White Privilege/Current Racism and Civil Rights Issues

89 minutes

Melissa Chapman

**Objectives**: SWBAT describe ways that racism is portrayed in America and in Oregon

**Materials**: First Five Overhead

KKK powerpoint

White Privilege article and overhead

White Privilege on slips of paper

Group Questions

Black and White Video

LBJ Quote overhead

Civil Rights study guide

**(5 minutes) First Five (free write)**: On projector, *“Define Racism.” Do you think racism affects you? If so, how? If not, why not?*

**(10 minutes)** **Discuss**:

What did you write for your definition of racism?

What are some results or effects of racism?

Are there certain advantages that some people in our country have? Who/What/Why?

Does our country allow everyone to make decisions and choices about their lives freely? For example, can anyone who wants to go to college, or get a well-paying job?

How about in Oregon?

Many of you have mentioned that Oregon is not racist and hasn’t been for a long time. I want to highlight a few things about Oregon’s history of racism.

**(10 minutes) Powerpoint:** KKK/current white supremacy groups in Oregon

Students to make a Venn Diagram of Oregon vs. The Southern States during powerpoint lesson.

What does Oregon have in common with ex-Slave States?

How is Oregon unique?

Reflection: Did this history of Oregon surprise? Why or why not?

**(5 minutes)** White Privilege article:

Read article aloud, with overhead of article (only page one). Read through article and write comments, ask questions out loud.

**(10 minutes)** Read a few examples from the list of white privileges. Then, hand out one for each student. Tell students, “*You will be breaking up into groups of four or five. You will be discussing these questions in a small group. Don’t just fly through these. I want you to take time and really think about each question*.” Pass out questions and let students break up into groups. Walk around and observe groups, making sure each group is on task.

**(1 minute) Transition**: Tell students, “*For the next 15 or 20 minutes we are going to work on an assignment. You are going to draw a picture representing the privilege you were given, and write out the privilege. Then, come up with your own privilege, write it, and draw it*.”

**(15 minutes) Class work time**

**(4 minutes)** Read aloud last page of article, with overhead. (Maybe while students are working?)

**(5 minutes) LBJ Quote**

Put LBJ overhead on the board and read aloud.

Discuss:

"Equal rights" struggles now involve multiple races, as well as the issues of rights based upon gender and sexual orientation. (We started to talk about this last Friday)

Ask: What does the following quote mean (Johnson said this):

“*Racism has lost its legal, political, and social standing, but the* ***legacy*** *of* ***racism****--poverty, ignorance, and disease-confronts us.* *They are our enemies, not our fellow man, not our neighbor. And these enemies too--poverty, disease, and ignorance--* ***we shall overcome****.”*

**(5 minutes) Black and White video**

**(5 minutes)** Tell students: *So, the question is, What will we do with this knowledge? (White privilege, these effects of racism) Your assignment for the rest of class, in groups, is to come up with something you can do to help others become more aware of the legacy of racism.*

**(15 minutes) Assignment**: Choose a legacy or issue of racism. Choose an activity you could do to raise awareness or help others become more aware of at least one of these issues.

Write it out in detail.

-What is your issue?

-What are you going to do? What’s your plan?

-How will this raise awareness?

Extra Credit. If you *do* the activity.

Pass out study guide for Civil Rights test, one week from today.

**Closing**: Next week we are beginning our research project. Be sure to use the study guide to study for the test. It will help you do well on the test!