
> > > LESSONS AND ACTIVITIES

LESSON SUMMARY:

Students discuss and analyze the benefits and/or challenges of current methods and outcomes of racial/ethnic classification. This discussion and analysis leads students to deeper understanding of their own cultural identity and their personal responsibility for ending discrimination in our society.

STANDARDS:

- Students actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. (*California Content Standards, English Language Arts 9-12 Listening and Speaking, Speaking Applications*)
- Students apply knowledge of text connectors to make inferences. (*California Content Standards, English Language Arts 9-12, Writing, Writing Strategies, Organization and Focus*)
- Students use basic strategies of note taking, outlining and the writing process to structure drafts of simple essays with consistent use of standard grammatical forms. (*California Content Standards, English Language Arts 9-12, Written and Oral English Language Conventions*)
- Students investigate and research a topic and develop a brief essay or report that include source citations. (*California Content Standards, English Language Arts 9-12, Writing, Writing Applications [Genres and Their Characteristics]*)

RUBRIC

Essays will be assessed with a rubric appropriate for this genre and grade level.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. In small groups, students answer the following questions:
 - What do you look like?
 - How do you describe yourself? What are some aspects of your identity that are important to you when you describe yourself?
 - How important is your race as an aspect of your cultural identity?Volunteer students share their responses with the larger group.
2. Led by teacher, students identify as many classifications for identifying people on documents and applications as possible.
3. Students share thoughts, feelings and reactions to identity classification information. Why might collecting this data be beneficial? When can collecting this data be problematic?

MUSIC EVOKES MEMORIES AND EMOTIONS

4. Students research and collect documents and application forms that ask for information about racial/ethnic and other cultural classifications.
5. Students share documents and forms in class and continue discussing in small and large groups (like-groups and different-groups) their feelings about providing the various sorts of information asked for on the documents and information forms.
6. Teacher and students look for patters in answers and responses to providing cultural classification information.

Note: It is healthy at this point in the discussion to solicit multiple perspectives about this topic and not lead students to a particular conclusion. To avoid having polarized discussion groups, teacher should introduce multiple appropriate perspectives on this topic.

7. Students draft an expository essay that takes a position on the benefits or challenges of racial/ethnic classification in our society today. Students will create a claim that include a “because clause.” (i.e. Racial/Ethnic identity classification is/ is not an effective practice because...) Essay should be 3-5 pages in length.

EXTENSIONS:

Students conduct action research and interview family members and/. or friends to find out how others feel about racial/ethnic classification. (3 days)

Students conduct an internet search on the history or origin of racial/ethnic classification in America.

TIME ELEMENT: 2-3 Weeks

MATERIALS/RESOURCES:

- *More than a Label*, by Aisha Muharrar. Published by Free Spirit Publishing, Minnesota
- *Teaching and Learning Anti-Racism: A developmental Approach*, by Louise Derman Sparks, Carol Brunson Phillips. Published by Teachers College Press, New York

AUTHOR: Rosemary Smith



SIMON WIESENTHAL CENTER
MUSEUM OF TOLERANCE

9786 WEST PICO BOULEVARD
LOS ANGELES, CA 90035

310.553.8403
WWW.MUSEUMOFTOLERANCE.COM

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