

# Us vs. Them: Causes and Consequences

## KEY LEARNING OBJECTIVES

Students will:

- **Describe** how people might be separated into groups of us and them
- **Explain** the impacts of classification on individuals and society
- **Analyze** testimony clips and current issues for evidence of classification and us vs. them behaviors
- **Identify** commonalities among personal experiences, testimonies, and current events with regard to classification
- **Communicate** to others about potential consequences of separating into us vs. them

## Overview

In this activity students examine the concept of us vs. them, also referred to as classification, and conduct an inquiry that helps them answer the question: What creates an us vs. them mentality? They examine groups in their own lives and communities, analyze testimonies that illustrate elements of classification, and examine historical consequences of us vs. them. They then make connections to current issues that illustrate classification and consider its possible consequences. Finally, they draw conclusions about what creates an us vs. them mentality and communicate to other students to raise their awareness about the consequences of doing so.

## Target Audience

Grades 6–8 History, Citizenship, Ethics, Character (SEL) Education, English Language Arts, Media and Digital Literacy

## Activity Duration

Two 45-minute class periods

## Enduring Understandings

- The consequences of classification can have devastating effects for those who are not considered part of the “us” group, particularly when the “us” group holds political, financial, or religious power.

## Background Information/Links

### Classification and Us vs. Them

This activity is designed to help students begin to recognize the characteristics of classification and to see the potential personal and societal consequences that can result from this practice. It also illuminates the power of oral testimonies as primary sources of information about the past. Please note that the terms othering, classification, and us vs. them are often used interchangeably. This

### ESSENTIAL QUESTIONS

- What creates an us vs. them mentality?
- How and why do people make distinctions between themselves and others?
- How do groups of people decide who belongs and who is excluded?
- What are the potential personal, societal, and global consequences of classification?

activity primarily refers to classification and us vs. them, but be sure to make sure students are familiar with all three terms and understand their relation to discrimination and bias.

Othring is a way of creating exclusionary groups to help some maintain their rights and privileges while attempting to take away the rights of others and marginalize them in society. Othring goes beyond dislike and identifies the other people as a threat to the primary group's existence and status. People can be thrust into the category of other based on many different traits, including religion, sex or sexual identity, race, and economic status.

Classification takes othering one step further. In classification, the dominant or powerful group categorizes some as inferior because of perceived differences, such as skin color, religion, gender, and ethnicity. By creating categories of people and classifying some as "us" and others as "them," the powerful (us) seek to assume and maintain control over the opposite group (them). This group thinking promotes feelings or perceptions of tension between groups, which may cause anxiety and discord in society.

When those perceived to be powerful use these tactics to dehumanize people who are not the same as them and systematically work to take away their rights, they are participating in discrimination.

### Inquiry Learning

Inquiry learning means that the students are using their investigative skills to examine information in order to answer an inquiry question. They should create a hypothesis regarding what they think might be the answer to the question and continue to revisit their hypothesis as they work, revising it as needed as they uncover additional information and develop further insights. The basic strategies of inquiry learning are developing or introducing an inquiry question, connecting with the question and considering knowledge they already have, conducting research to help answer the question or uncover information needed to understand the issue, presenting their learning, and reflecting on what they've learned—as well as what they haven't learned. In this activity, students will formulate their own questions following knowledge-building activities.

While conducting their inquiry about the early stages of genocide, students should be encouraged to:

- keep their inquiry question in mind as they work and analyze information
- collaborate and discuss their ideas with other students in their group or class

### MATERIALS

- Flip chart paper
- Several sticky notes for each student
- Access to the internet and testimony clips— included in activity procedures below
- Eyewitness Testimony Analysis Recording Sheet (one per student)
- Survivor and Witness Biographies (one per student)
- Research Card handout (one card per student in groups)
- Research Card Recording Sheet (one per student in groups)
- Materials for creating final products (may be digital or physical: computers, poster board, markers, etc.)

- keep a list of additional questions they have as they work and uncover more information

Sources:

- [Using Visual History Testimony in the Classroom](#)
- [Examining the Stages of Genocide](#)
- John A. Powell and Stephen Menendian article from the Haas Institute for a Fair and Inclusive Society at UC Berkeley's journal: Othering & Belonging: Expanding the Circle of Human Concern  
<http://www.otheringandbelonging.org/the-problem-of-othering/>

## Procedure

### Ask

- 1 Distribute several sticky notes to each student. Hang four sheets of flip chart paper around the room and put one of these headings at the top of each paper: personal, school, community, and nation.
- 2 Challenge students to use the sticky notes to write the names of groups that exist in at least three of the categories. For example, they could write “my family or my religious school class” in personal, “soccer team” or “theatre club” as school groups, religious groups or “neighborhood swim team” in community, and baseball fans or Democrats in nation. After a few minutes, direct students to place the sticky notes on their corresponding flip chart papers.
- 3 Invite students to read the sticky notes on each paper. Challenge them to create a mental or physical list of groups on all of the flip chart papers that they personally do and do not belong to.
- 4 Direct student groups to discuss the following:
  - How do these groups help people form or express a personal identity?
  - How does it feel to belong to or not belong to a group?
  - Which groups would include anyone who wants to join? Which would not?
  - Why are there some groups that do not include everyone who wants to join?
  - When, if at all, is it okay to have groups that everyone cannot be part of? When is it not okay? Can a girl play on an all-boys basketball team? Is it possible for a school to exclude a student when it has reached its capacity? If a group needs a public speaker, can the group exclude someone who is deaf?



If the school only owns five violins, but six students want to play, is it okay for the school to exclude one student? Can the cheerleading squad add a male to the squad?

- In what ways do people who are part of a group sometimes mistreat people who are not part of that group? How does this make those who have been mistreated feel?
- 5 Write the term, us vs. them on the board, and ask students to share what they think it means. How might it relate to the group discussions they just had? When might someone classify those who belong to a group as “us” and those who do not as “them”?
- 6 Introduce the term us vs. them to students, using information from the background information section. Distribute one additional sticky note to each student and challenge all students to write one personal or societal impact that an us vs. them mentality could have. Invite them to post these answers and review them. Guide students to think about how classification could lead to discrimination.
- 7 Post the inquiry question: *What creates an us vs. them mentality?* Direct students to form a hypothesis. What do they think is the likely answer to their inquiry question? Remind students that they do not have to be certain their hypothesis is correct at this point. It is okay to be incorrect, because they have not yet gathered enough information to answer their inquiry question.

### Analyze

- 8 Explain that people have been classified into us vs. them throughout history, sometimes at great consequence for people and societies. Challenge students to share examples with which they are familiar.
- 9 Explain to students that they will be viewing eyewitness testimonies to gather information to help them answer their inquiry question. The testimony clips are primary source accounts of classifications that led to great personal and societal consequences. Distribute the Eyewitness Testimony Analysis Sheet to each student and explain that it will be used to capture information from the assigned testimony clips. Review each section and ask students to explain how this information can help them answer the inquiry question.
- 10 Before viewing, remind students to not only listen to the testimonies, but to also pay attention to how each testimony is given. Share the Survivor and Witness Biographies handout (included in this activity) with the students and read each biography. Ask students to think about the ages of the witnesses and how that may have impacted

their memories of their experience or event. Why might they remember these events they share?

- 11 Show these testimonies or provide students with the links to the testimonies. As students watch and listen to the testimony clips, remind them to look for evidence of classification. Allow students time to complete each section of the handout.

### Clips of Testimony

#### ■ **Freddy Mutanguha**

Freddy remembers how stereotypes about Tutsis led to acts of violent hatred among children at his grade school in Mushubati, Rwanda in the 1980s.

00:02:33

#### ■ **Arshag Dickranian**

Arshag remembers seeing his father get attacked by a Turkish gendarme while trying to sell a rug.

00:02:28

#### ■ **Margaret Lambert**

Margaret speaks about segregation and exclusion of Jewish people resulting from anti-Jewish laws and explains how they affected her own life in Laupheim, Germany in the 1930s.

00:01:29

#### ■ **Katsugo Miho**

Katsugo Miho talks about his experiences as a Japanese-American living in Hawaii at the beginning of WWII and explains the history of their citizenship at the time.

00:03:20

#### ■ **Floyd Dade**

Floyd explains segregation of battalions during the war and his relations with white soldiers on the battlefield.

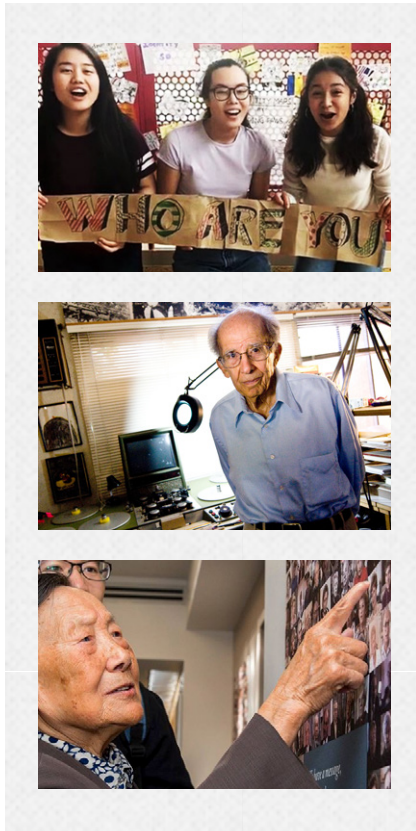
00:02:22

#### ■ **Itka Zygmuntowicz**

Itka describes the changes that occurred in Poland after the Nazis took Warsaw and passed new laws against the Jewish people.

00:03:20

- 12 After viewing, allow students a few minutes to reflect on the testimonies and record any additional thoughts they have about the events that were described. Invite students to share with a partner the evidence of classification they gathered from the testimonies and commonalities they observed among the stories. Challenge students to determine whether the information they



have gathered validates or debunks their hypotheses. Invite volunteers to share their thoughts with the class.

### Apply

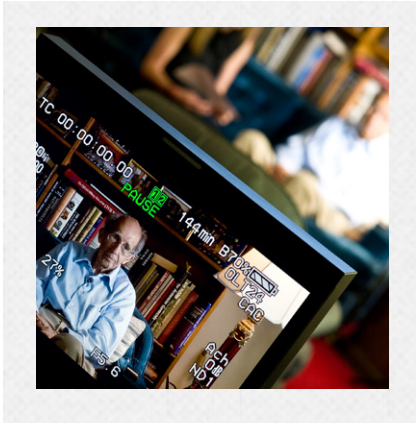
- 13 Now that they have examined examples of us vs. them from this past, explain to students they will work in groups to analyze examples of us vs. them in contemporary society.
- 14 Distribute one of the research handout cards to each group. Each card contains information about a contemporary issue/situation that illustrates us vs. them.
- 15 As they work, remind students to look for information that reflects the types of evidence they uncovered while analyzing the testimonies. What groups are involved? How does it illustrate classification? What are some consequences of the classification? How does this show an us vs. them mentality? What are some potential short-term consequences of this kind of classification? What are some potential long-term consequences? Does this information help you answer the inquiry question?
- 16 How to use the research handouts:
  - a Students should be encouraged to highlight or underline information in the article that they think is important.
  - b On the right, students should write their notes about their thinking, questions they have, connections they make to their own lives and other events, and connections they make to the eyewitness testimonies. Ask students to note how the connections they identified support their predictions about short-term and long-term implications of classification.
  - c They should also look for information in the reading that will help them answer the questions at the top of the handout, including the inquiry: *What creates an us vs. them mentality?*
  - d Invite each group to share its thoughts with the class about how the example helps the answer the question: *Why do people separate themselves into us vs. them?*



### Act

- 18 Show students the following prompt: *People separate themselves into us vs. them because \_\_\_\_\_, and one way this can be prevented is \_\_\_\_\_.*
- 19 Invite students to consider how what they learned throughout the activity can help them answer the prompt. They should consider

# Teaching with Testimony



the testimonies as well as the current issues they examined. Give students a few minutes to complete the prompt. Invite students to discuss their answers with another student. How, if at all, are their answers similar? How are they different? Challenge students to consider how their generation could help others better understand the concept of classification and the consequences of separating people into us. vs. them. Explain that they will have an opportunity to create a product that can help others better understand these concepts.

- 20 Oral testimonies can be a powerful primary source for information to help us better understand past and current events. These stories have the power to change hearts and minds. Ask students what impact the clips of testimony had on them. Did the testimonies help them make personal connections to the people sharing their stories? Why or why not? Encourage students to think about what type of product might best carry their message to other students. They may choose to create a podcast, electronic bulletin board, series of social media posts, photographic essay, graffiti wall, or any other creative idea.
- 21 Give students ample time to create their products and present them to the rest of the class.

## Connections

| Connection to student lives   | Connection to contemporary events   | Connection to the future   |
|---|---|--|
| Students likely see examples in their school or community of people belonging and not belonging to certain groups. Understanding what classification can lead to is important to help prevent the behavior from escalating to discrimination. | Unfortunately, there are many current examples in contemporary society where classification led to the subsequent stages of genocide. | In addition to communicating about this topic as they do in this activity, the next step for students would be to take informed action to prevent classification from moving beyond into other more serious behaviors. |

# Eyewitness Testimony Analysis Recording Sheet

**Inquiry Question:** *What creates an us vs. them mentality?*



STUDENT HANDOUT

## Hypothesis

| <b>Identify and describe the witness and any other people from the clip as well as information about their groups and relationships.</b> | <b>Explain how this is evidence of us vs. mentality them and why that was done.</b> | <b>Additional thoughts and personal response</b> |
|--|---|--|
| Name:  |   |  |
| Name:  |   |  |
| Name:  |   |  |
| Name:  |   |  |



# Survivor and Witness Biographies



STUDENT HANDOUT

**Freddy Mutanguha**<sup>1</sup>—Freddy Mutanguha was born in Burundi on August 18, 1976. After his father died, he moved with his mother and sister to Mugunda, Rwanda. Later, his mother remarried and moved to Mushubati, Rwanda with Freddy leaving his sister, Rosette, with their grandfather in Mugunda. When Freddy started school, the teacher and most of the Hutu students discriminated against Freddy and the other Tutsi youth in the school. Freddy had one Hutu friend, Jean Pierre. In 1994, when the Genocide Against the Tutsi in Rwanda began, Freddy hid at Jean Pierre's house. Freddy's mother and stepfather were killed as were his four stepsisters. Freddy found Rosette, and together they hid out and were given Hutu identification cards, again with the help of Jean Pierre and his family. Finally, Rosette was able to find sanctuary with the director of their old school while Freddy continued hiding. After liberation by the Rwandan Patriotic Army, Freddy went back to Burundi with relatives and then returned to Rwanda and Rosette in 1995. Freddy and Rosette were reunited in Rwanda. He finished his education and founded an organization that helps student survivors of the genocide. The interview took place on September 1, 2010 in Los Angeles, California.

**Arshag Dickranian**<sup>2</sup>—Arshag Dickranian was born in on January 26, 1905, in Izmit, present-day Turkey, which was then the Ottoman Empire. The city was diverse, with Armenians, Greeks, Jews, and Turks living there, although they lived in segregated areas of the city. Arshag's family was wealthy. When the genocide began, his family and 20,000 other Armenians were transported from Adaparazi, Turkey to Eskişehir, Turkey via cow dung-laden wagons. Arshag and the other targeted Armenians remained in Eskişehir for approximately three days without any shelter and were then transported via wagons to Konya, Turkey where they lived in a camp. The family was continually able to evade deportation through bribery. Eventually, they were able to move out of the camp and into the village where they frequently changed houses, bringing no belongings, to evade capture. They lived in Konya for four years. Arshag was able to attend school, illegally, in an

attic schoolhouse for the Armenian community. For safety reasons, Arshag's father Mirtad sent him to Istanbul when he was 13 years old. The family immigrated to the United States in 1923. Arshag was interviewed on November 29, 1984 in the United States.

**Margaret Lambert**<sup>3</sup>—Born to Edwin and Paula Bergmann on April 12, 1914, in Laupheim, Germany, Margaret first attended a Jewish school, then a public high school followed by preparatory school. Margaret's love and mastery of sports, which included skiing, skating, running, and climbing, led to her acceptance to study physical education at a German university in 1933. She left Germany in 1933 to study in London where she learned English and participated in track and field. Lambert's father visited her in London where he told her that she must return to Germany to participate on the German Olympic team in Berlin in 1936 or her family would face more problems. In 1937, following the Olympics, Margaret fled from Germany to the home of a family friend living in the United States. After arriving in the United States, Margaret won a national championship in track and field in 1937, but retired from the sport shortly thereafter. She then sponsored the immigration of fellow athlete Bruno Lambert, whom she had met and fallen in love with before she left Germany. In 1938, they married. At the time of Margaret's interview, she and Bruno had three grandchildren: Jake, Ben, and Moli. She was interviewed on May 3, 1995, in Jamaica, NY, USA. Margaret Lambert passed away in July 2017 at the age of 103.

**Katsugo Miho**<sup>4</sup>—Katsugo Miho was born on May 15, 1922, in Kahului, Hawaii to first-generation Japanese immigrants. He was a student at the University of Hawaii in Oahu when the Japanese attacked Pearl Harbor in 1941. Katsugo's father, a prominent member of the Japanese community in Hawaii, was taken as a prisoner of war and relocated to an internment camp until the war ended. Despite his anger towards his father's treatment, Katsugo volunteered to be enlisted in an all-Japanese army unit. He was sent to training in Mississippi, where he

<sup>1</sup><https://iitwitness.usc.edu/SFI/Account/Login.aspx?ReturnURL=/SFI/Watch.aspx?testimonyID=54847&segmentNumber=0&returnIndex=0&contentView=1&pg=2>

<sup>2</sup><https://sfi.usc.edu/profiles/armenian-genocide-collection-arshag-dickranian>

<sup>3</sup><https://iitwitness.usc.edu/SFI/Account/Login.aspx?ReturnURL=/SFI/Watch.aspx?testimonyID=2424&segmentNumber=0&returnIndex=0&contentView=1&pg=2>

<sup>4</sup><https://sfi.usc.edu/video/katsugo-miho-japanese-internment>

# Survivor and Witness Biographies



STUDENT HANDOUT

remembers experiencing anti-Japanese discrimination, as well as witnessing segregation in the South. His unit was shipped out to Europe in 1945, and they made their way from Italy to Germany. In April they reached Dachau, where they liberated the concentration camps. By the time they arrived, most camp prisoners were barely surviving, and Katsugo was deeply affected by the horrors he saw. Katsugo, and later his father, returned to Hawaii where Katsugo finished school and practiced law with his brother. In 1959 he was elected as a member of the Hawaii House of Representatives and went on to work in the state judicial system. He met his wife Laura at the Veterans Administration, and they had four children. His experience in the war left him with an understanding of the sameness of all people, a message he taught to his children. His interview took place on January 27, 1998, in Honolulu, HI.

**Floyd Dade**<sup>5</sup>—Floyd Dade was born in on May 5, 1924, in Texarkana, Texas and lived with his parents, sister, and half-brother. Growing up, Dade lived in a segregated community and remembers playing football and being part of the marching band before he was drafted in the U.S. Army his senior year. Dade was in the United States Army in 1945 when he helped to liberate Gunskirchen concentration camp in Austria. A soldier in the 761st Tank Battalion, a segregated unit comprised of African-American men, he describes racial segregation that he experienced in the Army and the horrific conditions as he saw them at the concentration camp. In his interview, Dade describes the sights and sounds he'll never forget as he entered Gunskirchen. After the war, Dade moved to the Bay Area to be near his sister, where he then got married and raised a family. Floyd was interviewed on July 15, 1999, in San Francisco, California.

**Itka Zygmuntowicz**<sup>6</sup>—Itka was born on April 15, 1926, in Ciechanów, Poland, and lived with her parents, grandmother, and two younger siblings. She and her extended family enjoyed celebrating the Jewish holidays, reading and telling stories, and participating in Jewish community activities. When she was younger, Itka wanted to be a writer. When she was a teen, she saw Jewish people being mistreated, killed, and deported. She and her family were forced from their home and sent to live in the Warsaw Ghetto in 1941. After a year in the ghetto, the family was put on a train and sent to Auschwitz II-Birkenau. Itka was separated from the rest of her family there and, after three years in the camp, Itka was the family's only survivor. In 1953, Itka migrated to the United States. She was interviewed in March 1996, in Philadelphia, Pennsylvania.

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<sup>5</sup><https://iwitNESS.usc.edu/SFI/Account/login.aspx?ReturnURL=/SFI/Watch.aspx?testimonyID=52763&segmentNumber=0&returnIndex=0&contentView=1&pg=2>

<sup>6</sup><https://iwitNESS.usc.edu/SFI/Account/login.aspx?ReturnURL=/SFI/Watch.aspx?testimonyID=13396&segmentNumber=0&returnIndex=0&contentView=1&pg=2>

# Research Cards



STUDENT HANDOUT

## Research Card 1—The Rohingya People of Burma

Read the information below. Write your first reaction and thoughts about the information. Read the information a second time. Highlight or underline the main facts and key details about the events and people described, write your thoughts and understandings about what you read, and record any questions you have. Discuss your notes and thoughts with your group. Finally, review the material and your notes again and find evidence and details to answer the inquiry question and other questions listed below.

- Why do people separate themselves into us vs. them?
- Where do you identify us vs. them?
- How does the information illustrate classification?
- What has this classification led to?
- What else might happen?
- Why is this an important story for you to know about?

Rohingya people living in Burma\* in Southeast Asia are a group of Muslims. They live in a majority Buddhist country. The Rohingya maintain that they have lived in the area for hundreds of years while the government of Burma says that they have been living in the country illegally since its independence from Great Britain in 1948. While ruling, the British intensified ethnic divisions in the country by promoting members of certain groups to be the officials, giving them power and privileges that were denied to other ethnic groups.

Today, Burma's government considers the Rohingya to be living in the country illegally, and it does not grant them citizenship or proper documents. Since they are not officially recognized, they cannot participate in many activities, such as schooling, humanitarian aid, voting, and others. The Rohingya cannot travel because they do not have the proper identification. The government restricts their access to and participation in normal daily activities.

According to some sources, the Buddhists and others in Burma are worried about the Rohingya population growing and changing the culture of the country. They are

considered to be foreigners who bring a different set of cultural customs to the country.

The military and others in Burma have taken people out of their homes, taken their homes—in some cases burning them down—reportedly murdered hundreds or thousands of Rohingya, raped and beaten people, and stolen their goods. They have limited the rights of the Rohingya, the areas where they can live, the kinds of jobs they can have, and marginalized them in society.

*\*NOTE: Upon its independence in 1948, the country was known as the Republic of Burma. When the military regime took over in 1989, they chose the name, "Myanmar." While you may see both names used, the United States recognizes the country of Burma and not Myanmar, which is why this research card uses the name, "Burma."*

### Research Card 1 Sources:

- "Myanmar Rohingya: What You Need to Know about the Crisis"  
BBC News January 16, 2018  
<http://www.bbc.com/news/world-asia-41566561>
- "Rohingya Crisis"  
Human Rights Watch  
<https://www.hrw.org/tag/rohingya-crisis>

# Research Cards



STUDENT HANDOUT

## Research Card 2—Children with Disabilities in Lebanon

Read the information below. Write your first reaction and thoughts about the information. Read the information a second time. Highlight or underline the main facts and key details about the events and people described, write your thoughts and understandings about what you read, and record any questions you have. Discuss your notes and thoughts with your group. Finally, review the material and your notes again and find evidence and details to answer the inquiry question and other questions listed below.

- Why do people separate themselves into us vs. them?
- Where do you identify us vs. them?
- How does the information illustrate classification?
- What has this classification led to?
- What else might happen?
- Why is this an important story for you to know about?

Children with disabilities living in Lebanon, a small country in the Middle East, are being denied the right to an education. Although a law was passed in 2000 to try to change the situation and grant access to education for those students, in many cases nothing has changed. There are many reasons the students are not able to access education. In some cases, the schools are not accessible for students with physical disabilities. In many schools, the directors can decide which students they will accept. Due to the bias of the directors and parents of current students, many schools refuse to grant admission to students with disabilities. In addition, when parents are able to find a school to accept their child, they may not be able to afford the transportation to school or other materials that are required.

In Lebanon, teachers are not trained to teach students with disabilities or provide any special materials for them. The school will often charge parents additional fees for materials or teaching aids that would be necessary for the child to be successful in school. Some schools that will accept students with disabilities are located in other towns or would require that the student live on the premises.

The law passed in 2000 was designed to remove roadblocks for disabled students' education. However, continuing prejudice, lack of accessible facilities, and extra fees charged for materials and assistive devices or technology keep disabled students from being educated in Lebanon.

### Research Card 2 Sources:

- *"I Would Like to Go to School" Barriers to Education for Children with Disabilities in Lebanon*  
Human Rights Watch March 22, 2018  
<https://www.hrw.org/report/2018/03/22/i-would-go-school/barriers-education-children-disabilities-lebanon>
- *"Opening Doors to Education for Children with Special Needs in Lebanon"*  
World Vision December 3, 2014  
<https://www.wvi.org/lebanon/article/opening-doors-education-children-special-needs-lebanon>

# Research Cards



STUDENT HANDOUT

## Research Card 3—Dalits in India

Read the information below. Write your first reaction and thoughts about the information. Read the information a second time. Highlight or underline the main facts and key details about the events and people described, write your thoughts and understandings about what you read, and record any questions you have. Discuss your notes and thoughts with your group. Finally, review the material and your notes again and find evidence and details to answer the inquiry question and other questions listed below.

- Why do people separate themselves into us vs. them?
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- How does the information illustrate classification?
- What has this classification led to?
- What else might happen?
- Why is this an important story for you to know about?

In traditional Indian society there are four major groups, or castes, of people. Brahmin people have the most power and were originally priests and intellectuals in society. Kshatriyas are members of the military. The Vaishya group is made up of traders, merchants, and other business people. The fourth group is made up of those performing routine tasks and is known as the Sudras. There is another group that is considered so low they are not even considered a caste of people. They are called the Dalit.

Historically, the Dalit were known as Untouchables or “Outcastes” because they performed the jobs considered beneath the dignity of the rest of society, such as disposing of dead animals and cleaning the sewers. Since their jobs were considered so dirty, the Dalit were unwelcome in the rest of society. In addition, their low-level jobs do not pay the Dalit a living wage, and the majority of Dalit live below the poverty line. Dalit were not allowed to enter temples, schools, government buildings, shops, restaurants, and other public places. They were also prohibited from using public facilities, such as wells and restrooms, and were unwelcome in any other groups’ homes. They are even prohibited from visiting a police station in many rural areas of the country.

The discrimination is much more prevalent in rural areas where the Dalit might not be able to receive mail or walk through certain areas and neighborhoods, and they are much more likely to be assaulted or abused in these areas.

Although there have been laws passed in India to prohibit discrimination of the Dalit, discrimination and abuse are still widespread. In many areas, Dalit children are not allowed to attend school or the same schools as other students. The Dalit do not have access to the same job opportunities. There are cases of Dalit who have been able to receive an education and then not find a job in their field because no one would hire them or work with them.

### Research Card 3 Sources:

- “*India’s Dalit still Fighting Untouchability*”  
BBC News June 27, 2012  
<http://www.bbc.com/news/world-asia-india-18394914>
- Dalit Solidarity  
<https://www.dalitsolidarity.org/dalits-and-untouchability.html>  
“The Dalits: Still Untouchable”
- Ajit Kumar Jha India Today February 3, 2016  
<https://www.indiatoday.in/magazine/the-big-story/story/20160215-dalits-untouchable-rohith-vemula-caste-discrimination-828418-2016-02-03>



## Research Card 4—Roma People in Europe

Read the information below. Write your first reaction and thoughts about the information. Read the information a second time. Highlight or underline the main facts and key details about the events and people described, write your thoughts and understandings about what you read, and record any questions you have. Discuss your notes and thoughts with your group. Finally, review the material and your notes again and find evidence and details to answer the inquiry question and other questions listed below.

- Why do people separate themselves into us vs. them?
- Where do you identify us vs. them?
- How does the information illustrate classification?
- What has this classification led to?
- What else might happen?
- Why is this an important story for you to know about?

Millions of Roma people—sometimes called “Romani”—live in many areas of Europe. Traditionally a nomadic people—meaning they moved from place to place following their jobs and their animals—the Roma often did not align themselves with a particular country; therefore, they did not gain citizenship in those countries, or they were not counted in the population totals. Since they were not considered citizens, the Roma were often unable to access government services, such as education, job training, and health services.

Today, the many Roma people—who have also been called Gypsies—are discriminated against by people and governments. An extreme example of this is their inability to send their children to school. Although they are no longer generally nomadic, the Roma are often confined (and some choose to live in) separate Roma villages or neighborhoods outside the cities. In many cases, their housing is built illegally and without electricity or indoor plumbing and heating or cooling systems. They are also often built in areas where no one else wants to build, such as near a landfill or other undesirable landmarks. Schools are not built in those areas, so the children would have to travel long distances to attend schools if they were allowed to enroll. Many Roma still speak the Romany

language, but there is a lack of teachers who can teach in that language. Since many Roma live in poverty or below the poverty level, they cannot afford the proper clothing and materials they need to attend the public schools.

Roma children who do attend school are quite often placed in separate classes with lower expectations, fewer materials, less-qualified teachers, and poor facilities. They are sometimes placed in special education classes. Roma children make up a large portion of the special education class populations even though they do not make up the majority of the population.

This lack of education creates a problem for the Roma people throughout their lives. They cannot access higher education and better jobs. They do not have the education or language ability to protest government actions. They suffer discrimination and harassment from officials, police, and neighbors.

### Research Card 4 Sources:

- “Slovakia: Unlawful Ethnic Segregation in Schools Is Failing Romani Children”  
Amnesty International March 1, 2017
- “The Roma: A Thousand Years of Discrimination Continues in Europe, Advocates Say”  
David Simpson CNN October 25, 2013  
<https://www.cnn.com/2013/10/21/world/europe/roma-discrimination/index.html>

# Research Cards



STUDENT HANDOUT

## Research Card 5—DACA: Dreamers in the United States

Read the information below. Write your first reaction and thoughts about the information. Read the information a second time. Highlight or underline the main facts and key details about the events and people described, write your thoughts and understandings about what you read, and record any questions you have. Discuss your notes and thoughts with your group. Finally, review the material and your notes again and find evidence and details to answer the inquiry question and other questions listed below.

- Why do people separate themselves into us vs. them?
- Where do you identify us vs. them?
- How does the information illustrate classification?
- What has this classification led to?
- What else might happen?
- Why is this an important story for you to know about?

Some families entered the United States without waiting for proper documentation and are, therefore, in the country illegally. Parents made the decision for their families to come to the United States for many reasons, including escaping dangerous situations in their home countries. However, the children they brought with them were unable to make that decision for themselves. These children, many of them now grown adults, are not citizens. As such, they are unable to participate or partake in many programs in the U.S. They are also in danger of being deported, or sent back to, the countries of their birth. In 2012, President Obama issued an executive order designed to protect these children from the possibility of deportation. This policy is known as DACA: Deferred Action for Childhood Arrivals.

Currently, the Dreamers as DACA recipients are known, find themselves as targets of discrimination and harassment in the U.S. Because they may no longer be protected by DACA, Dreamers are in limbo. This means that they do not know if they will be deported. Many cannot keep their jobs because they do not have the proper paperwork. In some cases, they can no longer attend college because they cannot afford the higher tuition that is required

of them as non-citizens. They cannot travel outside the country because they would not be allowed back in, so they are unable to visit family or friends who live outside the country. There are very strict requirements and fees that some Dreamers cannot afford to pay. Dreamers will no longer be able to obtain a driver's license.

Due to the hostility currently directed at Dreamers by some in the country, many Dreamers live in fear. For example, they may be afraid to go to school and attend their religious services, or they are afraid to talk about their situation in case someone would report them to the authorities. In some areas of the U.S., formerly successful young men and women now have to hide and find ways to support themselves with day jobs. They are abandoning their educational plans and their dreams.

### Research Card 5 Sources:

- *"DACA Recipients Speak Out with Fear of Discrimination"*  
Alondra Pena The Odyssey Online  
September 6, 2017  
<https://www.theodysseyonline.com/americas-dreamers>
- *"DACA Recipients Fear American Dream Will Turn into Nightmare"*  
Katie Wedell Dayton Daily News February 2, 2018

# Research Card Recording Sheet



STUDENT HANDOUT

Research Card # \_\_\_\_\_

Thoughts and Ideas

Questions

Questions/Answers:



## National Standards

This activity maps to the following national standards:

### College, Career & Civic Life C3 Framework for Social Studies Standards

- D2.Civ.14.6-8  
Compare historical and contemporary means of changing societies and promoting the common good.
- D2.His.4.6-8  
Analyze multiple factors that influenced the perspectives of people during different historical eras
- D4.6.6-8  
Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- D4.7.6-8  
Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

### Common Core State Standards/ELA Anchor Standards

- CCSS.ELA-LITERACY.CCRA.R.1  
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.W.9  
Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.CCRA.SL.1  
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.4  
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.RH.6-8.1  
Cite specific textual evidence to support analysis of primary and secondary sources.