrimination

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4. Immigration

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5. Melting Pot

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6. Assimilation

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7. Multicultural

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8. Affirmative Action

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9. Stereotypes

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(Check your answers on Page 5)

**NOTE TO TEACHERS:** The names and personal stories used in this supplement are fictitious. They were created to make this subject more inviting and accessible to students. The photos of people were purchased from various stock photography libraries.

# YOUTH

*Hi. My name is José Rivera. I'm 9 years old. I live in a city apartment with my Mom and my two brothers and our new puppy Noches. She's black and noches means "night" in Spanish. I see my Dad on the weekends. My parents are divorced.*

We call our apartment building "Little United Nations."

That's because the people who live here have ancestors from lots of different places—like Mexico, Ireland, Italy, Canada, France, England, and Africa. My ancestors are from Cuba. My best friend, Evo, has ancestors from Croatia, which used to be called Yugoslavia. I celebrate Evo's holidays with his family and he comes to our apartment for our holidays.

My friends all speak English, but most of us also speak a second language. My family speaks Spanish. People who come from Spanish-speaking families are sometimes called Hispanic. I'm proud to be Hispanic, but I usually call myself American. I was born here. So was my Mom. And my Dad's family came from Cuba right after he was born. I dress and act like most other American kids. But I guess you can tell I'm Hispanic by the sound of my name and the color of my skin.

Sometimes kids who don't know me are mean to me just because I'm Hispanic. They hear my name and see my skin color and they act like I must have just sneaked across the border from someplace. They talk to me—or about me—as if I don't understand English.

Last time we visited my Mom's sister in the suburbs, some neighborhood kids asked me if I'm in a street gang! That really made me mad. How can people think I'm a gang member just because I have dark skin and live in a city? I told my Mom about it and she said that's just a nasty stereotype. She



*Meet José. He speaks English and Spanish.*

also reminded me that I'll be grounded for life if she catches me getting into trouble!

So what if I live in an apartment instead of a two-story house with a big lawn like the kids in my aunt's neighborhood? Big deal. Everybody in the city lives in an apartment. We have a great park across the street, where Dad takes us to ice skate in the winter and play baseball in the summer. And I don't have to mow the grass!

## ASK JOSÉ

*My parents are divorced. Why do some of the kids think this makes me different from them, that there's something wrong with my family?*

I know how you feel. In fact, half of the kids in this country know how you feel, because that's how many marriages end in divorce—half! My Mom says kids live in many kinds of families: some with a single parent, some with two parents, some with step-parents or grandparents or foster parents. There's no right or wrong family. People who care for you and love you and remember your birthday—they're your family. If you live with people like that, you're lucky.

## DIVERSITY TIDBITS

- Crayola Crayons, produced by Binney & Smith in Easton, Pa., used to make crayons named "Flesh" (pale pink) and "Indian Red" (a reddish-brown combination). Not any more.

In 1991, the company introduced a "multicultural" line of crayons with different colors for skin, eyes and hair. These colors include apricot, burnt sienna, mahogany, peach, sepia, tan, plus black and white for blending.

- We all get our skin color from three different types of skin chemicals called melanin, carotene and keratin. Melanin is a brown chemical that all people have in different amounts. It makes skin dark and helps protect it from burning. African Americans have more melanin in their skin than Asians, who have more carotene. Carotene gives skin a yellowish color. Asians have more carotene than whites, who have more keratin. Keratin is a clear skin chemical.

# YOUTH

## MAKE A 'ME BOX'

This activity will help you think about the things that make each person unique. That's one way to celebrate the diversity around you.

### What you need

- A cardboard box.
- Decorating supplies like paint, crayons, glue, glitter, yarn, colored paper, scissors, etc.

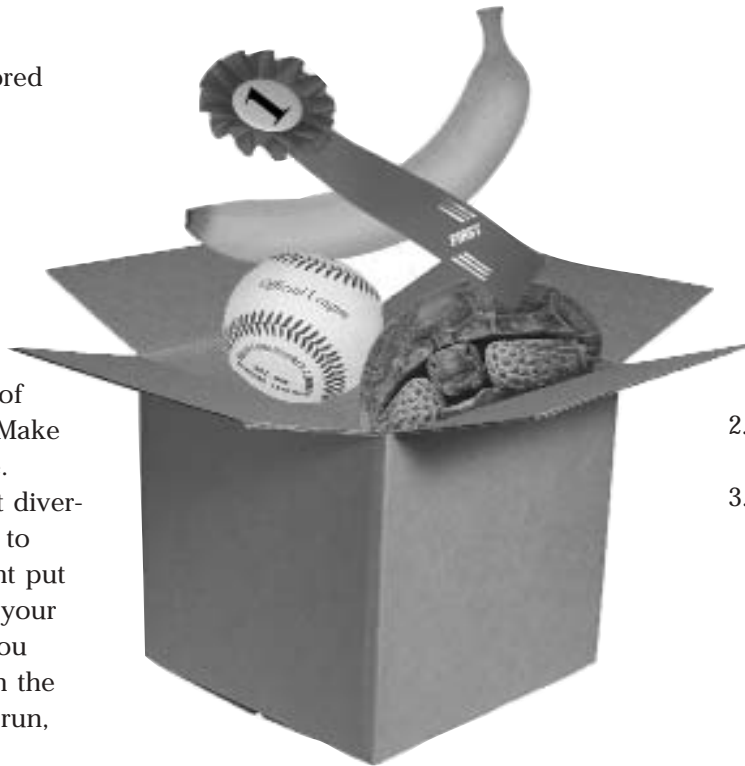
### What you do

You are going to decorate and fill up the box with things that say something about who you are. Every box will be as different as every person.

*Step 1-* Decorate the outside of your box, however you choose. Make it as plain or as fancy as you like.

*Step 2-* While you study about diversity, you will add things you like to your box. For example, you might put in family pictures or a picture of your favorite food or animal. Maybe you want to add a shell you found on the beach, a ball you hit for a home run,

or a ribbon you won at a fair. You could put in a story you wrote or a drawing you made. You can add anything you want. The only thing to remember is that everything in the box must say something about who you are and what you like.



## SHARE YOUR 'ME BOX'

1. Make a list of everything that is in your box.

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2. In small groups or as a class, have each person present what is in his or her box.
3. What things were in more than one student's box? Which things in your box are unique? Who had the most surprising item in their box? Did people who are best friends have similar things in their boxes? What new things did you learn about your classmates?

## LOOKING IN THE NEWSPAPER

In this activity you will get a chance to look at the diversity in your community by getting to know your newspaper better. And you'll get to practice teamwork as a class!

### What you need

- A copy of your daily newspaper.
- A piece of paper and a pencil, to take some notes.

### What you do

Have each student in the class pick a story, or a page of the newspaper to report on. Read the story or stories you have chosen and answer these questions:

1. How many people mentioned in your stories are white males? How can you tell?
2. How many are criminals? How can you tell?
3. How are the females identified? As homemakers? Lawyers? Feminists?
4. How are racial and ethnic groups identified?
5. How often do members of minority groups appear in negative stories as opposed to positive stories?
6. Do male reporters and female reporters cover different kinds of stories? Who writes about crime? Who covers sports? Who writes the gossip column? And who writes the items aimed at kids?

## CHART YOUR FINDINGS

As a class, make a chart of the findings of your class as a whole.

- Are there any patterns that emerge? What do you think these patterns mean?
- Consider writing a letter to the editor about your findings and conclusions.
- Turn to your classmates. How do African American students want to be known—as African American or Black? Do Indian students prefer to be described as American Indian, Native American or First Americans? Is "Oriental" a derogatory label to Asians? What about Hispanics? Are they Latino, Mexican, Puerto Rican, Cuban, etc?

*Activity adapted from a "Time Out" exercise in "Respecting Our Differences" by Lynn Duvall.*

## WHAT DOES 'DISCRIMINATION' FEEL LIKE?

Fold a piece of paper down the middle. On one side, write about a time you were treated unfairly. Describe how you felt and how you wanted to act. On the other side, tell about a time you or your friends treated someone unfairly. Why did you do this? How did you feel? How do you think the other person felt?

Discrimination is more than treating someone meanly or unfairly. The treatment has to be tied to a quality the targeted person cannot control. Look at the definition of discrimination. Was the way you were treated, or the way you treated someone, discrimination?

## ARE YOU 'PREJUDICED'?

Designate one side of the room as "Agree" and the other side as "Disagree." Have your teacher read each of the following statements. After each one, have every student move to the side of the room that is closest to how they feel. There are no right or wrong answers. Sometimes you will have to pick a side even if you don't completely agree or disagree with the statement.

- Boys are smarter than girls.
- Old people are grumpy.
- Poor people just do not want to work.
- Women care about their appearance more than men do.
- Healthy children should not go to school with handi-



*Old people: Grumpy?*



*Japanese: Smart?*



*Jocks: Dumb?*



*Racists: Only whites?*

capped children.

- Jocks are dumb.
- Japanese people are smart.
- All people deserve a safe place to live.
- It's better to be rich than poor.
- Racists are always white.

Note that the groups are constantly changing. Does everyone ever agree on something? Where is the greatest difference of opinion?

## DIVERSITY OF HOLIDAYS

Pick three holidays from different cultures—like Kwanzaa (African American), Chinese New Year and Divali (the Hindu Festival of Lights).

Talk to classmates who celebrate these holidays and do some research in the library. Then make a list of how the holidays are different from each other. Differences may range from decorations to gifts, from length of holiday to what each celebrates.

Now, find some similarity in each of the three holidays, and list those. Some similarities might be that families get together, with traditional foods. There might be no gifts, or lots of gifts, or that everyone lights candles. See what you can find.

Last, compare these three holidays to **your** favorite holiday. What are some differences? What are some similarities?

## DEFINITIONS

*From page 2.*

1. Prejudice —A feeling for or against something without any good reason. For instance, if you believe that a certain group of people is inferior because of their religion, gender, physical characteristics or race, and you don't really know anything about them, then you are prejudiced against them.
2. Tolerance —Recognizing and respecting the beliefs and practices of others.
3. Discrimination—Treating someone badly or unfairly because of the person's race, age, sex or handicap.
4. Immigration—Moving permanently into a country where you and your family were not born and living in that country permanently.
5. Melting Pot—Term often used to describe a place, like America, where people of different cultures, races and social groups come to live and work together. Today's interest in diversity has made the term somewhat out of date. Instead of melting or blending together totally, different groups seek to keep their identities as they blend with other groups. America today is more like a quilt or a salad—each item recognized while being part of something bigger.
6. Assimilation—When different cultural traditions blend until they are all very similar.
7. Multicultural—Relating to, or designed for, different cultures.
8. Affirmative Action—A government policy for creating special opportunities in jobs or education for people who might otherwise suffer from discrimination.
9. Stereotypes—An opinion you form about ALL people in a group, based on things you have heard about SOME people in that category.

# TEENS

*Hi. I'm Susan Muhammad.* I'm 15 and so is my best friend, David Fitzpatrick. We live about five blocks from each other. We've been friends since we were 3, when our mothers took us to the same nursery school.

We've also known that we were different from each other. I'm African-American and Baptist. David is white, and Catholic. Our differences didn't seem to matter to anyone, until David and I became teenagers. Or maybe I should say they didn't matter until David and I became teenagers and considered dating.

All of a sudden, **everything** mattered. Color. Religion. **My** friends told me I was turning my back on my heritage. David's so-called friends called him some terrible names I won't even repeat. And our parents... well, who can explain them? They were so proud of us for not being prejudiced, but they sure didn't want us to get too close. My mother kept saying, "Why can't you just be friends?"

Our parents are not monsters. I'm sure they were worried by the pressures interracial couples get, the meanness some people show. The church is very important to his mom, and they are really into their Irish heritage. My dad and mom talk a lot about black pride and solidarity and sticking together.

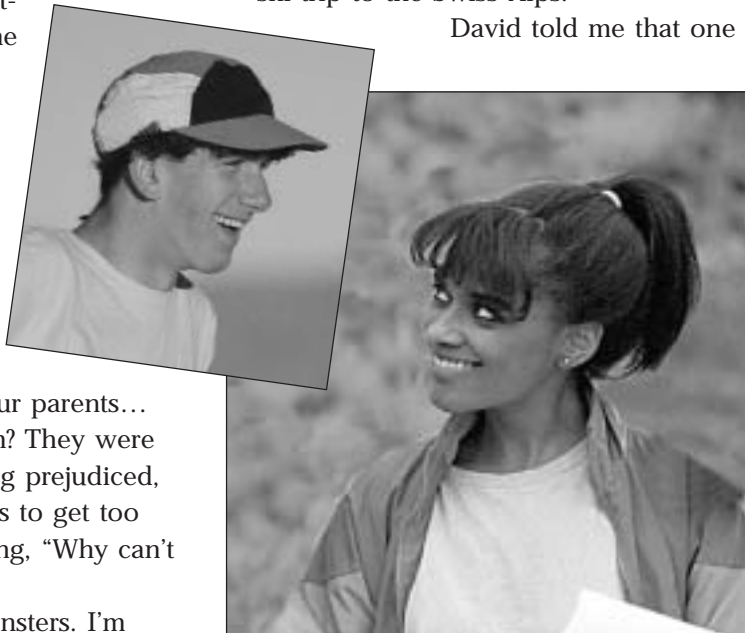
And I'm sure all of them were thinking about their friends watching us march down the aisle, even though we had no thoughts about getting married—to anyone!

David and I had some pretty serious talks about it. And once we opened up this can of worms, suddenly every difference seemed to matter. Everything seemed to either make you better than someone, or envious of what someone else had. Like, did you go to public or

private school? Did you go to expensive summer camps when school was out or did you have to work at the car wash? We were so **aware** of everything that was different about everybody.

Surprisingly, the difference that bugged us both turned out to be money—how much your family had or didn't have. Was I going to get a car when I turned 16? Toshina Pemberton said she was. Where did we go on vacations? Ben Myers said he was going on a ski trip to the Swiss Alps.

David told me that one



*Meet Susan. She and David are friends.*

of the worst moments of his life was when he realized his parents didn't have enough money to send him to an Ivy League school, that he would have to go to a state school if he wanted to go to college. And David's so smart—much smarter than some kids we know who go to expensive private schools.

David and I decided not to date. It just got too intense. We didn't want to risk losing the friendship we had, or feel like we were putting our parents against each other.

Maybe we wimped. David and I still celebrate our diversity, but we aren't so naive about our differences. Or what other people think of them.

## ASK SUSAN

*Why does everything seem to come down to money in this country? In our school, people make a lot out of what kind of jacket, or sneakers, or jewelry you wear. I'm not poor, but this makes me uncomfortable.*

You're not alone. Money bugs a lot of people. That's because there's a big gap between the richest and poorest people in this country.

TV, movies and magazines make it hard to get a clear picture of how money—or lack of money—affects people. On TV most people are well-off, dressed in the latest fashions, glamorous. They drive great cars, they go to fancy restaurants. Real life is not like that picture.

Your family's wealth can be just as much of a diversity issue as your race. Fancy clothes are like skin color. They're both just on the surface. The important thing is to find out what's inside before you decide if you like someone.

## DIVERSITY TIDBITS

Each year, to celebrate the cultural diversity of their school community, students at Bret Harte Middle School in San Jose, California, create a calendar depicting world holidays. Students in grades 6 through 8 submit drawings of a holiday they celebrate or a tradition they observe during a particular month. After the winners are selected, students, teachers and parents work together to produce the multicultural calendar.

Holidays depicted in their calendar included "Oktoberfest" (German); "Children's Day" (Japanese); "Family Day" (South African); "Rosh Hashanah" (Jewish); "Janmashtmi" (Hindu); and "Cheyenne Frontier Days" (American Indian).

—*Teaching Tolerance Magazine*,

## ANSWER THESE QUESTIONS

A stereotype is an opinion you form about **all** the people in a category or group based on what you have heard about **some** people in that category.

Do you stereotype people you don't even know? Have you seen stereotypes in action? Have you experienced them?

Answer the following questions and compare answers with your classmates.

- Have you ever been described in a way that included your race?
- Can you list some stereotypes for blacks, whites, teenagers, gays, men and women?
- Have you ever been encouraged to act in a particular way because of your gender?
- Is it okay for people of different races to date? Is it okay for them to marry?
- What do you assume about someone who lives in an expensive home? About someone who lives in a public housing project?



*Few women work in construction. Does our society discourage girls from taking up this kind of career? How? Why?*

## DISCUSS THE PICTURES

Look through today's newspaper and clip pictures of people in the news. Paste them on paper, or hang them up where everyone can see them. From the picture, write down what you think the people in the pictures would be like. Then read the stories and see if your description is true.

Repeat this activity by bringing pictures from home and having your classmates describe what they think each person would be like.

When you have finished, compare ideas on how you judged the people in the pictures.

By the color of their hair? The expression on their faces? Their skin? The clothes they wear? Their sex or age? Their jewelry? How about the way they stand?

Are these stereotypes? Were you surprised at the conclusions? How right or wrong was your class's assumptions about the people in the paper, or the people you knew?

## ROLE PLAYING

Look through the newspaper to find stories related to diversity issues that are important to you and your classmates. These could include stories about racial issues, dating, religious differences, holidays, gender, social status or handicapped individuals.

Do some role playing. How would you act if you were the person being written about in the story? Pretend a reporter has asked you a question that you see in the story, and write down your own answer or "quote." Compare it to what the person in the story said, and see what you can conclude about values you do or do not share with the person in the article.



*It is unusual for people of different races to date. Does our society discourage mixed race dating? How? Why?*

## THE -ISMS

Some stereotypes are defined through "-ISMs."

"-ISMs" are a kind of discrimination against people because of something that's out of their control—their sex, their age, their skin color or their ethnic heritage. Here are a few:

- **Racism**—Separating people due to their race, and believing that people of other races are inferior.
- **Sexism**—Putting labels on people because of their sex. For example: "She can't handle the job because women are too emotional."
- **Classism**—Defining people by how much money they do or do not have. "He wouldn't like the orchestra concert; he works in a gas station." They wouldn't like that kind of music.
- **Ageism**—Discriminating against people, young and old, due to their age. "Don't bother asking her opinion, she's 80 years old."

Other "-ISMs" don't have a name, but deal with appearance:

- Fat vs. skinny
- Tall vs. short
- Blond vs. brown
- Pretty vs. ugly

## WHAT ABOUT IT

Look around the room. Have you ever put anyone into a category that reflected one or several of these "ISMs?" Are you brave enough to admit it and talk about it? Are "ISMs" more dangerous if they are out in the open, or hidden? Do some "ISMs" affect you but not grownups, and vice versa?

Have you ever been an "ISM" victim? Which "ISM" affected you? How did you feel? How did you know that you were being discriminated against?

# NEIGHBORHOOD TALLY



<p>Check all the boxes that apply for each of the 17 statements at left.</p>	<p><i>Female</i></p>	<p><i>Male</i></p>	<p><i>Seniors</i></p>
1. I am .....			
2. My neighborhood is .....			
3. My school is .....			
4. My friends are .....			
5. People who come to my house are .....			
6. My teacher is .....			
7. Our principal is .....			
8. Our school superintendent is .....			
9. The doctor I visited last was .....			
10. We shop at a store run by .....			
11. The cashiers are .....			
12. Our mayor is .....			
13. Our city council is .....			
14. Our bank manager is .....			
15. Most police officers are .....			
16. Our mail carrier is .....			
17. Our repair people are .....			

<i>Asian</i>	<i>African American</i>	<i>Hispanic</i>	<i>American Indian</i>	<i>White</i>	<i>Multi-Racial</i>



# YOUNG ADULTS

*Hello. My name is Jacob Jones. I'm 22, and I've just graduated from college. Since my Mom died six years ago, my younger brother Michael and I have lived with my Dad.*

I've been looking for a good job that will get me started on a career, but I'm not having any luck finding one. I worked really hard to do well in college, but that doesn't seem to be enough anymore.

Some employers have told me that I'm not being considered because too many other people applying for the job have advanced degrees. Now I'm trying to decide if I should go on to graduate school and get an advanced degree myself. The problem is, I already have big education loans to pay back, and graduate school will put me even more in debt.

Other employers tell me that I'm qualified for the job. But they all have Affirmative Action goals for hiring more minorities and women. I know Affirmative Action is designed to make up for past discrimination—but I wasn't around then and wasn't part of the discrimination. It's frustrating.

My Dad can't get over how much attitudes have changed about who gets jobs—and why—since he was 22 years old. Back then, white males seemed to be favored. That wasn't fair, but I'm not sure what's happening to me is fair either. My girlfriend went to the same college I did, and she got a great job offer before she even graduated! I'm happy for her, but it also makes me feel really frustrated. I can't help being white or male—I was born that way.

The thing that stops me from getting too down about my job search is my brother Michael. He has bigger challenges

to face than I do because he was born physically disabled. He gets around in a wheelchair.

Disabled people, like minorities and women, have suffered from the kind of job discrimination that Affirmative Action is supposed to fix. Michael is only a freshman in college now, so he hasn't experienced any job discrimination yet.

But he sure does get treated badly some-times.

I've seen people be rude to him when his wheelchair blocked a sidewalk. I've seen people talk down to him as though he were a little child. But mostly I see people who are so uncomfortable about his disability that they try to ignore him, pretend he's not there.

I hope in a few years when Michael is looking for a job he'll be helped by the fact

that employers have become more willing to hire people who are different. I know he'd make friends on the job just as he has in college. When people get to know my brother, he's not "different" anymore, he's just Michael.

As for me, if I don't go to graduate school I have to decide where I want to live. I don't want to stay at home forever, even though we live in a fun, diverse neighborhood in the city. A lot of my friends grew up in the suburbs and drive in for their jobs. They say the city has too much crime and is dirty. I don't want to be mugged, but I love the city's diversity and think I'd miss all the energy and nightlife. And I don't think I could afford the housing in the suburbs.

I'm not sure where I fit in. There's a lot to consider when you're not a kid any more.



*Meet Jacob. He's trying to find a job.*

## ASK JACOB

*When the subject of jobs comes up, I keep hearing the words "Affirmative Action." What is it, and where did it come from?*

Affirmative Action is the name of a program set up by the federal government 30 years ago to make up for past discrimination against minorities and women. The thinking was that African Americans and women had been discriminated against for so long that they needed extra help to gain equality with white men in jobs and education.

Today many people feel that after 30 years of Affirmative Action it is unfair to "prefer" one group over another—even if the goal is equality. Others feel we still have a long way to go to achieve equal treatment for minorities and women and should continue Affirmative Action.

## DIVERSITY TIDBITS

In Los Angeles, California, you could visit the Museum of Tolerance, the Japanese American National Museum, the California Afro-American Museum, and the Korean Cultural Museum. In the future, you might visit the Museum of Chinese American History, a Latino Museum of History, Art and Culture, and other proposed museums that reflect the diversity of this West Coast city.

Look through the newspaper or library for information about the museums in your area. What sort of diversity do you find in your museums? If you could choose, would you change what is offered? Why or why not?

## WHERE WOULD YOU LIVE?

Write down words to describe the following:

- Suburbs

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- Texas

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- Inner city

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- A working farm

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- Three-story house with a pool

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- A two-bedroom apartment

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- A country home

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- Alabama

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- Penthouse suite

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- Alaska

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- Townhouse development

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- New York

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- Mobile home park

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## WHAT ABOUT IT

Break into small groups and compare your answers.

Are your answers similar? Did you base your answers on personal experience, or on things you have read about?

Are your descriptions connected to money? Why? Is your idea of a working farm different from that of a country home? Why?

If you lived in one of these places, what would your neighbors be like? Are the people who live in each place diverse? The same? How do you know?

Note the breakdown of descriptions of states in different parts of the country. Are the different regions subject to stereotypes? What are they?

If you could pick your ideal home, where would you want to live? Why?

## DOES AMERICA NEED A LANGUAGE LAW?

The students in one California school speak 74 different languages. Airports and public buildings often give instructions in two or more languages. So do federal office buildings, utility bills, tax forms and telephone directories. Computer programs for children come in many languages. Television stations offer multi-lingual channels, and Spanish is taught on Sesame Street.

While some of America's language barriers are falling, there was a bill in Congress to make English the official language of the United States. It was sponsored by 18 Senators and close to 200 members of the House. It would require the federal government to conduct virtually all of its business in English. Already, English has been adopted as the official language for state government business in about half of the states.

Some politicians argue that America "needs the glue of language to bind us together." Opponents of the English-only movement argue that it is unfriendly, un-American and goes against our country's promise of free speech.

What do you think?

Write a letter to the editor of the newspaper expressing your opinion on this subject. Read your letters aloud in class. Send some or all of them to the newspaper.

# MATURITY

*Hi. My name is Martha DuBois. I'm 14 years old, and I live with my two older brothers, my stepfather and my mother. My mom is 51 years old.*

She has worked for the same publishing company for 25 years. She started out as a research assistant.

After four years she moved up to an editor's job helping writers. She's good at what she does, and she's great working with other people. I should know—she's my mom!

The boss in her department just retired, and my mom has applied for his job. But she's worried that she may not get it because she's a woman.

Imagine—being told that you're not right for something because you're a woman instead of a man! At my school the head of the student council is a girl, and no one thinks anything about it.

But in my mom's company most of the top people are men. And some of the editors she has worked with moved up to bigger jobs years ago. My mom says that society over the years has traditionally favored putting men in certain positions like manager. There is a stereotype that women don't do some jobs well.

This makes no sense to me, but mom says "sexism" still exists in the work world, even with people trying to change it.

In many companies, she said, men are paid more than women for the same

work. And my mom pointed out that women are rarely promoted to the top jobs of the biggest companies. A story in the newspaper said less than a dozen women have been named the chief executives in America's 500 largest corporations.

One thing that is changing is that many jobs are opening up to women that used to be



*Meet Martha. Her Mom is trying to advance at work.*

closed. I looked at newspapers, magazines television, and found examples that my mom said didn't used to be true. For instance, women are no longer portrayed as just housewives on TV shows, but as women with families and jobs from doctor to flight attendant. Ads for Saturn cars feature women not only buying but selling cars, too.

Now if only Mom's boss thinks that way when he fills the job she wants. Right now we can only wait.

## ASK MARTHA'S MOTHER

*I don't understand about "glass ceilings" and "cement ceilings" that I hear about in the work place. Can you explain them?*

Today, women are an accepted part of the American work force. But in many fields there is history that women can only go so far up the career ladder. In the Wall Street's industry of finance and stocks, women have bumped into what is called "the glass ceiling." This means they reach a level in their careers where they can see the top jobs, but they can't get past the barrier as men can. It has not just happened in finance, but in other service industries as well. In construction and engineering, the ceiling has often been called the "cement ceiling." They both mean essentially the same thing.

## DIVERSITY TIDBITS

- In December 1993, the University of Pennsylvania became the first Ivy League college to name a woman president when Judith Rodin accepted the position. Only 12 percent of the presidents at 3,200 colleges are women—even though women account for half of the population and 52 percent of all college undergraduates. Only 9 percent of college presidents are minorities—even though 18 percent of undergraduates are minorities.
- In 1994, a benchmark in women's progress in American business was achieved. For the first time, more than half of the nation's largest corporations had at least one woman on their board of directors.

## WHAT SHOULD BETTY CROCKER LOOK LIKE?

Betty Crocker has been a symbol in advertising and cooking since 1921. The Betty Crocker Cookbook is one of the biggest sellers in history, teaching many generations of people how to cook.

The image – or “look” – of Betty Crocker has changed over the years. Look at the pictures of Betty Crocker through the ages. How are the pictures different? How are they alike?

Then brainstorm with your class on the following questions:

- What do the changes in Betty’s appearance tell you about society over the last 40 years?
- What do these changes say about women’s roles within the family? The workplace?
- What would your grandmother say about these changes? Your mother? Your older sister or aunt? Do people of different ages feel differently about the changes? Why or why not?
- Has the image of Betty Crocker changed as our feelings about diversity have changed? Does she now appear to represent a more diverse society?
- Since you are making all of these assumptions from pictures, are you resorting to stereotypes? Why or why not?



1936



1955



1965



1972



1980



1986



PRESENT

## AN ADVERTISING CAMPAIGN FOR THE 21ST CENTURY

*You Need*

- Glue, scissors, markers, one large sheet of paper
- Tons of newspapers in which you can find pictures to cut out.

*What to do*

Cut out pictures that you think will make a good advertisement for the United States.

Think about the issues the pictures should address. Consider racial diversity, different kinds of families, groups of people who are not portrayed in ads today, languages, tolerance.

Design a collage with your pictures, and discuss the collages with the other members of your class.

Take a vote: Which collage most represents what your world is like in the 21st Century? Do you like the forecast?

## LOOK FOR A JOB

*What to do*

Look at the classified advertising section in your newspaper today.

Who is likely to get what job based on gender, age, or experience?

At what point do some jobs become unattractive for you if you are over 40? Over 50? Over 60?

If you are a female, what jobs are you most interested in?

If you are a male, what jobs are you most interested in?

Do you view some employment opportunities as “gender specific?” Look for words in ads that indicate gender preference of the employer.

Last, write the advertisement for the job of your dreams. How much does it pay? Will you travel from home? What are the benefits? Do you want retirement options? Protection from injury? Company profit sharing plans? How long do you plan to stay in this job?

## WHAT ABOUT IT

- Have there been male symbols similar to Betty Crocker in advertising? How have they changed over time?
- Look in newspapers and magazines and see how men and women are portrayed in advertising. Can you find examples of diversity? Of prejudices or stereotypes?

# OLD AGE

*Hello. My name is Isaac Kiroff.* I am 16 years old. My grandfather, who is 72, lives with my mother, sister and me. He recently retired from his job. I think he would still be working, but the family-owned company was bought out by a larger firm that required people to retire at age 65. So my grandfather was extremely happy. He said, "I worked seven years longer than I should have!"

Imagine being told that you're too old to do something! We're so used to being told, "You're too young." But Grandfather said that society basically values youth more than experience and maturity.

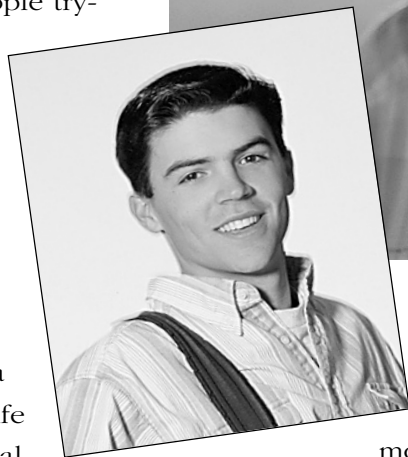
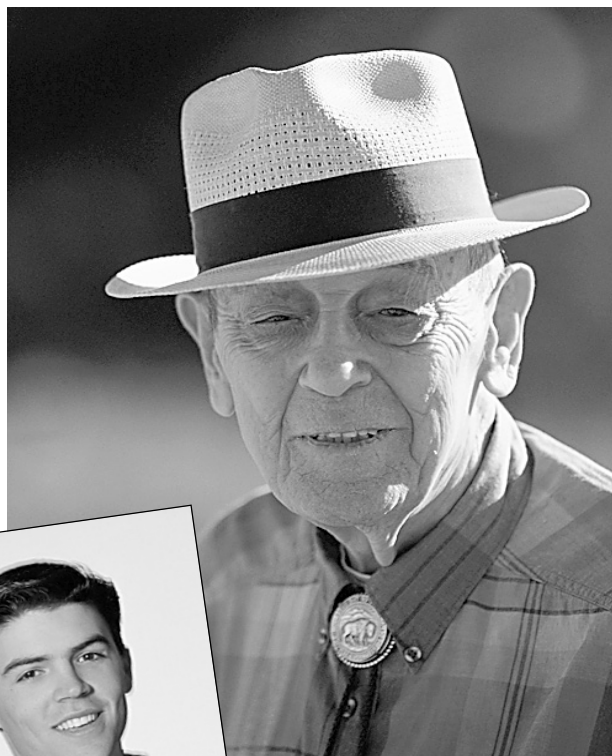
Look at advertising, he said. I did. A lot of newspaper and television ads show people trying to look younger. Getting rid of wrinkles, coloring gray hair, staying thin. A few are changing, but not a lot.

Grandfather is not one to let stuff like that get him down. He has a wonderful outlook on life—that each day is special. He often reads reports of how older American get depressed or feel lonely after retiring, but he's optimistic. He wants to travel. He wants to catch up on his reading. He walks every day, and he wants to stay as active as possible.

Yet he often confronts those who are prejudiced against older people. Sometimes, he says, people talk to him

as though he can't hear, or he's a baby. Once, a young girl in an airport asked him if he was lost! Another time young kids actually pushed him out of the way.

Still, he thinks he is lucky. He has a pension from his retirement. He is in good health, but he has saved enough



*Meet Isaac. His grandfather doesn't want to be told he's "too old" for anything*

money to afford a health care plan that continued once he retired. He has a family, which is very important to him. He loves taking care of my younger sister when my Mom is at a meeting, telling her about the "old" days. He knows that a lot of elderly people are not as fortunate as he is. Whenever we ride by a nursing home, he gets pretty sad. "I don't want to end up with strangers," he'll say.

## ASK ISAAC'S GRANDFATHER

*What is the hardest part about growing old?*

I see a lot of people who deny that they are getting old. They refuse to use their senior citizen discount cards, refuse to make plans for retirement or long-term health care, refuse even to write a basic will.

People of all ages have milestones—going to school, starting a family, buying a first home, having grandchildren, retiring. Some are easier to take than others. Getting old—it's like saying things are over. And in a way, they are. The chances of starting a new career are pretty slim. And the chances of remaking yourself into a totally different person are even slimmer.

To me, the hardest part about growing old was accepting that I did the best I could with my life, even though I made some mistakes. Once I did accept that, I started to enjoy each day I have left.

## DIVERSITY TIDBITS

- Since 1900, the percentage of Americans 64 or older has more than tripled. Today, 13 percent of the population—or 33 million people—are over the age of 65. By the year 2030, 20 percent of the population—70 million people—will be over age 65.
- A study by the Travelers Insurance Companies reported that 28 percent of their employees 30 and older provided some form of care for an older adult.
- The Employee Benefit Research Institute reports that, since 1980, the number of years a woman devotes to caring for parents over age 65 has exceeded the number of years that she spent caring for children under age 18.

# WRAP UP

Today, one in four Americans has African, Asian, Hispanic or Native American ancestry. According to the Bureau of Census in the U.S. Department of Commerce, that number will be one in three by the year 2050.

The United States has had official immigration quotas since 1921. A quota is a set amount, decided in advance. The Immigrant and Nationality Act Amendments of 1965 ended national quotas but introduced the family-reunification principle for people seeking to come into the country. Today, some 600,000 legal immigrants enter the country each year.

There is a growing debate in this country about how many more people should be allowed to immigrate into this country.



## CREDITS

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## WHAT ABOUT IT

Here are some of the questions in the immigration debate, provided by Lynn Duvall's book, *Respecting Our Differences: A Guide to Getting Along in a Changing World*:

- Is this country diverse enough?
- Should the government set quotas on the number of new immigrants? Do you know that some countries do not accept immigrants? Why do you think that is so?
- Do you think that the United States has enough "foreigners"? Should we admit more while millions of Americans are jobless, homeless, hungry and without health insurance?
- If your answer is "No" what does that say about your attitude? Does it make you non-tolerant or practical? Is race part of your decision?
- Do you believe that the United States has a duty as a wealthy democratic nation to share our resources? How do you reach that goal if there are shortages of basics for people who already live here?

## STATUE OF LIBERTY

The Statue of Liberty is the most famous symbol of the United States' willingness to allow people to come here to make a better life.

The famous poem by Emma Lazarus on the Statue of Liberty expresses the power of that hope by stating "Give me your tired, your poor, your huddled masses, yearning to be free?"

Write a poem of your own that speaks to this country's history and role as a haven for people from around the world.

Start each line of the poem with the words: ***We offer liberty when...***

Work in teams, or as a class. The lines don't have to rhyme, but fill them with *feeling*.

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# SPREAD THE WORD

## ART IS LONG-LASTING

Here's an art activity that can help spread the word about celebrating diversity.

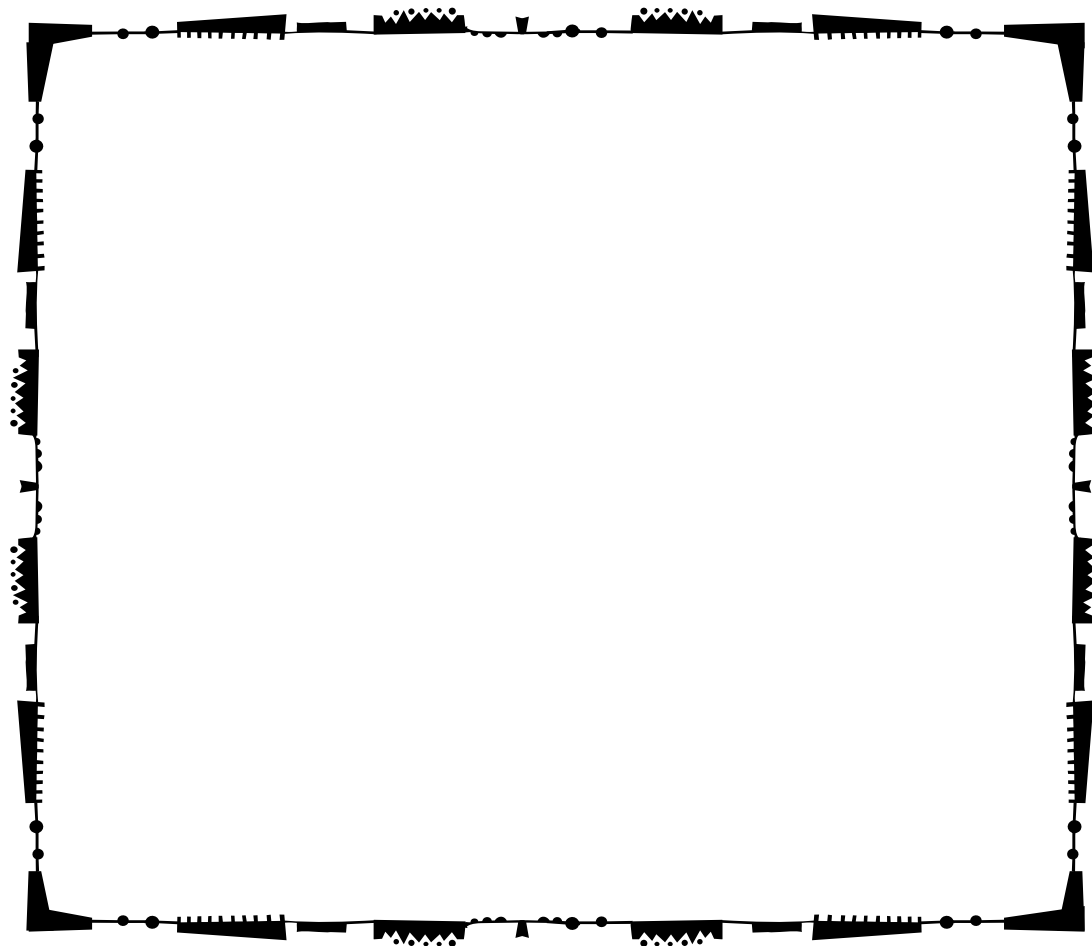
Using this space and the newspaper, make a collage artwork to show diversity, liberty, freedom or prejudice—or a combination of them all!

Use photographs or cartoons you may find in the paper, headlines, words or images from ads. Remember that one image should draw your eye into the col-

lage, so make sure you have one that is dramatic. Use colored crayons or markers to highlight parts of your artwork, if you like. If you need more space, use a separate sheet of paper.

“Sign” your collage by picking an image or word out of the paper that could be a symbol of you. Paste it in the lower right corner.

When you have finished, mount your collage on construction paper and display them in your classroom or a school hallway.



## RESOURCES

- *Respecting Our Differences - A Guide to Getting Along in a Changing World.* By Lynn Duvall, published by Free Spirit Publishing.
- Teaching Tolerance Magazine, Fall 1995. Published through the Southern Poverty Law Center, Montgomery, AL. Editor: Sara Bullard. A semi-annual magazine made available free to educators through a written request to: Teaching Tolerance, 400 Washington Avenue, Montgomery, AL. 36104.
- *Anti-Bias Curriculum: Tools for Empowering Young Children.* National Association for the Education of Young Children, Washington, D.C.
- *150 Ways Teens Can Make A Difference: A Handbook for Action.* By Marian Salzman and Teresa Reisgies with several thousand teenage contributors. Peterson's Guides, Princeton, NJ.
- *Erase the Hate.* A special program produced by USA Network, hosted by Martha Plimpton, which focuses on young people concerned with bias, prejudice and hate.
- *Prejudice: Answering Children's Questions.* An ABC Special, hosted by Peter Jennings. April 25, 1992.
- U.S. Census Bureau
- National Information Center for Children and Youth with Disabilities. Washington, D.C.
- National Council for the Social Studies. Washington, D.C.

## YOU BE THE EDITORS

The newspaper is like a supermarket, and the editors of a newspaper are the supermarket managers. They decide what things to stock in their “market” and how to display them.

They consider the needs and interests of readers, and try to “play” —or place—

the news so that it will meet those interests. The front page is like the front of the store—the best stuff, the most important stuff— is displayed there.

Look through the paper for several days and clip 10-12 headlines that show the diversity of your city or town, and the diversity of people's interests. Issues can include serious subjects like racism, or

celebrations like ethnic festivals, sports and entertainment as well as hard news.

Divide the class into groups of 4 or 5 students and pretend to be the newspaper editors. Take turns ranking the headlines clipped by members of your group. Pick the top 6 for the front page of your paper. Explain to the rest of the class how you made the decision.