

Identifying American and Nicaraguan Stereotypes

Objectives

As a result of this lesson, students will be able to:

- define “stereotype” and list the different stereotypes that exist in our culture.
 - hypothesize concerning the purpose and impact of stereotyping.
 - analyze photos of Nicaraguans to construct a portrait of the Nicaraguan people.
 - identify any prejudices or biases that may affect their view of who a Nicaraguan is.
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Materials

- Student Handouts: **Pictures A – J**
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Activities

1. Direct students to take out one sheet of paper and something to write with.
 - a. Explain that they will have three minutes to draw a picture of an “alien”.
 - b. Direct students to not look at any other students’ work and to cover their own.
 2. After everyone is finished, direct the students to answer the following questions:
 - a. Whose alien has eyes? A nose? Ears? Hair? A body? Mouth? Whose mouth is a smile? Frown? Any with tongues?
 - b. What other distinguishing features does your alien have?
 - c. How do you know that aliens have these features?
 3. Explain that none of us has actually seen an alien, but we like to make a lot of presumptions about what they look like.
 - a. Write the term “stereotype” on the chalkboard.
 - b. Asks student if they know the word and can give an accurate definition.
 - c. Emphasize that stereotyping occurs when we make presumptions about what people are like before we actually get to know them. It also involves categorizing a person or people into one specific group.
 4. On the chalkboard draw two columns. Label one column “Teenage Stereotypes” and the other column “American Stereotypes.”
 - a. Ask students look upon their own culture and to list some of the categories they use to stereotype people in their own schools.
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- b. Follow-up the discussion by asking students to examine Americans as a whole group and to list stereotypes people tend to use to categorize Americans.
 - c. Continue the discussion by asking the following questions:
 - Are these stereotypes fair?
 - Where do they come from?
 - Why do people stereotype others?
 - Have you ever had someone stereotype you? How did you feel?
5. Divide students into pairs or work groups, depending on the size of the class.
 - a. Distribute one of the photo pages to each pair/group.
 - b. Ask each pair/group to write a description about the person they are assigned. They may wish to include such information as:
 - Where do you think this person lives?
 - What do they do for a living?
 - What religion and culture are they from?
 - What might their hobbies be?
 - c. Ask a few of the pairs/groups to read their description for each picture, being certain that each picture has been discussed.
 - d. Following the discussion ask the students the following questions?
 - What was the deciding factor in determining where they were from?
 - Did you think you stereotyped these people when you made your judgments? Why or why not?
 6. Explain that the people in these photographs are all of Nicaraguan descent and currently live in the country.
 - a. Ask students to reexamine the photos. What do these pictures tell you about the people of Nicaragua?
 7. Concluding Activity
 - a. Direct students to write an essay in which they address the following issues: Imagine your family has been transferred to Nicaragua and you must begin your life over again in a foreign school with new people and customs.
 - What aspects about your life do you think may have to change? Would these changes be difficult?
 - What would you want your fellow students to know about you so that instead of stereotyping you as a typical American, they would get to know the real you?
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A.



B.



C.



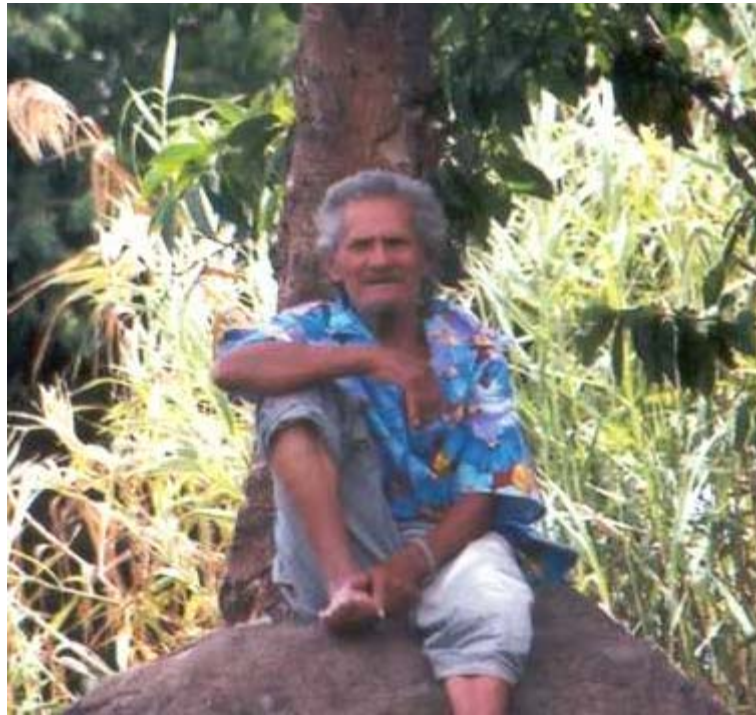
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E.



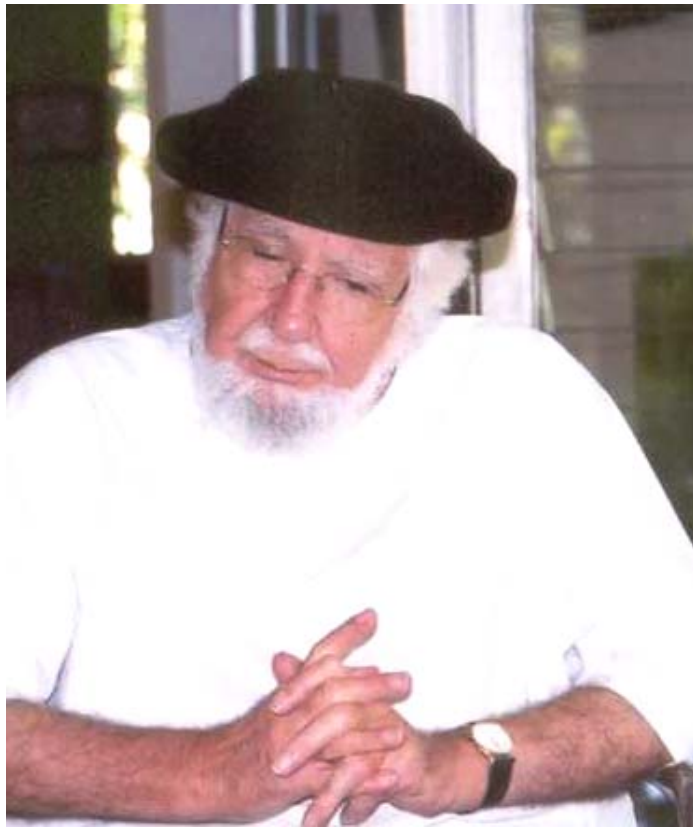
F.



G.



H.



I.



J.

