



TANENBAUM
COMBATING RELIGIOUS PREJUDICE

Imagine...a more peaceful world that respects difference.
We are committed to making that vision a reality.

Education

World Olympics for All

Guidelines for Country Research Projects

At this point in the *World Olympics* curriculum, the students pick a country to study and represent at the final Olympics event. The research activity is designed to help students move beyond stereotypes and basic facts to become more familiar with the countries that they will be representing; it also offers an opportunity for students to hone their research and critical thinking skills and to present their findings to their peers. These guidelines will help ensure a meaningful research experience and a successful culminating event.

While a basic research template is provided in the *World Olympics* curriculum book, we recommend using the more detailed research templates (enclosed), which have been expanded with additional questions and edited into separate versions for younger students and older students.

Guidelines for Choosing Countries

- At least some of the countries chosen should be the countries of origin for some students, their families or members of the community.
- Choose countries from multiple geographic regions so that the class/program as a whole will learn about a rich array of countries and cultures.
- Make sure that students will have access to sufficient research materials/sources about their chosen country so that they will be able to fill out their research worksheets with accurate information (e.g., not stereotypes, and going beyond more than just basic facts, such as what might be found in an almanac).

Guidelines for Choosing Research Materials

- Try to reserve time for a trip to your school library or a local library. You might also like to take your students to a computer lab to do research on the internet.

- Students should utilize a variety of sources – not just books, or just internet. You can also look at videos, magazines, newspapers, blogs, encyclopedias, interviews with community members, photographs, etc.
- “Choosing Appropriate Materials” from the *Seven Principles for Inclusive Education* should be considered when vetting materials to research. Remember to use both primary and secondary sources, show both past and present images of different groups, and let groups speak for themselves. Avoid materials that only present stereotypes, and engage students in critical questioning of stereotypes when you do encounter them.

Primary sources are written or produced during the time period under study and by the person/people under study. For instance, the Declaration of Independence, written by “Founding Father” Thomas Jefferson, can be considered a primary source about the American colonies during the Revolutionary War. Examples of primary sources include diaries, speeches, letters, interviews, news footage, official records and original creative works or artifacts (e.g., an anti-war cartoon produced during the Vietnam War).

Secondary sources offer interpretations of primary sources. They are at least one step removed from an event and/or the people about whom they are written. For instance, an article discussing what may have inspired Thomas Jefferson to write the Declaration of Independence, or analyzing Jefferson’s writing style, would be a secondary source. Examples of secondary sources can include textbooks, articles, commentaries and other works that respond to, interpret or comment on a primary source.