

Painful Silence: Blissful Rebellion

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Overview

Painful Silence seeks to empower students through self discovery, and exploration of historical events when silence meant death and civil disobedience meant freedom. The unit examines images that enhance or erode self-concept and methods of creating identity through popular culture media, and social institutions. After empowering the student to free themselves from the identities that society creates for them and discovering their own identity, we will explore the holocaust and the civil rights movement. Through the study of these two events students will examine laws and legal ways people can resist and stage civil disobedience. The ultimate outcome would be for students to embody these lines of William Ernest Henley's *Invictus*,

“ ...And yet the menace of the years
finds, and shall find, me unafraid.
It matters not how strait the gate,
How charged the punishments the scroll.
I am the master of my fate:
I am the captain of my soul.” (1)

These lessons are designed for social studies students in the middle grades at Wilson Middle in Charlotte Mecklenburg Schools. Wilson is a Title 1 school that has historically struggled on measures of academic growth. Despite our struggles, in the past two years we are outpacing the Charlotte- Mecklenburg School district for in growth in reading and math. Students from challenging backgrounds and with various intellectual and emotional considerations are prepared to be the leaders of tomorrow. These lessons would also be appropriate for a cross-curricular unit between social studies and language arts. Each lesson includes elements that would be appropriate for both disciplines.

Rationale

Jurrienne Kamp, editor of *Ode Magazine*, is quoted as saying, “Schools teach children to obey. They espouse the things we—the ruling generation—want kids to know. No wonder most schools are pressure cookers where bored children meet bored children. Modern education is a wasted investment. It doesn't deliver what we need the most: creative answers to the challenges of our times... It isn't a surprise that many of the people who've had the greatest influence on our times were—from the perspective of education—failures.” Although I totally disagree with Kamp's assertion that the modern

education is a wasted investment, I do agree with the statement that generally schools teach children to obey and espouse things that the majority wants kids to know. From the time kids enter kindergarten they are taught socially accepted ways to behave, put on color systems to differentiate between the good and bad, and bombarded with ways to think. As a teacher I hope to inspire children not only to pursue the highest heights of education but to explore and honor the deepest depths of their being. I hate to think I am just a pawn in the system, helping to socio-engineer tomorrow's worker drones who accept the crumbs of life while others enjoy the feast of life. I think of Oprah Winfrey, who everyone knows came from humble beginning to own her own multi-billion dollar media conglomerate. There were probably many times in her life when she had to decide if she wanted to go with the trends of society or go with her gut instinct, trust her own mind and buck the system. I am almost one hundred percent positive that her success correlates to her ability to have the courage to trust her own thought process and instincts. The courage and ability to trust yourself has to be reinforced, and I would like to be a person in the life of a child to advocate for them to trust their thoughts. My goal as a teacher is to mold, as Kamp suggested, children that have creative answers to the challenges of our times.

Words have power. They have the power to inspire, inform, hurt, or heal. Arguably, the most powerful word in the English language is "no". It can inspire some to be persistent in efforts to turn a "no" into a "yes" or a "no, you can't" into a "yes, I did". The word "no" can also beat some into a self-perpetuating obedience that creates a mental environment where no person has to tell you "no" because you are already telling yourself no. Two of the most awesome gifts that we have been given from our creator is a free-mind and the spoken word. There have been several times in history when oppressive regimes have tried to squelch subject's ability to think and resist. Those that are in power do everything they can to take their subject's power to say "no" away. They enact laws to disenfranchise, suspend laws that are all inclusive, use force, and do everything they can to thwart a collective no from the people. Even before Hitler was elected leader of Germany, he appointed Joseph Goebbels his minister of propaganda to disseminate his agenda to the people. Without the dissemination of propaganda Hitler would have never become Chancellor of Germany. Joseph Goebbels is quoted as saying, "the essence of propaganda consists of winning people over to an idea so sincerely, so vitally, that in the end they succumb to it utterly and can never escape from it." Propaganda was so inclusive in every facet of German life that a radical man who only received three percent of the German Reichstag's vote one election, received thirty-three percent of the vote the next election. Hitler used psychological tactics against his people but he also used the law against his people. One of the first pieces of legislation that was written and passed was the Nuremburg laws. The Nuremburg laws were a series of laws that sought to strip Jewish people of their German citizenship and prevent them from marrying people of German descent. Ultimately, he was paving the way for his answer for the "Jewish Question". Almost immediately upon taking control of Germany he was attacking his constituents' minds. He was also exploiting their willingness to obey. One

can only wonder how history would have been changed if at the onset of Hitler's agenda if someone, some group, some community would have said, "With all due respect we disagree, and we will not obey your request."

Some kids in American society have been spared from the harsh realities of blatant racism and sexism, because they are protected by laws that have been enacted to protect them from being disenfranchised without legal recourse. However, I wonder do students realize how much subtle racism and sexism they are fed through the media. Students and most of the parents of my students cannot remember a day where they were outright told to go to a different school because of the color of their skin, or that they could not participate in a sport because of their gender. It is often said that if you don't know your history then you are doomed to repeat it. Through this unit I will be teaching students about the Holocaust as a way to inform them of how laws can be manipulated and propaganda disseminated all in an effort to squelch the power of the people. To make an accessible connection that students may more readily identify with because of the location, I will compare the Holocaust to the Civil Rights era's efforts to legally deny blacks rights. While studying the Civil Rights Movement I think it is very important to spend time discussing the children's role in forwarding the efforts of the movement. Children in the Civil Rights Movement were very pivotal in dismantling legal racial discrimination. The successful use of children is a critical component of the unit because it drives home my original aim to empower students to know that there is a value in their voice and ultimately empower them to use their voice for a cause that they are passionate about.

Objectives

A couple of years back the motto at my school was, "students don't care what you know, until they know that you care." Even though the motto sounds a bit "hokie" it's true. Building relationships with students and teaching relevant curriculum that foster's the whole child has to be a teacher's goal if he or she is going to be effective. The objectives of this unit strive to first foster the student's sense of self and build confidence. The second set of objectives aims to inform and the third set of objectives strive to inspire the students into action.

The hope is that at the beginning of this unit the students will challenge what they believe and why they believe what they believe. Further they will challenge stereotypes that they have about themselves and others. Whether they stereotype others by their race, gender, or any other outward characteristic I want students to evaluate those stereotypes for threads of truth and gross exaggeration. Once students learn about how ideas and ideals are prescribed by social institutions such as the school and church, and how those same ideals are reinforced and ingrained into their minds by the media: I want them to either stand by their convictions or have the courage to change their beliefs. These objectives are essential to the unit because these goals set the basis for students to be able

see themselves and others as powerful agents of change that can make a difference in a society that can be cruel and indifferent to its inhabitants.

After creating a strong sense of self for the students we will delve into the historical content. My objectives for students during this portion of the unit will deal with them actually learning the content. Through the study of the holocaust students will examine ways that Nazi officials engineered hatred through the use of propaganda and other persuasive techniques. This will be a connection between how the media today affects their belief system and influences their behavior, and how the media in Holocaust Germany affected it's audience. They will also evaluate the Nuremburg laws and other policies that reinforced Nazi dominance and squelched resisters' voices. We will examine resistance during the Holocaust and take a look at some of the successes and some of the failures. In doing so we will develop attributes of a successful resistance. In evaluating the Nuremburg laws I would like students to compare the Nuremburg laws to some of the Jim Crow era laws that disenfranchised black across the United States post reconstruction until the mid sixties. Students will then learn about the rights that are afforded to them under the constitution. Students will then learn about how children participating in the civil rights movement used their knowledge of the law to peaceably resist and ultimately effect changes in society. It is my hope that through this portion of the unit students will realize the importance in monitoring their media while realizing the power that they have as a whole when they are knowledgeable about the laws that govern the land and have the courage to stand up for a cause when things are not just.

The objective of the last section of this unit is to inspire students to find a cause that they deem worthy and become involved in taking a stand for whatever it is that they believe in. If a student becomes an advocate for People for the Ethical Treatment of Animals or finds a cause that they are truly passionate about along the way then I will know that I have done my job as a teacher to inspire change, not only for the student, but ultimately for society as a whole. It is not my goal to create rebellious teenagers who are destructive in their aims, but rather to foster young adults who think freely and critically about the society we live in and pursue justice constructively in whatever form they can conceive. If one student realizes the power in their voice, society as a whole will be better for it. It will ensure that we never return to these hateful times again.

Strategies

To begin this unit students are going to explore who they are and how they came up with those ideas of whom they are. Students will be asked reflective questions such as, how would you describe yourself? Who are you and how did you get that idea? What does your religion, family, and society say that you are? How do you think others see you and why? Hopefully students will respond with comments that reflect a dichotomy between who they really feel they are and what society thinks of them. If not, I will explicitly ask them questions about their concepts of gender and race. We will have two to three lessons

that explore gender construction and reinforcement. We will watch videos that deal with the media treatment of gender such as "Killing Me Softly" and "Tough Guise". I would also like to do a social experiment where genders express the gender of the opposite sex for a day and see how others react. The purpose would be to facilitate a discussion on how outward expressions cannot change what is inside. For example, if a man wears high heels everyday of his life he is still a man. After exploring gender we will explore race and racial stereotypes for two lessons. These lessons will examine what race is and what some perceptions and stereotypes on race are. The first lesson will be designed to get out on the table what some of those stereotypes are and openly discuss them. The second lesson will be more so designed based on student response in a myth- fact format to combat the students previously held stereotypes. In this lesson the myth-fact information will be based on the top myths that students respond to in class about having towards another race. This will segue into a conversation on why we think the way that we do on gender and race and how are the concepts of gender and race reinforced by the media and propaganda. Coming from elementary school, students will probably not be familiar with the term propaganda so I will spend one class period explaining what propaganda is and how it is used. Students will examine a couple of pieces of propaganda and identify the organization's intent. I will then adapt Teaching for Change's, Ten Quick ways to analyze children's books for sexism and racism into an even more abbreviated handout for students to examine a children's book. They will be placed in groups and be given the task to read and evaluate a children's book for traces of sexism and racism.

This will serve as a springboard for the Holocaust portion of the unit. I will introduce this part by reading the children a short story from "The Poisonous Mushroom" by Juilius Streicher. Students should be able now to identify the intent of the author. After establishing the intent, I will ask students to ponder why the author would target children.

What power do children have? I will teach 6 lessons on the Holocaust. The 1st lesson will be about what it was and conditions that made Germany ripe for this kind of brutality. My second lesson will be about methods that were used such as violence and mind control. My third and fourth lessons will surround legal means of control that were used against the Jewish people. These two lessons will have students identify their rights as a United States citizen. They will explore the constitution and amendments. Students will then have to compare their rights to the rights of German citizens in 1933. We will read about the Nuremberg laws and students will have to identify which one of their rights it would be in violation of. Students will learn about the legal system and how to petition the court when you have a grievance. They will stage a mock grievance with the court over the violation of their rights. This portion of the unit will give students a solid background in how what their rights are and how to legally voice their concerns. To end the Holocaust portion we will study the results and resistance movements within the Holocaust.

The third portion of the unit will compare the use of law and propaganda during the Holocaust use of law and propaganda during the Civil Rights movement. I will spend two lessons telling what the Civil Rights movement was and the basis of its formation. Then I will lead students on to lesson where they learn about black codes and other Jim Crow era laws that were set forth to disenfranchise black people, just as the Nuremberg laws were meant to do to the non-Aryan population during the Holocaust. During this portion of the unit I will also teach about the power of children during the movement. I will have a lesson on the effectiveness of youth during the movement. I will highlight Emmitt Till's murder, and the 16th street church bombing as events that put a face on the heinous nature of hate, but I will also teach about the Children's Crusade where children filled the jails by the truckloads because they were demonstrating for their rights. I will also teach about college based organizations that were instrumental in gaining rights and attention for the movement. Lastly, students will have a culminating project where they will have to research different organizations or causes. I will give students a starter list, but students are free to choose whatever organization that they would like. Students will be given a choice of various activities to do to use their voice for their particular organization. I cannot predict the future but if there is anything politically that they feel that they want to be vocal about they can do their project for that. The overall objective is for students to know their rights, and use the voice to make sure they are heard.

Lessons and Strategies

This unit will span a nine week quarter. It is preferable that the unit not be taught at the beginning of the year. Teaching this unit in a second to third quarter time frame will allow the teacher to introduce concepts, strategies, and themes that they deem are important for the success of the unit. For brevity's sake I will include an outline that gives a sketch of all of the lessons and then I will provide four detailed lessons that are essential to the unit.

Outline for the Unit

Section 1- Who are you? How did you get that idea?-

The first lesson centers around student's concept of self. Students will look at magazines to find pictures that represent their concept of self. After finding a picture(s) to represent themselves they will, explain why they chose the person or image to represent themselves. We will then discuss gender expectations imposed by social institutions such as the church and school, and how those expectations are reinforced by the media. We will view "Tough Guise" by Jackson Katz IV and "Killing Us Softly" by Jean Kilborne and discuss archetypes that the students identify as males, females, black, white, Hispanic, etc.

The second lesson addresses stereotypes and biases based on race. **See detailed lesson for more information.**

Third lesson- Propaganda Lesson- How does it function? How do you recognize it? This lesson will not be taught in one day but at least two days. Students will become well-versed in eight techniques of propaganda: bandwagon, plain folks, card stacking, name-calling, glittering generalities, testimonial, snob appeal, and transference. Understanding propaganda is essential to understanding how society imposes its views on a person. In attempting to free a person from expectations and obedience they must be cognizant of attempts of controlling their mind. It is also important to students study of the Holocaust that students are able to recognize propaganda

Fourth Lesson-Recognizing Propaganda in children's books. **See detailed lesson for more information**

Section II: Holocaust

Poisonous Mushroom- Students will read this children's book and examine it for elements of propaganda. This book is particularly strong in language and full of racism. I think it is a perfect illustration of the radically nature of this propaganda. I will also highlight for students how important children were to keeping this ideology alive. Children were the vein of existence for Nazi Germany and without controlling the youth the Nazi ideology would die. This will then lead to a conversation on what conditions made Germany ripe for this hatred revolution. If time permits we will discuss what kind of propaganda children face today. This lesson will be taught over two days. The second day will deal more of the who, what, when, and why?

Nuremberg laws and other legal means of control/What are your rights? How do you peacefully resist?- **See the Detailed lesson for more information.**

Exercising your rights- Practice makes perfect. Student will practice exercising their rights in writing and short skits. Students will be given short situations on a slip of paper. They will have to determine which one of their rights were violated and how they could peacefully resist the situation. Students will have to create a skit to demonstrate possible things that can be said to protest the situation.

Section III- Civil Rights Movement

Short introduction into the civil rights movement- This lesson will cover the basic history of the Civil Rights movement. Students will view PBS's "Eyes on the Prize": episode one, to set the history and I will show clips of the other episodes that focus on youth involvement in the movement through sit-ins, demonstrations, and organizations such as SNCC (Student Non-violent Coordinating Committee) that were led by youth. The

objectives of these lessons are to provide students with an illustration of how their voice has power, and how people suffer when they don't use their voice.

How did it form? Legal means of disenfranchisement- **See detailed lesson for more information.**

The Power of children during the Civil Rights movement- Capstone Project presentation.

Detailed Lesson # 1.

This lesson is designed to take two ninety minute blocks. There are some vocabulary words that are necessary for students to have a working knowledge of for the success of this lesson. These words are stereotypes, biases, race, prejudice, racism, sexism, class, gender, tolerance, and acceptance. Students will be given a vocabulary awareness chart where they will have the opportunity to record what they know about the word and rate their comfort with the use of the word, the definition of the word in their terms, and the technical definition of the word. After students have the opportunity to fill in their sheet on their own, allow them to get with a partner for two to three minutes to exchange and talk about their ideas of what these words mean. As students are exchanging their information and ideas survey their papers to see if they will benefit from exchanging again. If you observe that they could benefit from the knowledge of another partner to feel successful with this activity then allow them to switch for another two to three minutes.

After students complete their vocabulary awareness chart, the teacher will lead students in a discussion on their thoughts of the words. The teacher will also provide students with the technical definition of the word, and they will create an illustrated dictionary. In an illustrated dictionary students will write the word, the definition approved by the teacher, and draw a picture or symbol to represent the word. This exercise will be particularly helpful to students who may be ESL (English Second Language) or EC (exceptional children) to be able to put a visual to concepts that may be foreign or abstract to them.

Once students have gotten a clear understanding of terms, they will be given a handout that asks them to identify their stereotypes and biases for Blacks, Whites, Hispanics, and Asians. Students will be able to review the terms using their vocabulary awareness or illustrated dictionary sheets. I will also provide students with a stereotype that is not related to race and gender. For example I will use all frogs have warts or some other neutral stereotype that illustrates the point that stereotypes are broad generalizations that are often offensive and misleading. I will post around the room post-it notes with the title Black, White, Asian, and Hispanic. Students will be given small post-it notes to write two of their stereotypes for each ethnic group. Each poster will have a section for a stereotype for males and females. Students will have to write a stereotype about males and females

of each group. After posting their stereotypes students will survey each other's responses and choose three stereotypes to investigate.

Students will put the three stereotypes that they have chosen in the Truth Hunt worksheet. We will then go to the library to research these stereotypes and see if they are true or not. It is helpful to have taught a lesson previously on credible sources on the internet, so that students will know how to search and how to tell the difference between a credible site and one that is not. It would also be helpful to have previously taught about identifying biases. Identifying biases could also be taught as an extension of this lesson.

Students will have the remainder of the class period to research these stereotypes. After the allotted time has expired, students will then create a short presentation complete with a visual to present their findings. Students will present their finding during the next class period. Students will be asked to brainstorm and share ways that stereotypes are reinforced, and ways that stereotypes can be eradicated. Hopefully when students brainstorm ways that stereotypes are reinforced, they will mention elements of the media mentioned in the previous lesson where they viewed "Tough Guise" and "Killing us softly". If they don't mention elements of those videos, remind the students of the images and ideas that were present in those videos. As a ticket out the door students can respond to the following prompt on an exit slip: How are negative and positive images reinforced? What did you learn during this lesson? Are there any elements that you still don't understand? Are there any parts that you would like more information on?

Detailed Lesson #2

This next two day lesson will begin with students responding to the following prompt: If you were trying to influence someone, what tactics would you use to persuade them? What tactics would you use for men, women and children? Students will have the opportunity to share their ideas on how they would persuade people. I will then explain to them how propaganda is used to persuade, and how it usually monopolizes on people's feelings of inadequacy or reinforces by the use of racism or sexism. To help with vocabulary acquisition for students that may be ESL, I recommend doing a Frayer model with the word propaganda. A Frayer model asks students to put the word in the middle of the sheet, definition, non-example or antonym, synonym, and then write an sentence using the word. For the first part of the lesson I would have students just fill the word in and definition.

After explain the definition of propaganda I will then explain the techniques to students. The techniques that I will be highlighting are: bandwagon, plain folks, card stacking, name-calling, glittering generalities, testimonial, snob appeal, and transference. I will show students an example of each type of technique and have them highlight why they said it was that type of technique. To do this activity students will be allowed to work in partners to discuss each advertisement for elements of propaganda. Students will

then hold their piece of propaganda up for the class to examine and share their ideas for what type of propaganda the advertisement is. Student audience members will have the opportunity to agree or disagree and explain why they agree with the presenting pair's analysis. As a tie in from the previous lesson students will then briefly examine their piece of propaganda for elements of racism, bias, sexism, or stereotypes. Students will also have the ability share any insights that they have in relation to these elements in their advertisement. For homework students will have to examine one television show and one song that they enjoy for elements of propaganda, racism, bias, sexism or stereotypes. As an anticipatory set for the follow-up lesson students will have a political image to analyze for propaganda. This will get students in the mindset of analyzing political propaganda during the holocaust section of the unit. After reviewing the warm-up, we will briefly review the elements of propaganda techniques.

I will then show students a PowerPoint that gives them ways to analyze children's book for sexism and racism. This PowerPoint was created from information given by Louise Derman-Sparks and the A.B.C. Task Force's Anti-Bias Curriculum Tools for Empowering Young Children's "Ten Quick Ways to Analyze Children's Books For Sexism and Racism (2). After viewing and discussing the PowerPoint student will be put into groups of four or five based on the numbers. Each group will be given a children's picture book to analyze for elements of racism and sexism. Examples of books that can be used are "The Five Chinese Brothers" by Claire Huchet Bishop (3), and "The Complete Fairy Tales of the Brothers Grimm" by Jacob and Wilhelm Grimm(4). As students are participating and reading in their groups I will circulate to students who may have language barriers and may find analyzing a text difficult depending on the stage of English language acquisition that they have attained. It may be helpful to assign students to mixed level groups to accommodate for EC and ESL students. As students share their findings from their assigned books, a recorder should be posting the findings on a large poster typed sticky to hang in the classroom as a reminder through the unit as the way these elements are used. The hope is that the unit builds upon itself and having these group share conversations posted will make it easier to build a scaffold of student knowledge that is easy to refer back to.

Detailed Lesson #3

This lesson will be the third lesson in the section on the Holocaust. Students would have used their knowledge of propaganda to see how the government waged a mental attack on the people of Germany. The students will also be well versed in methods of mind control and violence through a lesson on the Gestapo, SS, Hitler Youth, and other organizations that were created to instill fear and obedience into the people of Germany. This lesson will teach the students about legal means of control that were used. Student will compare the rights of Germans in 1933 with the rights that they have today.

When students walk into the room some students will be told to stand and other students will be allowed to sit down. I will proceed with reviewing the material from the previous lesson. I will then ask students to take notes on some fictitious topic. Students that have been instructed to stand will find this task difficult and complain. Once students start complaining, either ignore their concerns for a couple of minutes or threaten them with some school approved punishment. Students will be outraged by now, once students are sufficiently upset, ask the students how they felt being singled out to stand? If they felt entitled to a desk? For the ones who were compliant with my request ask them why? For the students who were allowed to sit ask why none of them helped or offered their seat to those who were singled out to stand? The whole line of questioning should be focused on why did you comply? What recourse did you have to respond differently or rebel?

After the simulation students will be informed on their rights as a US citizen per the constitution. They will be positioned in pairs. For this assignment I would pay special attention to the grouping of students as not to leave students without strong language and comprehension skills to work with others who don't have those skills either. Each pair of students will be given an amendment of the constitution to put into today's language and create a visual for. This should take about thirty minutes. After students create their poster they will present their poster and they will be displayed around the room.

After discovering their rights students will then compare their rights to those of the German people prior to Adolph Hitler coming to power. They will find that Germans enjoyed many of the freedoms that they have today. Once this point is established, students will then become familiar with the Decrees of 1933, (The February 28 decree, The Enabling Act, and Law Against the Establishment of Parties) and the Nuremburg Laws(5). We will then discuss the reasons that the Nazi Party suspended elements of the constitution, such as free speech, and competing political parties. To bring relevance we will have a Socratic seminar on whether or not laws against same-sex marriage are modern-day forms of Nuremburg laws. If that topic would not be suitable or appropriate for the development of your students then you could compare the Nuremburg laws to efforts to suspend citizenship rights given by the fourteenth amendment. Before conducting the seminar students are given the text that is to be discussed. After reading open-ended questions are asked. These questions should prompt the participants to think critically and analyze the text. If students do not have any previous experience with marking and analyzing a text this would be a good time to do a mini-lesson on analyzing a text. After reading and analyzing the text students state their view points and form open-ended questions related to the text. During the seminar the teacher acts as a facilitator by opening the dialogue on the text with an open-ended question. Students take turns responding to the questions with their text supported viewpoints. Students also take turns posing open-ended questions to each other.(6) Students will debrief from the Socratic seminar and write their thoughts on the importance of knowing your rights and how best to invoke those liberties.

Detailed Lesson #4

Before this lesson students will have been given a short introduction into the Civil Rights movement. This lesson will take two 90 minute blocks. When students come into the room they will respond to the following writing prompt, "If there are only two emotions in life, fear and love, how do you conquer things that you fear? Do you attempt to control them or do you eliminate them?" Students will be given about five to seven minutes to respond to the prompt. After a sufficient amount of time has passed we will discuss their responses. After getting their input, I will ask students, "How do people conquer or eliminate people that they fear?" Students will give their opinions and ideas of how people conquer other people, and I will steer the conversation to how laws can be used as a way to neutralize a perceived threat. Students will review elements of the civil rights movement that were previously viewed in the "Eyes on the Prize" video. That information will be tied into the previous lesson on the United States constitution and German law. Students will be asked to identify what rights were being violated in certain clips. For example a police dog attacking a young person could be considered a violation of a person's eighth amendment right which protects them from cruel and unusual punishment. (7). After reviewing and bringing back the relevance of the previous lesson to this particular lesson students will be given the task of researching "Jim Crow" laws and creating a raft paper that demonstrates their knowledge of the use laws as a neutralizing force in the United States. Raft writing is a creative writing strategy that causes the student to assume the role of writer, addressing a specific audience in a particular format on a specific topic (8). Students will be asked to research using:

HYPERLINK "<http://americanradioworks.publicradio.org/features/remembering/>"

<http://americanradioworks.publicradio.org/features/remembering/>

HYPERLINK "<http://www.pbs.org/wnet/jimcrow/>" <http://www.pbs.org/wnet/jimcrow/>

HYPERLINK "<http://www.ferris.edu/jimcrow/menu.htm>"

<http://www.ferris.edu/jimcrow/menu.htm>

Each paper must be historically accurate. The student must include information about the laws and social justifications one would use to address the particular topic. Students have the following options:

Role: White Adult **Audience:** Black Attempting to vote **Format:** Letter or Speech

Topic: Explanation of why they are not allowed to vote in their town.

Role: White Person **Audience:** Principal of school they attend or their child attends

Format: Letter **Topic:** Appealing to your principal for **or** against allowing Black students to attend their school.

Role: Black Person **Audience:** White newspaper readers **Format:** Obituary **Topic:** Jim Crow, highlighting the effects Jim Crow has had during its lifetime.

Role: Black Person **Audience:** northern Blacks traveling down south for the first time

Format: Travel Guide **Topic:** Do's and Don'ts for Blacks traveling in the south.

Students will probably need the second class period allotted to research and organize their papers. For students who may have accommodations, the PBS and public radio sites

may be a better fit because they are highly visual and have audio accompanying some of the information. Students with language deficiencies can use Google's translator bar to translate the website into their native language to aid comprehension. I also recommend students working in pairs on this assignment, especially if they do not have a strong background in writing.

End Notes

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Racial Group	All Members	Males	Females
Whites			
Blacks			
Hispanics			
Asians			

Truth Hunt

Directions: Choose three stereotypes to research. Identify where you have heard it before. Research whether or not it is fact or fiction. Provide evidence for your opinion, and state the source or sources that help you make that determination.

Stereotype #1: _____

Where have you heard it before:

Based on your research is it fact or fiction? (circle fact or fiction)

What is your evidence?

What is your source? _____

Stereotype #2: _____

Where have you heard it before:

Based on your research is it fact or fiction? (circle fact or fiction)

What is your evidence?

What is your source? _____

Truth Hunt, cont.

Stereotype #3: _____

Where have you heard it before:

Based on your research is it fact or fiction? (circle fact or fiction)

What is your evidence?

What is your source? _____

Now that you have finished researching these stereotypes, create a five minute presentation to present your findings to the class. You must provide a visual for your presentation . Feel free to use the space provided below to sketch out your ideas.

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