

UNIT OVERVIEW

Unit Length	This unit contains nine lessons that can be completed in 13 days, plus 1-2 weeks for student project completion
Grade Level(s)/Course(s)	9-12; Community College
Subjects/Areas of Focus	English Language Arts; Social Studies; Visual Arts
Unit Overview	<p>This unit on the legacy of affirmative action is designed to delve into complex themes and essential questions related to the ongoing debate surrounding affirmative action policies in the United States. Students will explore the fundamental question of whether affirmative action is a necessary tool for addressing historical and systemic inequalities. Themes that will be explored include social justice, equity, race, privilege, and the role of government in addressing systemic discrimination.</p> <p>The English Language Arts component of this unit will emphasize critical thinking as students engage with primary source texts, academic articles, and persuasive writing exercises. In Social Studies, students will analyze historical contexts of systemic racism making affirmative action in education necessary. In Visual Arts, students will analyze the 1965 short film <i>Felicia</i> and use it to inspire personal expressions of their perspectives on affirmative action through visual storytelling.</p> <p>The pedagogical vision underlying the unit prioritizes fostering informed, respectful, and well-rounded discussions among students, promoting the development of critical thinking and communication skills. The scope and sequence involves a gradual progression from historical background to contemporary debates, culminating in a project where students will present and defend their positions on affirmative action, supported by evidence and reasoned arguments.</p>
Objectives & Outcomes	<p>Objective 1: Analyze the Historical Context Outcome: By the end of the unit, students will be able to explain the historical origins of affirmative action policies in the United States, demonstrating an understanding of the social, political, and legal factors that contributed to their development.</p> <p>Objective 2: Develop Critical Thinking Skills</p>

	<p>Outcome: Students will practice constructing well-structured, evidence-based arguments related to affirmative action. They will be able to articulate their positions clearly, using persuasive language and logical reasoning in written essays, class discussions, and visual art projects.</p> <p>Objective 3: Foster Respectful Dialogue Outcome: Throughout the unit, students will demonstrate the ability to engage in respectful and empathetic dialogue with peers. They will actively listen, ask clarifying questions, and respond thoughtfully, creating an environment of open and constructive discussion.</p>
Standards	<p><u>English Language Arts Standards:</u></p> <p>Reading: Literature (RL)</p> <ul style="list-style-type: none"> ● RL9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RL9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. <p>Reading Informational Text (RI)</p> <ul style="list-style-type: none"> ● RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis. <p>Speaking and Listening (SL)</p> <ul style="list-style-type: none"> ● SL9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● SL9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

- SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Writing (W)

- W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selections, organization, and analysis of content.

Social Studies Standards:

Grade 9-12: Principles of American Democracy (POD)

- POD 1.4: Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

Grade 9-12: Civic Engagement (CE)

- CE 1.2: Analyze issues and policies in the U.S. government in terms of intended and unintended consequences.
- CE 1.3: Analyze the impact of landmark Supreme Court cases.

Grade 9-12: Identity (ID)

- ID 1.1: Articulate the meaning and origins of different cultural, religious, and racial groups and their implications for identity.

Visual Arts Standards:

Creating (VA)

- VA.9-12.1: Apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- VA.9-12.2: Apply artistic criteria to differentiate between mere imitation and originality, and between trite and new creative solutions.

	<p>Connecting (VA)</p> <ul style="list-style-type: none"> • VA9-12.3: Research and analyze the work of an artist or designer and how the artist’s distinctive style contributes to their industry production. • VA9-12.4: Analyze and interpret the intent, meaning, and impact of symbols, motifs, and themes in a work of art. <p>College-level Student Learning Outcomes</p> <ul style="list-style-type: none"> • Write an essay that has a specific purpose, in response to specific writing prompts and course assignments • Demonstrate critical engagement with outside sources • Write in prose style characterized by clarity, complexity, and variety
<p>Facilitation Resources</p>	<p>Central Texts/Videos:</p> <ul style="list-style-type: none"> • <i>Felicia (1965) A Day in the Life of a Watts Teenager</i> • <i>Colorblind: The Rise of Post-Racial Politics and The Retreat from Racial Equality</i> by Tim Wise (introduction and chapters 1-2) • <i>White Like Me: Reflections on Race from a Privileged Son</i> <p>Resources from <i>The 1619 Project</i>:</p> <ul style="list-style-type: none"> • “Undemocratic Democracy” by Jamelle Bouie from <i>The 1619 Project</i> in <i>The New York Times Magazine</i> • “Progress” by Ibram X. Kendi in <i>The 1619 Project: A New Origin Story</i> • <i>The 1619 Project</i> Docuseries episode 5, “Fear” • “Traffic” by Kevin M. Kruse from <i>The 1619 Project</i> in <i>The New York Times Magazine</i> <p>Resources on Word Choice:</p> <ul style="list-style-type: none"> • “Riot or rebellion? The debate on what to call Detroit '67” by Bill McGraw for <i>The Detroit Free Press</i> • “Is It An 'Uprising' Or A 'Riot'? Depends On Who's Watching” by Karen Grigsby Bates for NPR Code Switch <p>Resources on Persuasive Writing:</p> <ul style="list-style-type: none"> • “A Brief Guide to the Elements of the Academic Essay” by Gordon Harvey

- [“For Argument’s Sake,”](#) a TED Talk by Daniel H. Cohen
- [Analyzing Arguments](#) video by Marco Franco
- [The Classical Argument breakdown](#) from the Winthrop University Writing Center

Resources on Oral History:

- [How to Do Oral History | Smithsonian Institution Archives](#)
- [Empowering Equity Through Education - Oral Interview slideshow](#)
- [An Introduction to Oral History](#)
- [The HistoryMakers](#)

Resources on Affirmative Action and Education Equity:

- [The End of Race-Based Affirmative Action in College Admissions](#) lesson from *The New York Times* Learning Network
- [“Equal Protection: The Supreme Court’s Battle with Affirmative Action”](#) from WCNY
- [“Opinion: College Admissions Is Already Broken. What Will Happen if Affirmative Action is Banned?”](#) by Liz Willen for The Hechinger Report
- [“Can Race Be a Factor in College Admissions? SCOTUS Reconsiders Affirmative Action”](#) by Kit R. Roane and Anne Checler for RetroReport
- [Opinion | “How Planes, Trains and Automobiles Worsened America’s Racial Divide”](#) by Stephanie Gidigbi for POLITICO

Resources on Local Los Angeles History:

- [Article: Watts Rebellion \(Los Angeles\) from Stanford University King Institute](#)
- [Article: Remembering, Rethinking, and Renaming the Watts Rebellion](#) by M. Keith Claybrook Jr.
- [“Watts: It Has Been a Battleground for Gutter Politics, an Easy Source for Exploitable Labor and Ground Zero for a Racial Explosion. Today, Watts Remains in the Grip of its Troubled Past, the Place That Has ‘Always Been Left Behind.’”](#) by Robert J. Lopez for *The Los Angeles Times* (1994)
- [“Opinion: Want to tear down insidious monuments to racism and segregation? Bulldoze L.A. freeways”](#) by Nina Turner for *The Los Angeles Times*

	<ul style="list-style-type: none"> ● “LA freeways: The infrastructure of racism” by Steve Chiotakis for KCRW ● “Beneath The Santa Monica Freeway Lies The Erasure Of Sugar Hill” by Ailsa Chang, Jonaki Mehta, and Christopher Intagliata for NPR <i>All Things Considered</i> ● “How freeways bulldoze California communities of color” by Manuela Tobias for CalMatters ● “Segregation By Design Los Angeles: Sugar Hill” from Segregation by Design
<p>Performance Task(s)</p>	<p>Performance Task 1: Persuasive Essay</p> <p>In a paper of five-seven pages, students write a persuasive argument in which they take a position on the issue of “racism 2.0” that is explored in Tim Wise’s <i>Colorblind</i>.</p> <p>Prompt: How should college and university institutions respond to persistent inequities in higher education admissions: should they continue to endorse colorblind universalism or should they shift to a new paradigm of “race-consciousness”? Use specific details from the text, <i>1619 Project</i> resources, and supplemental readings to support your position.</p> <p>Cite one or more of the assigned readings to argue your position. Also, draw on 1-3 vocabulary words from the Exploring Word Choices for Describing Events assignment to inform your position.</p> <p>Performance Task 2: Oral History Interview</p> <p>After watching the short documentary <i>Felicia</i>, students will complete their own oral history interview with someone who was the beneficiary of an equal opportunity program or affirmative action. The completed interview will be turned into a documentary similar to <i>Felicia</i> and/or a photo with a quote caption, and shared during a culminating film festival or exhibition.</p>
<p>Assessment/Evaluation</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Entry and exit tickets ● KWL Charts ● Philosophical Chairs exercise on affirmative action ● Completed discussion questions/worksheets on texts and videos ● Neighborhood Walk Journal

Daily Lessons and Resources

Activity 1 - Project Launch: Empowering Equity Through Education (Day 1)

Lesson Objective(s) or Essential Question(s)
<p>Students will...</p> <ul style="list-style-type: none">Gain an understanding of the entire unit through the introduction of the persuasive argument genre and the Problem Reaction Solution Framework.Establish historical context for the main unit text, <i>Colorblind</i> by Tim Wise.
Lesson Materials & Resources
<p>Texts and Videos:</p> <ul style="list-style-type: none">“Undemocratic Democracy” by Jamelle Bouie from <i>The 1619 Project</i>“A Brief Guide to the Elements of the Academic Essay” by Gordon Harvey“For Argument’s Sake,” a TED Talk by Daniel H. Cohen <p>Handouts:</p> <ul style="list-style-type: none">KWLS Chart for Persuasion<ul style="list-style-type: none">.pdf version.docx versionWhat Is an Academic Argument handout<ul style="list-style-type: none">.pdf version.docx version
Lesson Activities
<p>Grouping: Animal Group Activity (20 minutes)</p> <p>Create small working groups for the duration of the unit based on behavioral characteristics of several key animals. Each animal can represent a particular role/task in the group. These are groups where students will support one another's ability to learn, discover, share, and teach throughout the unit.</p> <p>1. Draw four columns on the board. (Students will need to do the same). Name 3-5 behavioral characteristics of each animal:</p> <ul style="list-style-type: none">TigerHawkRabbitTurtle <p>2. Students will answer the following questions:</p>

- Which animal's characteristics do you identify with most **in stressful situations**?
- Which animal's characteristics do you most identify with most **overall**?

3. Have students gather their materials, stand, and move into four corners across the room to group with their respective animals. The groups should be balanced (or as close to it as possible) with an even distribution of students. If groups are not equal, ask students in the largest groups if they had a different answer for question one than question two. If yes, adjust groups accordingly until they are as balanced as can be. There should be no more than four students per group.

4. Working in their new groups for the unit, students complete the following tasks:

- Exchange emails/contact information
- Create a group name that reflects the identity of the collective

Group Activity: Background Knowledge Probe (20 minutes)

At the outset of this unit, conduct a background knowledge probe to gain a better sense of how familiar each group is with the concept of *persuasion*. The following activity is best conducted as a group activity, but can also be applied to individuals.

[KWLS Chart Activity](#): Instructors can find the *overview, description of the procedures, and printable PDF* for handouts at this link from Facing History.

Draw the KWLS chart on the board (if online, then show the handout). Each group will need to complete the **K** and **W** columns in the KWLS chart for the topic of **persuasion**.

- **K - What do you KNOW about persuasion?**
- **W - What do you WANT to know?**
- L - What did you LEARN?
- S - What do you STILL want to know?

Responses from each group should be collected and reviewed by the instructor. The goal of instructor review is to gain a better sense of what knowledge about persuasion students already possess and to see what aspects of persuasion they would like to know more about. Keep responses from the **W** column in mind and find opportunities throughout the course to make effective tie-ins.

What Is an Academic Argument? (40 minutes)

1. Students read "[Undemocratic Democracy](#)" by [Jamelle Bouie](#) from *The 1619 Project* prior to class.

2. Begin by asking students to make sense of Jamelle Bouie's quote: "If you want to understand American politics in 2019 and the strain of reactionary extremism that has taken over the Republican Party, a good place to start is 2011: the year after a backlash to Barack Obama's presidency swept Tea Party insurgents into Congress, flipping control of the House." What evidence does Bouie provide in this essay?

3. Share group responses out to the class.

4. Review the [“What Is an Academic Essay?”](#) handout, which instructs students to:

- Read Gordon Harvey's [“A Brief Guide to the Elements of the Academic Essay”](#)
- Watch philosopher [Daniel H. Cohen's TED Talk, “For Argument Sake”](#) (9 minutes)
- Take notes on the author’s main message and to respond to the following:
 - How does Cohen define an academic argument?
 - What evidence does he use to support his message?
 - Identify the three kinds of arguments Cohen explains.
 - Consider which of the three is the best kind of argument for the upcoming assignment.

Exit Ticket/Homework:

Students complete columns three and four (**L** and **S** columns) in the KWLS chart. Check column three (**L**) to assess comprehension of the content explored. Compare similarities and differences in responses between **W** & **S** columns to see what students still want to know about persuasion.

Activity 2 - Cultivating Identity Literacy (Days 2-3)

Lesson Objective(s) or Essential Question(s)
Students will... <ul style="list-style-type: none">• Explore the relationship between our names, identities, and the societies in which we live.• Learn about a project, created by two young adults, that engaged people across the country in conversations about race, identity, and culture.• Start to envision what sharing their own stories can look, sound, and feel like.
Lesson Materials & Resources
Day 3: Facing History & Ourselves: What's In a Name? Lesson Plan
Day 4: Facing History & Ourselves - Cultivating Identity Literacy Lesson Plan

Activity 3: Introducing Affirmative Action (Days 4-5)

Lesson Objective(s) or Essential Question(s)

Students will...

- Reflect on their existing knowledge about affirmative action.
- Learn more about the recent Supreme Court decision on affirmative action.
- Debate: How much does diversity matter in higher education? To what extent do colleges and universities have a responsibility to be equitable, inclusive and fair?

Lesson Materials & Resources

Text:

- “Progress” by Ibram X. Kendi in [The 1619 Project: A New Origin Story](#)

Handout:

- KWLS Chart for Affirmative Action
 - [.pdf version](#)
 - [.docx version](#)

Resources for Extension:

- [“Equal Protection: The Supreme Court’s Battle with Affirmative Action”](#) from WCNY
- [“Opinion: College Admissions Is Already Broken. What Will Happen if Affirmative Action is Banned?”](#) by Liz Willen for The Hechinger Report
- [“Can Race Be a Factor in College Admissions? SCOTUS Reconsiders Affirmative Action”](#) by Kit R. Roane and Anne Checler for RetroReport

Lesson Activities

Part 1 / Day 4

KWLS Chart and Philosophical Chairs: Introducing Affirmative Action

1. Have students complete the **K**, **W**, and **L** columns in the KWLS chart for the topic of **affirmative action**.
2. Once the charts are complete, discuss what students already know about affirmative action as a whole group.
3. Students read “Progress” by Ibram X. Kendi from *The 1619 Project: A New Origin Story* in class or beforehand in preparation for class.
4. Facilitate a [philosophical chairs exercise](#) with the class. Discussion Question:

Dr. Kendi ends his essay “Progress” by stating, “The long sweep of America has been defined by two forward motions: one force widening the embrace of Black Americans and another force maintaining or widening their exclusion. The duel between these two forces represents the duel at the heart of America’s racial history...Until Americans replace mythology with history, until Americans unveil and halt the progression of racism, an arc of the American universe will keep bending towards injustice” (p. 439).

After reading this text, do you agree or disagree with that statement?

Part 2 / Day 5

Facilitate this lesson plan from the *New York Times* Learning Network: [The End of Race-Based Affirmative Action in College Admissions](#)

Activity 5: Exploring Word Choices for Describing Events: Riot, Rebellion, and Uprising (Days 6-7)

Lesson Objective(s) or Essential Question(s)
Students will... <ul style="list-style-type: none">• Understand the nuanced differences in word choices when describing events such as riots and rebellions.• Critically analyze historical and contemporary examples to determine the implications of these word choices and consider the broader societal and political contexts that influence them.
Lesson Materials & Resources
Texts and Videos: <ul style="list-style-type: none">• “Riot or rebellion? The debate on what to call Detroit '67” by Bill McGraw for <i>The Detroit Free Press</i>• “Is It An 'Uprising' Or A 'Riot'? Depends On Who's Watching” by Karen Grigsby Bates for NPR Code Switch• <i>The 1619 Project</i> Docuseries episode 5, “Fear” Handouts/Instructional Resources: <ul style="list-style-type: none">• The Pulitzer Center’s 1619 Project Docuseries Viewing Guide (see “Questions to Consider” for episode 5, “Fear”) Suggested Resources for Deeper Case Study: <ul style="list-style-type: none">• Article: Watts Rebellion (Los Angeles) from Stanford University King Institute• Article: Remembering, Rethinking, and Renaming the Watts Rebellion by M. Keith Claybrook Jr.
Lesson Activities
Introduction (15 minutes) <ol style="list-style-type: none">1. Begin with a brief discussion about recent events that students might have heard described as riots, rebellions, or uprisings. Ask students to share their initial thoughts on the differences between these terms.2. Explain the objective of the lesson: to explore how word choices impact our perception of events and to understand the historical and societal contexts that shape these choices. Vocabulary and Definitions (30 minutes) <ol style="list-style-type: none">1. Read these articles with students to introduce the key vocabulary terms: riot, rebellion, uprising.<ul style="list-style-type: none">• “Riot or rebellion? The debate on what to call Detroit '67” by Bill McGraw for <i>The Detroit Free Press</i>• “Is It An 'Uprising' Or A 'Riot'? Depends On Who's Watching” by Karen Grigsby Bates for NPR Code Switch

2. Provide definitions for each term (taken from Merriam-Webster):

- Riot (noun) - A violent disturbance of the peace by a crowd.
- Rebellion (noun) - Opposition to one in authority or dominance.
- Uprising (noun) - An act of rising up especially a usually localized act of popular violence in defiance usually of an established government.

Historical Analysis Activity (30 minutes)

1. Divide the class into small groups.
2. Provide each group with a handout describing a historical event that can be categorized as a riot, rebellion, or uprising. Ensure a mix of examples from different time periods and geographic locations.
3. Ask students to read the event description and discuss within their groups which term (riot, rebellion, uprising) they think best characterizes the event. They should justify their choice based on the details provided in the description.
4. Have each group share their analysis with the class, explaining their reasoning for choosing a particular term.

Class Discussion (15 minutes)

Facilitate a class discussion based on the group presentations. Explore the varying perspectives and justifications for the word choices.

Discuss how factors such as media portrayal, societal attitudes, and historical narratives might influence the terminology used to describe these events.

Analyzing Contemporary Examples (20 minutes)

1. Review the [Resource Guide for the 1619 Project Docuseries Viewing Guide](#).
1. Have your students view *The 1619 Project* Docuseries Episode 5: Fear. Although the entire episode (and series) is valuable, we understand time constraints in the classroom. You can cue the video to the post-Civil Rights segment (28:43-32:42).
2. Use the Questions to Consider in the Linear Viewing Guide section of the Pulitzer Center's [1619 Project Docuseries Viewing Guide](#) to facilitate a discussion, or have students work in pairs or small groups to answer the questions.

Wrap-up and Reflection (10 minutes)

1. Bring the class back together and discuss the contemporary examples they analyzed.
2. Have students reflect on the following questions in writing or through a class discussion:
 - How does the terminology used to describe an event shape our understanding of it?

- What are the potential consequences of labeling an event as a riot, rebellion, or uprising?
- How might cultural, social, and political factors influence the choice of terminology?

Extension Activities:

Option 1: Have students research and present on a specific historical event that they believe has been mislabeled or differently labeled over time.

Option 2: Explore how different media outlets or historical sources have described the same event using varying terminology.

Activity 6: Viewing Felicia (1965) A Day in the Life of a Watts Teenager (Day 8)

Lesson Objective(s) or Essential Question(s)
<p>Students will...</p> <ul style="list-style-type: none"> ● Watch and analyze the short documentary <i>Felicia</i>, focusing on storytelling, visual techniques, narrative structure, and the message. ● Develop critical thinking skills, media literacy, and the ability to interpret and evaluate information presented in documentary format.
Lesson Materials & Resources
<p>Texts and Videos:</p> <ul style="list-style-type: none"> ● Opinion “How Planes, Trains and Automobiles Worsened America’s Racial Divide” by Stephanie Gidigbi for POLITICO ● Felicia (1965) A Day in the Life of a Watts Teenager <p>Handouts:</p> <ul style="list-style-type: none"> ● Handout for viewing <i>Felicia</i> <ul style="list-style-type: none"> ○ .pdf version ○ .docx version <p>Additional Resource to Provide Context for <i>Felicia</i> and the Infrastructure of Segregation:</p> <ul style="list-style-type: none"> ● “Traffic” by Kevin M. Kruse from <i>The 1619 Project</i> in <i>The New York Times Magazine</i> <ul style="list-style-type: none"> ○ Key paragraph: <i>“For much of the nation’s history, the campaign to keep African-Americans ‘in their place’ socially and politically manifested itself in an effort to keep them quite literally in one place or another. Before the Civil War, white masters kept enslaved African-Americans close at hand to coerce their labor and guard against revolts. But with the abolition of slavery, the spatial relationship was reversed. Once they had no need to keep constant watch over African-Americans, whites wanted them out of sight. Civic planners pushed them into ghettos, and the segregation we know today became the rule.”</i> <p>Additional Resources to Provide Context for <i>Felicia</i> and the Infrastructure of Segregation in Los Angeles:</p> <ul style="list-style-type: none"> ● “Watts: It Has Been a Battleground for Gutter Politics, an Easy Source for Exploitable Labor and Ground Zero for a Racial Explosion. Today, Watts Remains in the Grip of its Troubled Past, the Place That Has ‘Always Been Left Behind.’” by Robert J. Lopez for <i>The Los Angeles Times</i> (1994)

- Key Paragraph: *“For Latino and Black residents - surrounded by white communities in Lynwood, Compton and South Gate - an unwritten rule prevailed: Do not travel east of the railroad tracks on Alameda Street or south of El Segundo Boulevard.”*
- [“Opinion: Want to tear down insidious monuments to racism and segregation? Bulldoze L.A. freeways”](#) by Nina Turner for *The Los Angeles Times*
- [“LA freeways: The infrastructure of racism”](#) by Steve Chiotakis for KCRW
- [“Beneath The Santa Monica Freeway Lies The Erasure Of Sugar Hill”](#) by Ailsa Chang, Jonaki Mehta, and Christopher Intagliata for NPR *All Things Considered*
- [“How freeways bulldoze California communities of color”](#) by Manuela Tobias for CalMatters
- [“Segregation By Design Los Angeles: Sugar Hill”](#) from Segregation by Design

Lesson Activities

Introduction (15 minutes):

1. Have students read this article before or at the start of class: [Opinion | “How Planes, Trains and Automobiles Worsened America’s Racial Divide”](#) by Stephanie Gidigbi for POLITICO
2. Discuss the importance of critically analyzing media content, especially documentaries that often aim to inform and persuade.
3. Introduce the short documentary film [Felicia](#) and briefly overview its subject matter and themes. (An introductory paragraph can be found in [this handout](#).)

Viewing the Documentary (30 minutes)

1. Screen the short documentary film in its entirety. (Make use of YouTube’s closed-captioning feature so students can watch and read at the same time.)
2. Have students use [the handout](#) to take notes. Strategy: Assign a question or two per group or assign each student a different question.

Small Group Discussion (20 minutes):

1. Divide the class into small groups. (If you previously assigned the questions, you can group students accordingly.)
2. Provide each group with a set of guiding questions related to different aspects of the documentary: narrative structure, visual techniques, the documentary’s message, and its impact on the audience.

Class Discussion (20 minutes):

Bring the class back together for a whole-group discussion. Ask each group to share their observations and interpretations of one documentary aspect.

Encourage students to ask questions and engage in respectful discussion about differing viewpoints.

Guided Analysis (20 minutes):

Have students work independently to revisit and answer the questions on [the handout](#) in full, reflecting on their group discussions and personal observations.

Reflective Response (Homework Assignment):

Assign students to write a reflective response about the documentary. They should address the documentary's effectiveness in conveying its message, the techniques used to engage the audience, and their reactions to the content.

Extension Activities:

Option 1: Have students research the filmmaker's background and motivations for creating the documentary.

Option 2: Organize a film festival event where students showcase short documentaries on important social issues.

Option 3: Invite a guest speaker from the documentary industry to discuss the process of creating impactful documentaries. You can use [the Pulitzer Center's virtual journalist visit program](#) to arrange a free class engagement with a documentary filmmaker.

Activity 7: Persuasive Argument Essay and *Colorblind* (Days 9-10)

Lesson Objective(s) or Essential Question(s)
<p>Students will...</p> <ul style="list-style-type: none"> Write a persuasive essay in response to specific writing prompts, and that has specific details, examples, and illustrations, to fulfill a purpose.
Lesson Materials & Resources
<p>Texts and Videos:</p> <ul style="list-style-type: none"> White Like Me: Reflections on Race from a Privileged Son Colorblind: The Rise of Post-Racial Politics and The Retreat from Racial Equality by Tim Wise (introduction and chapters 1-2) Analyzing Arguments video by Marco Franco The Classical Argument breakdown from the Winthrop University Writing Center <p>Handouts:</p> <ul style="list-style-type: none"> Film discussion questions for White Like Me from the Colorado Virtual Library Persuasive Argument Essay handout <ul style="list-style-type: none"> .pdf version .docx version
Lesson Activities
<p>Day 1</p>
<p>Introduction:</p> <ol style="list-style-type: none"> Let students know they will be watching and analyzing the film by Tim Wise White Like Me: Reflections on Race from a Privileged Son (2013). Read aloud the statement below from Tim Wise: <p style="margin-left: 40px;"><i>Can we perhaps, just this once, admit our collective blind spot? Admit that there are things going on, and that have been going on a very long time, about which we know nothing? Might we suspend our disbelief, just long enough to gain some much needed insights about the society we share? One wonders what it will take for us to not merely listen but actually to hear the voices of Black parents, fearful that the next time their child walks out the door may be the last, and all because someone—an officer or a self-appointed vigilante—sees them as dangerous, as disrespectful, as reaching for their gun? Might we be able to hear that without deftly pivoting to the much more comfortable (for us) topic of Black crime or single-parent homes? Without deflecting the real and</i></p>

understandable fear of police abuse with lectures about the danger of having a victim mentality—especially ironic given that such lectures come from a people who apparently see ourselves as the always imminent victims of big Black men?

Can we just put aside all we think we know about Black communities (most of which could fit in a thimble, truth be told) and imagine what it must feel like to walk through life as the embodiment of other people's fear, as a monster that haunts their dreams the way Freddie Kreuger does in the movies? To be the physical representation of what marks a neighborhood as bad, a school as bad, not because of anything you have actually done, but simply because of the color of your skin? Surely that is not an inconsequential weight to bear. To go through life, every day, having to think about how to behave so as not to scare white people, or so as not to trigger our contempt—thinking about how to dress, and how to walk and how to talk and how to respond to a cop (not because you're wanting to be polite, but because you'd like to see your mother again)—is work; and it's harder than any job that any white person has ever had in this country. To be seen as a font of cultural contagion is tantamount to being a modern day leper.

3. A list of [discussion questions](#) can be found at the Colorado Virtual Library site. Give students enough time to review the questions before viewing the film in class. While watching, students should take notes on the major historical events, dates, major players, and policies that enabled and protected white privilege.

4. Watch [White Like Me: Reflections on Race from a Privileged Son](#) (Run time approx. 68 mins)

5. After viewing the film, take the remainder of class time to discuss critical reflections on the film. Use the [list of questions](#) to guide and facilitate the discussion:

- How does Wise define whiteness and how does his definition differ from a strictly biological definition?
- Discuss privilege, oppression, and power in terms of race. What are some other privileged identities in our society other than whiteness?
- Why might it be a good thing for whites to examine in-depth how people of color experience race and racism in our society? Is it also important for people of color to understand how whites experience race? Why or why not?
- If whites are privileged, why would they want to get rid of that? Outline the main points of Wise's argument. Do you have any reasons of your own to add?
- Why does Wise say that "colorblindness" is not the solution to dealing with race?
- How do we create a more just and sustainable society according to Wise?

Day 2

Introduction: Jigsaw Activity (30 minutes)

1. Before class, participants will have read the following portions of the text *Colorblind: The Rise of Post-Racial Politics and The Retreat from Racial Equality*:

- Introduction, Chapter 1, and Chapter 2

2. Split class into their groups. Divide the text into smaller parts (according to the number of groups in your class). Each group will be tasked with summarizing and providing a written alphanumeric outline for their assigned section. Each person in the group should have a speaking role. While one group presents, everyone who is not presenting will take notes on the information each group has summarized in their outline.

- **Group 1:** Why does Wise say that “colorblindness” is not the solution to dealing with race?
- **Group 2:** Why might it be a good thing for whites to examine in-depth how people of color experience race and racism in our society? Is it also important for people of color to understand how whites experience race? Why or why not?
- **Group 3:** What are some of the reasons that whites tend to think that racism is a thing of the past?
- **Group 4:** There is an inherent contradiction between the promise of equal opportunity and the deep inequalities we see between whites and people of color. What are the two ways we can choose to resolve this contradiction and what does this have to do with denial?

3. After group presentations, review the [Key Terms and Outline of Chapters 1 & 2 - Colorblind](#) document to introduce foundational vocabulary to students from the book. This can be presented as handouts, a PowerPoint presentation, flashcards, or a vocab list. This content is flexible in how you want to present it.

Colorblind-fold Activity (20 minutes)

Students must move carefully during this activity.

Clear the desks so that there is ample space to walk through the middle of the classroom. Directions:

1. Organize into four groups in four corners.
2. One group sends one member across to the group on the opposite side of the room.
3. Two groups send one person across.
4. Three send one person.
5. Four send one person at the same time.
6. Four send one person BLINDFOLDED at the same time. (Alternatively, participants can simply close their eyes.)

Reflection: What does this activity tell us about moving without sight? How does “colorblindness” as a strategic response make it more difficult to address issues of racism and racial discrimination?

Building Arguments (30 minutes)

Classical arguments are patterned after the persuasive speeches of ancient Greeks like Socrates, Aristotle, and Plato. Below you find a handout and a PowerPoint that explains each component of the classical argument and compares it with the ancient persuasive rhetorical patterns of Greek orators.

1. View the [Analyzing Arguments](#) video clip (5:31) as Marc Franco explains the basic ingredients that go into making strong arguments.
2. Students will study this handout from the Winthrop University Writing Center to see an overview of how the various components of arguments are structured: [The Classical Argument breakdown](#)

Reflection Activity (10 minutes)

Students will write a [one minute paper](#) after to anonymously identify the muddiest points of the persuasion / argumentative writing.

Project/Assignment

Introduce the culminating task for this unit by walking students through the [Persuasive Argument Essay handout](#).

Prompt: In a paper of five-seven pages, write a Persuasive Argument in which you take a position on the issue of “racism 2.0” that is explored in Tim Wise’s *Colorblind*. How should college and university institutions respond to persistent inequities in higher education admissions: should they continue to endorse colorblind universalism or should they shift to a new paradigm of “race-consciousness”? Use specific details from the text, *1619 Project* resources, and supplemental readings to support your position.

Cite one or more of the assigned readings to argue your position. Also, draw on 1-3 vocabulary words from the Exploring Word Choices for Describing Events assignment to inform your position.

Activity 8 - Neighborhood Walk (Days 11-12)

Lesson Objective(s) or Essential Question(s)

Students will...

- Explore their local neighborhood through observation, analysis, and reflection.
- Practice skills in observation, note-taking, map reading, and critical thinking.
- Gain an understanding of their neighborhood's physical and cultural features and its connections to broader social and historical contexts.

Lesson Materials & Resources

Videos:

- [Felicia \(1965\) A Day in the Life of a Watts Teenager](#)

Handouts:

- Neighborhood Walk Journal
 - [.pdf version](#)
 - [.docx version](#)

Lesson Activities

Introduction (15 minutes)

1. Re-watch the documentary [Felicia](#), followed by a brief discussion about the observations of Felicia's neighborhood.
2. Explain the objective of the lesson: for students to explore the history of their own neighborhoods in order to be able to compare the current view of said neighborhood alongside that of the past.

Neighborhood Walk Journal #1 (30 minutes)

1. Provide students with the [Neighborhood Walk Journal](#) to record observations and research throughout the activity.
2. Give students time to research the neighborhood they currently live in and how it looked during the spring of 1965. Students will respond in the journal with a description of how the neighborhood looked in 1965. Students will also include images they found of their neighborhood from the spring of 1965.

Neighborhood Walk Activity (30 minutes)

Walk students through directions for the following activity and answer questions. The actual activity

should be completed as homework.

Students should complete an observational walk of their neighborhood. During their walk, students will make observations to help them respond to prompts 2-3 in the [Neighborhood Walk Journal](#). Students will make observations of public spaces and the presence of community resources, buildings, as well as the cultural makeup of the neighborhood.

Ask students to take their phone or a camera on the walk with them to record and photograph important monuments, locations, and spaces within the neighborhood.

Once the neighborhood walk is complete, students will add their observations and photographs to the Neighborhood Walk Journal.

Journal Discussion (30 minutes)

Circle Method: Facilitate a class discussion based on the individual observations during the Neighborhood Walk.

- What did you see?
- In your observation, what does the neighborhood care about?
- What did you notice about yourself?
- What were you thinking along the way?
- What surprised you?

Explore the varying perspectives and observations of the different neighborhoods.

Analyzing the History of “Community” (20 minutes)

Discuss how factors such as cultural makeup, financial resources, community, etc. play a role in the upkeep of a neighborhood.

Share recent news articles or video clips that illustrate the differences between neighborhoods' upkeep.

Wrap-up and Reflection (10 minutes)

Bring the class back together and discuss the historical context of “community” and how it ties to the terms riot and uprising.

Have students reflect on the following questions in writing or through a class discussion: *Have your views about your neighborhood changed after today's discussion? If so, explain how your views have changed. If not, explain how your views were solidified.*

Extension Activity:

Explore how different media outlets or historical sources have described different neighborhoods based on their locations.

Assignment 9 - Oral History: Creating a Mini Documentary
(Day 13, plus 1-2 weeks for project completion)

Lesson Objective(s) or Essential Question(s)
Students will... <ul style="list-style-type: none">• Complete their own Oral History Interview with someone who was the beneficiary of an equal opportunity program or affirmative action.<ul style="list-style-type: none">◦ The completed interview will be turned into a documentary similar to <i>Felicia</i> and shared during a culminating Film Festival or Exhibition.
Lesson Materials & Resources
Texts and Videos: <ul style="list-style-type: none">• How to Do Oral History Smithsonian Institution Archives Handouts and Presentations: <ul style="list-style-type: none">• Empowering Equity Through Education - Oral Interview slideshow Additional Instructional Resources on Oral History: <ul style="list-style-type: none">• An Introduction to Oral History• The HistoryMakers
Lesson Activities
Review Affirmative Action and Journaling (15 minutes) <ol style="list-style-type: none">1. Explain the lesson's objective: to gain a better understanding of education through the equity lens and the overturning of affirmative action in order to prepare for oral interviews.2. Revisit the discussion that was had around affirmative action.<ul style="list-style-type: none">• What information was brought to our attention during that conversation?• During the viewing of <i>Felicia</i>?• During the Neighborhood Walk?3. Have students respond to the following questions in their journals:<ul style="list-style-type: none">• What is equality to you?• In what ways can equality be achieved in education without affirmative action?

4. Discuss these responses as a group. How many students are wondering the same thing? How can we get the answers we need?

Oral History Interview Introduction (15 minutes)

1. Watch the “Oral History At Home” video (slide 4 of the [Empowering Equity Through Education - Oral Interview slideshow](#)). Allow students to ask questions about any gaps in understanding they have about the Oral History process.

2. Explain the goal: Students will interview someone who was the beneficiary of affirmative action, focusing on the themes of identity, equality, and societal progress.

3. Explain the final product (slides 5-7 of the [Empowering Equity Through Education - Oral Interview slideshow](#)).

- The End-of-Unit Exhibition will be a film festival (the size of which can be determined by the instructor), with interviewee images on display for attendees to peruse before, during, and after documentary viewings.
- Students will record an interview and create a documentary to be shown during the end-of-unit exhibition.
 - Review the [“How to Do Oral History”](#) resource provided by the Smithsonian Institution Archives.
- Students will also create a quote and photo of their interviewee to be on display during the end-of-unit display.

Oral History Interview Questions (60 minutes split over two days)

1. Give students time to review the “How to Do Oral History | Smithsonian Institution Archives” resource independently and then start creating questions they will ask their interviewee.

2. Have students team up with each other to survey and edit each other’s interview questions.

Time to Interview (1-2 Weeks)

Students must reach out to their interviewees to schedule a time to speak. Provide students with a sample email template to send out.

Over a week or two, students will complete their interview and photo shoot.

Additional time can, and should, be given for editing video into documentary format as well as editing the photo into quote and photo for display.

Extension Activities:

Explore any additional wonderings about affirmative action and viewing education through a lens of equity.