

Racial Literacy Lesson Preview - Grades 7-12

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2020 - 2021

UNIT 1: BUILDING COMMUNITY AND UNDERSTANDING IDENTITY

Unit Overview

Introduction

This unit primarily focuses on establishing and building a classroom culture that recognizes and celebrates the diversity of all students. This starts with developing a strong sense of one's self by exploring your own identities.

Prior to this Unit

This unit assumes that students (and teachers or facilitators) have arrived with little prior knowledge. Before deeper conversations can take place, it's important that teachers have procedures that allow for safe and productive conversations where all students can be heard.

During this Unit

This unit first asks for all to define what a welcoming classroom community looks like and the importance of having 'mirrors' to see themselves and 'windows' to view and learn about others.

After this Unit

Students will end this unit feeling a stronger sense of community in the classroom, acknowledging the diverse identities present. In the next unit, the classroom will begin to examine racial identity.

Additional Notes

Teachers are strongly encouraged to be facilitators of conversations rather than leaders. Students only asked to share personal experiences on a voluntary basis. For many activities, teachers are specifically instructed to not ask students for specifics, but to reflect on how they feel in a journal or Google doc.

Research

While much of the curriculum is written collaboratively, many primary sources were found at Facing History and Ourselves.

- *Facing History and Ourselves*, 2020, www.facinghistory.org/.

Week of	Title	Objective	Key Concepts
Aug. 24 Lesson 1	"Building Community: Looking Back, Looking Ahead"	Students reflect on the past spring and summer before generating ideas for the kind of learning community and learning experiences they want this year.	What does a welcoming classroom look and feel like? Define: Community
Sept. 7 Lesson 2	"Building Community: What's in a Name?"	Students explore the relationship between our names, identities, and the societies in which we live.	What is the relationship between identity and names Define: Identity, Power
Sept. 21 Lesson 3	"Building Community: Dual Identities"	Students examine the tensions that can arise when we must navigate multiple, and sometimes conflicting, identities.	What multiple identities do you carry? Define: Conflicting/Dual, Identity, Community
Oct. 5 Lesson 4	"Identity and Labels Part 1"	The goals of this 2-part lesson are to provide students with the opportunity to explore some of the ways we use labels to identify each other and to consider the ways that those labels affect how others think about us, how we behave, and how we think about ourselves. By better understanding the effects of labels and stereotypes in their lives today, students may reach a better understanding of how similar ideas influenced history, literature, and other aspects of their learning - and on a larger scale - their lives.	How do the labels and assumptions others make about us influence our identities? Define: Label, Assumption, Stereotype
Oct. 19 Lesson 5	"Identity and Labels Part 2"	The goals of this 2-part lesson are to provide students with the opportunity to explore some of the ways we use labels to identify each other and to consider the ways that those labels affect how others think about us, how we behave, and how we think about ourselves. By better understanding the effects of labels and stereotypes in their lives today, students may reach a better understanding of how similar ideas influenced history, literature, and other aspects of their learning - and on a larger scale - their lives.	How do larger systems play a role in perpetuating negative stereotypes? Define: Systemic

UNIT 2: RACE AND THE WORLD AROUND ME

Unit Overview

Introduction

This unit dives in deeper in the previous unit's identity discussion to look at race. What is race? Students will arrive with many answers. Some will arrive with none. This unit will help define the concept in a developmentally appropriate way and dispel misconceptions and stereotypes.

Prior to this Unit

This unit assumes that students (and teachers or facilitators) have arrived with little prior knowledge about race. As with the previous unit, it's important that teachers have procedures that allow for safe and productive conversations where all students can be heard and recognize that all students come with varying levels of comfort in talking about race.

During this Unit

This unit opens by having students examine their own personal circles (Universe of Obligation) and how they navigate relationships. Over the next set of lessons, students will begin to slowly define race within historical and social contexts.

After this Unit

Students will conclude this unit with a greater understanding of the concept of race.

Additional Notes

Teachers are strongly encouraged to be facilitators of conversations rather than leaders. Students only asked to share personal experiences on a voluntary basis. For many activities, teachers are specifically instructed to not ask students for specifics, but to reflect on how they feel in a journal or Google doc. This unit also stresses the importance of giving students processing time and reinforces the need for continuous classroom community building and maintenance activities.

Research

While much of the curriculum is written collaboratively, many primary sources were found at Facing History and Ourselves.

- *Facing History and Ourselves*, 2020, www.facinghistory.org/.

Week of	Title	Objective	Key Concepts
Nov. 2 Lesson 6	"Universe of Obligation"	Students will apply a new concept of human behavior - universe of obligation - to analyze how they value relationships.	What factors influence the extent to which we feel an obligation to help others? Define: Universe of Obligation, Responsibility, Membership, Inclusive, Exclusive
Nov. 16 Lesson 7	"What is Race?"	Students will begin to define and analyze the socially constructed meaning of race.	In what ways have today's discussion affirmed or challenged your own definition of race? Define: Universe of Obligation, Race, Social Construct, Biology
Nov. 30 Lesson 8	"Race, Ethnicity, and Nationality"	Students will further process the concept of race in comparison with ethnicity and nationality - terms many often conflate and use interchangeably.	What does how the US census has tracked race and ethnicity over time tell you about the complexity of race in America? Define: Social Construct, Race, Ethnicity, Nationality
Dec. 14 Lesson 9	"Power Reflections"	Students will define power and reflect on their understanding of their own.	What does it mean to have power? Define: Power
Jan. 11 Lesson 10	"MLK Day - Essay and Art Contests"	Students will reflect on the life and legacy of Dr. Martin Luther King Jr.	Essay submission is optional.
Feb. 1 Lesson 11	"What is Racism? (Part 1 - Introduction)"	Students will analyze the time period of a photograph and map to gain a greater understanding of history and racism.	Why is it hard to distinguish between race, ethnicity, and nationality sometimes? Define: Race, Ethnicity, Nationality, Redlining
March 1 & 15 Lessons 12 & 13	"What is racism? (Part 2 - Prejudice + Power)"	Students will read and discuss specific scenarios involving young people experiencing incidents of prejudice and racism.	How does racism relate to power? Define: Race, Racism
April 5 Lesson 14	"Microaggressions (Interpersonal form of Racism)"	Students will describe how microaggressions (in its three forms) directly cause pain and send harmful messages about groups of people.	What can we do collectively to stop microaggressions from occurring? As students? As teachers? As a campus/school? As a school district? As a

			society? Define: Microaggression, Microassault, Microinsult, Microinvalidation
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