

## White Socks Only



Read the passage carefully, then answer the following questions:

You ...know when I was a little girl, like yourself, I sneaked into town once. Yep, all by myself. Wasn't planning on doing no good. Had just been waiting for a scorching hot day. I had two eggs hid in my pocket. Not to eat, mind you. But to see if what folk said was true.

5. I slipped on my finest Sunday dress and my shiny black patent-leather shoes and my clean white socks. I pulled my plaits back with a bow.

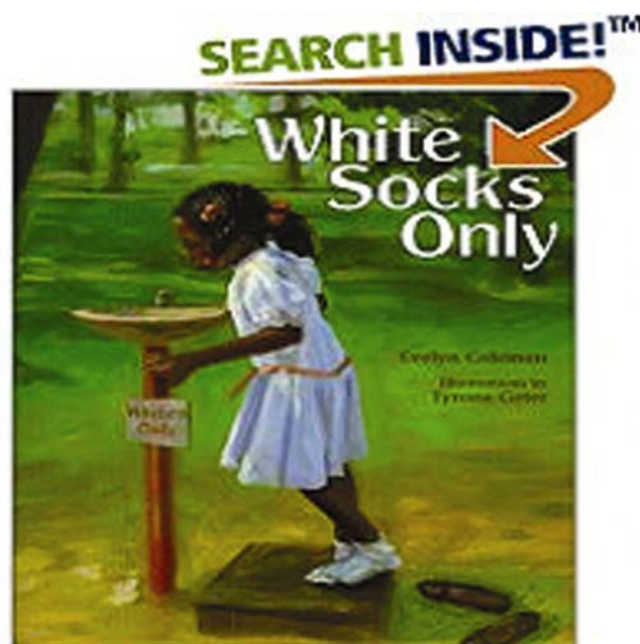
I sneaked on up that road a "singing," Jump back Sally, Sally Sally. Walking up the Alley, alley, alley" to nobody but myself. And child, was it hot! On that kind of day a firecrackers might light up by itself.

10. Anyway, when I got to town, I didn't see many folk that I knew. I wandered, around, with my mouth gaped open, looking at the white women in their fancy hats. That's when I saw Mama's friend Miss Nancy turning the corner. So I took off running toward the first big tree I saw and hid behind it.

15. My mouth was dry as dirt and I was mighty thirsty. That's when I spotted the water fountain. It had a little step stool so children could climb up to drink. But on the fountain was a sign that read, "Whites Only". Well, I knew what that meant. So I sat down in the grass and took off my shiny black patent-leather shoes. Now I only had on my clean white socks.

20. I was slurping up that water mighty fast when this big white man with a black and white bandanna "round his neck grabbed me off the stool and pushed me to the ground. The white man pointed to the sign and yelled at me, "can't you read, girl? Why, I'm gon' whup you 'till you can't sit down" His big fingers fumbled and tugged at his belt.

{Extract from "White Socks Only" by Evelyn Coleman}





## White Socks Questions

Put a tick  in the right box.

1. The narrator is:

- a) The grandma       c) Mama's friend   
b) The grandad       d) The man with black bandanna

2. How old is the narrator?

- 16 – 25     26- 45     46- 69     70 – 85

3. What is a Sunday dress?

- a) A dress you wear only on Sunday.   
b) A dress for special occasions.   
c) Dress for playing on Sundays.   
d) Sunday dress is always white.

4. What are in the little girl's pocket?

- a) two stones     b) three bows     c) two eggs     d) crackers

5. Look at the picture again. List at least two (2) things you can see.

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6. Put this action in the right order:

I sneaked on up the road.	
I slipped on my finest Sunday dress	
I pulled my plaits back with a bow	
Put on my shiny black patent-leather shoes.	
Put on my clean socks	

7. Why is the little girl thirsty?

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## White Socks Questions



8. Read lines 10 – 14. Suggest two reasons why the little girl wandered round the town.

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9. Think and write down three things that children do when on their own in town or at home with out adults around.

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### Group discussion

- Why does she remove her shoes before drinking water from the fountain?
- Why is the big man very angry with the little girl?
- Do you think the big man is right to “yell” at the little girl?
- What type of behaviour /attitude is this?
- Do you think the man has obeyed the “Rights” of the child?

### Activities

{In your group design another poster/sign to show equality in public services/ amenities}

- Design another sign to replace the one at the water fountain.
- As a good citizen of your community how would you change this attitude. Suggest 5 ways in which diversity and cultures can be respected and celebrated.



## The Blind Men and the Elephant

Long ago six old men lived in a village in India. Each was born blind. The other villagers loved the old men and kept them away from harm. Since the blind men could not see the world for themselves, they had to imagine many of its wonders. They listened carefully to the stories told by travellers to learn what they could about life outside the village.

The men were curious about many of the stories they heard, but they were most curious about elephants. They were told that elephants could trample forests, carry huge burdens, and frighten young and old with their loud trumpet calls. But they also knew that the Rajah's daughter rode an elephant when she travelled in her father's kingdom. Would the Rajah let his daughter get near such a dangerous creature?

The old men argued day and night about elephants. "An elephant must be a powerful giant," claimed the first blind man. He had heard stories about elephants being used to clear forests and build roads.

"No, you must be wrong," argued the second blind man. "An elephant must be graceful and gentle if a princess is to ride on its back."

"You're wrong! I have heard that an elephant can pierce a man's heart with its terrible horn," said the third blind man.

"Please," said the fourth blind man. "You are all mistaken. An elephant is nothing more than a large sort of cow. You know how people exaggerate."

"I am sure that an elephant is something magical," said the fifth blind man. "That would explain why the Rajah's daughter can travel safely throughout the kingdom."

"I don't believe elephants exist at all," declared the sixth blind man. "I think we are the victims of a cruel joke."

Finally, the villagers grew tired of all the arguments, and they arranged for the curious men to visit the palace of the Rajah to learn the truth about elephants. A young boy from their village was selected to guide the blind men on their journey. The smallest man put his hand on the boy's shoulder. The second blind man put his hand on his friend's shoulder, and so on until all six men were ready to walk safely behind the boy who would lead them to the Rajah's magnificent palace.

# The Blind Men and the Elephant



## Assumption to be challenged

How Accurate Is It?

A traditional story from India illustrates how different people can have distinctly different perceptions of the same thing

Use this story to encourage your students to develop perspective awareness--awareness that each of us creates a unique view of the world based on personal experience, language, and culture.

Students will develop sensitivity to others' points of view.

Students will understand the importance of having as much information as possible before coming to conclusions

Encourage students to talk about misunderstandings they experience or observe that seem to be the result of clashes between points of view.

Work with students to role-play behaviour that resolves the misunderstanding.

Lesson Plan / Curriculum Links:

- Equal Opportunities, Literacy
- Stereotype attitude and appreciating differences



## The Princess Marriage



### We sat round a fire outside my father's house

They were Arab traders from the Great Desert. Splendid turbans crowned their heads and their noses were concealed in dust masks.

"Greetings while you rest!" they hailed.

"You are welcome," I answered. "How is it with you? Can we be of any help?"

"Yes," sneered the leader of the group. "You can be of the greatest help, if you are not **cowards....**"

At the mention of that word "coward", my sword-blade flashed out. The firelight, catching against it as I sprang at the speaker's horse, made it glisten dangerously. The great man reared backwards, and, with a simple movement of his riding whip, flicked the weapon clean out of my hand, and roared with laughter.

"A brave lad, truly. Ha. ha! A brave lad. How would you like to win the hand of my daughter Zarah?"

My companions, who had also sprang to their feet at the mention of that obnoxious word, paused and regarded my fallen sword with a surprise no less than mine. It was the first time I had ever been disarmed by anyone; so easily too – and in the presence of my friends and hero worshippers.

"Get out here!" I roared. "You and your daughter"

"Gently, my young man, lest I make you sorry for your words. How dare you speak like that to Kanemi, Prince of the Tuaregs?" He looked at me with a piercing glance, and, for a moment, I thought he was deciding to ride me down. But he changed his mind, apparently, and yelled out an order.

"Maji, put Zarah down, and let them see her!"

One of the men in the rear rode briskly forward, and, leaping down, helped another figure down from the same horse. She was clad in white, and her head was bowed. We could not see her face, but it was easy to guess that she was tall, though slight, and her movement suggested that she had grace and poise.

"Take off the veil!" Kanemi snapped.

{Extract from- "The Passport of MALLAM ILIA" }

# The Princess Marriage



Read the passage carefully and answer these questions.

1. Write out at least 3 unusual expressions / words from this passage

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2. Look at the picture again and in 3 sentences write about what you think the men may be doing; think about the time of the day, the weather, what the all men group may be up to etc.

3. Who are the following characters:

a) Kanemi

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b) Maji

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c) Zarah

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d) My companions

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# POEM - No Problem

## Teacher's Guide

**Aim :** To raise awareness of the issues of social diversity and cultural inequality.

### Learning Outcome

Pupils will have increased awareness of the following issues:

- Global diversity within their own community and within Aberdeen.
- How the community perceive them as a social group:
- The causes and effects of racism:
- The disadvantages of failure to recognise global diversity:
- The advantages of taking on board the issue of global diversity.

### Time available

2 x 40 minutes input

### Materials

Poster Paper, Markers and Worksheets (copy of the poem)

### Grouping

Pupils should be mixed thoroughly for effective participation. The group must not be too large. Between 3- 4 in a group would be ideal.

### What to do

- Introduction of the concept - 10 minutes
- Use **ice-breaking exercise** to set the pupils mind working – 5minutes

The teacher is to first read the poem aloud, then the pupils are given 5 minutes to read on his or her own. The following can be highlighted:

- Use of language
- Style of writing – author's craft
- Audience

### Group Discussion – 10minutes

Each group should be asked to consider:

- What does Racism mean?
- What forms of racism are you aware of?
- What are the disadvantages of racism in any school or community?

Each group is to record their responses on paper and the report back to the whole class.

### The exercise can be extended by

- Writing about different forms of inequality you think is in the school's rules, after school club provisions etc. Offer solutions or suggest way forward.
- Organise "Diversity Information Day" in your school, inviting different people from your local community. You need to work with different organisations to achieve this. Check your local community for different voluntary organisations or agencies that could help.

## Poem



### **No Problem** **By Benjamin Zephaniah**

I am not de problem  
But I bare de brunt  
Of silly playground taunts  
An racist stunts,  
I am a born academic  
But dey got me on de run  
Now I am branded athletic,  
I am not de problem  
If yu give I a chance  
I can teach yu of Timbuktu  
I can do more dan dance,  
I am not de problem  
I greet yu wid a smile  
Yu put me in a pigeon hole  
But I am versatile.

These conditions may affect me  
As I get older,  
An I am positively sure  
I hav no chips on me shoulders,  
Black is not de problem  
Mother country get it right,  
An juss fe de record,  
Sum of me best friends are white.