



The Search for Identity: Understanding Privilege and Black Invisibility

by Kimberly Palmer, 2019 CTI Fellow
Merancas Middle College High School

This curriculum unit is recommended for:
12th Grade AP Literature and Composition

Keywords: White Privilege, Privilege, Prejudice, Racism, Tolerance, Colorism, Double Consciousness, Color Blindness, White Priority, White Fragility, Minority Invisibility

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This unit focuses on the search for identity as a racial minority in society. Specifically, the texts in this unit explore the idea of white privilege and the minority struggle of individual and group identity. Students will read texts that further explore the idea of white privilege and the role it plays. Students will read texts that break down and analyze white privilege and its effects on societal standards and ideas. They will read and analyze the opinions of both racial minorities and white people, that take advantage of and have been affected by white privilege. Students will also take a dive into the intrinsic generational idea of colorism that, at times, ties into white privilege. In order to complete this unit successfully, students will need to have a firm grasp on how to decipher various themes presented in a text and the deeper meaning behind them. The activities in the unit will enable students to analyze numerous texts and make connections among details, ideas, and events, while always supporting them with textual information. The goal of the unit is to challenge preconceived notions made about white privilege in society. Lastly, the culminating activity will require students to examine and explain what they believe to be their identity and what privilege they may possess. They will be creating a digital multimedia narrative as a presentation of their argument.

I plan to teach this unit during the spring semester of the 2019-2020 school year to approximately 30 12th grade AP Literature and Composition students.

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The Search for Identity: Understanding Privilege and Black Invisibility

Kimberly Palmer

“The Rose that Grew from Concrete”
by Tupac Shakur

Did you hear about the rose that grew
from a crack in the concrete?
Proving nature's law is wrong it
learned to walk without having feet.
Funny it seems, but by keeping its dreams,
it learned to breathe fresh air.
Long live the rose that grew from concrete
when no one else ever cared.

Rationale

Racism, prejudice, colorism, and white privilege are all touchy subjects for adults in today's society to discuss willingly. This is an even more sensitive topic for students that fill today's classrooms to understand and grasp, practice, and converse about openly and intelligently. Many people expect conversations surrounding these topics to be had at home with parents or guardians. What about those students that have no one they feel comfortable discussing these ideas with? Does an educator's role go beyond the generic curriculum provided by the state? Some teachers cover pieces of these ideas during the designated Black History Month, and others sprinkle facts and lessons throughout their units, as if all minorities don't suffer in one way or another when these ideas come to light. What about creating an atmosphere for students to grow beyond their mental limitations for discussions about ideas that plague our society every single day?

The primary text for this unit will be Invisible Man by Ralph Ellison, who was an African-American author. The supplementary texts for the unit will be from both African-American and Caucasian authors. All texts will focus on the experiences of both minorities and Caucasian people, in relation to privilege in specific scenarios. The scenarios covered, range from having the privilege of not having to be the minority to speak for your entire race, to being a victim of racist and prejudice acts. In this unit, we will be exploring the impact privilege, specifically white privilege, has on minorities in society. We will also explore how this privilege has expanded and formed over the decades. A major goal of this unit is the be able to decipher the various themes presented in a larger work and analyze the underlying meaning as they apply to the work as a whole. Students will need to engage in discussion and continually be analyzing what they are reading, as an individual, with a partner, in a small group, and as an entire class.

Demographic Background

Merancas Middle College High School (MMCHS) is located in the Northeast Learning community of the Charlotte-Mecklenburg School system. The school opened in the fall of 2017 and is Charlotte-Mecklenburg Schools' fourth Middle College program. MMCHS is an honors program that consists of grades 11-13 and gives students the opportunity to earn college credit during their junior and senior years, as well as one additional year in which students can work towards an Associates Degree or two years of transfer college credits. MMCHS is a Cooperative Innovative High School located on the Merancas Campus of Central Piedmont Community College. The enrollment is limited to 200 students. All courses are Honors or Advanced Placement level. All students are required to enroll in a minimum of four courses per semester, including high school and college courses.

Based on the statistics for the year of 2018-2019, there are currently 163 students enrolled. 44.8% are white, 35.6% African-American, 10.4% Asian, 6.7% Hispanic, and 2.5% Multi-racial. We have one principal, one career and development coordinator, and one counselor. We currently have four staff members that teach the students of Merancas Middle College High School. All teachers are certified and 75% of the teacher at MMCHS have Masters Degrees. MMCHS consists of a science, mathematics, and two English teachers. All students must take English 4/AP Literature and Composition through MMCHS in order to graduate, due to the Senior Exit Project. English 3 can be completed at the student's home school, depending on their time of enrollment. MMCHS uses the Common Core State Standards for all subjects.

My Classroom and the Curriculum

My classes have a fairly diverse population. I have three Honors classes in the fall and three AP Literature and Composition classes in the spring. My numbers vary from semester to semester, however, never go over 24 due to the fact that my school caps at a student population of 200 students per year. This semester, I have a total of 30 students that spread over the three blocks that I teach. In the spring, I have the same amount of students, however, that is subject to change. The majority of AP students that I've had in the past and will have in the spring are Caucasian. This class needs to be challenged with more rigorous work, to surpass the reading and writing levels my students possess. I only have three students that have 504s and no IEPs. There are no behavioral issues that need attention. All students present in my class are ready and eager to learn. Although AP and Honors are different, they are fairly close academically. All of the factors mentioned play a role in how I designed the unit plan. I wanted to create a curriculum unit that was challenging to all of my students, but also can meet every student's needs by scaling back or being raised higher. Students are expected to engage in text analysis that encourages them to dig deeper into the "why" behind everything in a text. They are also expected to use a vast amount of textual evidence to support every conclusion they come to about the "why." In order to fulfill this standard in my classroom, students will close read the supplementary texts that they are presented with. This will allow for them to make their own personal connections to the larger text that is the focus of the unit.

Objectives

This unit is designed to last for approximately 25 days. Each in class activity is made to take place over the course of one day. The longer, project based activities will last for three to five days. Some classes may need more guidance and time to grasp a concept, which would naturally lengthen the lesson. More importantly than that would be the objective that the unit is to meet. Regardless of the time length, by the end of the unit, students should be able to perform the Common Core Objectives and 21st Century Skills stated in Appendix 1.

Unit Goals

Students will be able to:

- Demonstrate understanding that “opinions” about literature are different from “arguments” based on textual evidence.
- Demonstrate understanding that the aim of persuasive argumentation about literature is to discover what the text means, or what the narrator/implied author is saying about the human action he/she represents.
- Demonstrate understanding that the meaning of literary texts applies to their own lives, i.e. literature itself, since it is a representation of human action, is a means of understanding the human condition.
- Demonstrate understanding that discovering what the text means involves analysis of literary elements (tone, diction, detail, structure, syntax, purpose, character, plot, setting, etc.), which then becomes the “evidence” to support persuasive arguments about that text.
- Construct persuasive arguments about literature based on textual evidence, in both oral and written form.
- Contribute to discussions, both by listening and responding, using persuasive arguments based on textual evidence.

Content Research

Overview of Unit Specific Terms and Phrases

White Privilege

White privilege is seen as the unearned “benefits that white people have received and continue to receive in U.S. society,” and it tends to be invisible to them because they benefit from it most (Rothenberg 2016: 38). These things can range from trivial, everyday privileges to things that can cause one to worry about his or her livelihood. Peggy McIntosh explains some instances that demonstrate the depth of white privilege, such as going into the store without being seen as suspicious, or having to speak for your entire race (McIntosh 1988). The terms “white privilege” is not meant to be a weapon to silence or shame white people, but more so to enable white people to be aware of the privilege they carry around on a daily basis, causing minorities to feel uncomfortable or suffer societally. This term is also not identified in order to call all white people out for being racist or cause self-hatred, but to serve as an awareness piece.

Racism

“What is Racism” defines racism as a “global hierarchy of superiority and inferiority along the line of the human” that have been “politically, culturally and economically produced and reproduced for centuries” by the “institutions of the capitalist/patriarchal western-centric/Christian-centric modern/colonial world system” (Grosfoguel 2016: 12). Although we’ve moved past the grueling and blatant racist Civil Rights Movement, racism is just as relevant as it ever was. According to Jensen, some people claim that the United States has “moved past racism and is not a white-supremacist society”, although it doesn’t explain the racial disparities that are present in society (Jensen 2005: 11). A major disparity in society and also seen in *Invisible Man*, surrounds the criminal justice system. Many minorities are wrongfully convicted and placed in prison. This is also largely seen with discussions of ‘driving while black’, which illustrates any potential abuse in discretion by law enforcement. Jensen also noted that others have claimed that white privilege is serving as “reverse racism” against whites (Jensen 2005: 11).

Colorism

Colorism is prejudice towards someone of a darker skin complexion, in comparison to the better treatment of someone of the same race, but with a lighter skin complexion. Colorism dates back to originating during slavery when “lighter-skinned children of Black slave women and White slave masters gained ascendancy in the slave system such as by working as house slaves, being trained to complete skilled rather than common labor on plantations, receiving manumission, and perhaps most importantly during the era, becoming educated” (Taylor 2016: 34). Often times, it is seen as “black-on-black” discrimination, although this happens within other races (Hannon 2015). Not only does this occur within minority races, but also, studies have shown that Caucasian’s exhibit “White Colorism” towards African-American and Hispanic people. The 2012 American National Election Study, it was shown that African-American and Latino respondents “with the lightest skin were several times more likely to be seen by whites as intelligent compared with those with the darkest skin” (Hunter 2017: 239). Colorism itself at times lends privilege to lighter skinned people over their darker skinned counterparts in the areas of education, marriage market, income and even housing. Many minorities (African-Americans, Latinos, Indian and Asian) have experiences with colorism in the larger system of racism, not only in the U.S., but around the world. Colorism has been exported around the world through media images and the cosmetic industry.

White Privilege in Relation to Racism and Colorism

White privilege is a concept that is directly related to racism. According to “Racism and Invisibility”, there is actually an invisibility syndrome that relate to issues of “race-related stress, emotional abuse, and psychological trauma” for people of color (Franklin 2008: 9). White privilege is a concept and idea that is tied into racism, through individual, institutional and cultural forms. In *Invisible Man*, the idea of the black man as the ‘savage’ is heavily portrayed, showing the prevalence of racism, particularly through the eyes of white women. White women taking advantage of black men and seeing them as more of a fantasy, rather than a whole person, show the elements of white privilege in relation to racism.

When discussing race, all over the world, it is hard to leave out the idea of colorism. Now that we know what colorism is, it is important to understand how it ties into white privilege. Just like how race and white privilege are linked through many dimensions of life, “including education, employment, housing, spousal status, criminal justice sentencing, and even levels of depression and self-esteem”, colorism is as well (Hunter 2016: 55). Alice Walker, who coined the term in 1983, notes that skin color bias is directly tied to repressive influences in society, giving lighter skinned people more privilege than their darker counterparts, similar to the effects of white privilege (Taylor 2016). Hand-in-hand with white privilege, colorism shows that “the regularity of color-based privileges among enslaved and free Blacks subsequently informed the nation’s early color caste hierarchy as well as socioeconomic divisions that created identifiable Black elite sectors in post-Emancipation America” (Taylor 2016: 39).

Minority Invisibility

As noted in the unit novel of focus, *Invisible Man* by Ralph Ellison, minority invisibility is shown to be the feeling that minorities often feel in society as a result of living in a white, racist culture (Ellison 1995). In mainstream culture, being neglected and silenced has often been the result of minority invisibility. Minority invisibility is defined as denying the “existence of racial problem” by “overacting, ignoring or simplifying the problem”, explaining how white people can enhance minority invisibility in society (Sun 2016: 130).

Relationship between White Privilege and Invisibility

White Privilege and Invisibility are connected through the concept of racism. As mentioned before, Franklin discusses the “invisibility syndrome” as it relates to minorities feeling as though they are invisible in society, due to things like white privilege. This behavior is tied to minorities being affected by prejudice and discrimination. When faced with and encountering “repeated racial slights”, a psychological invisibility is created (Franklin 2010: 33). This syndrome leaves minorities “unseen” while white people have the privilege of being hyper visible in society. In relation to the major text studied throughout this unit, *Invisible Man*, this is something that greatly affects minorities, especially African-Americans, in a negative light. Tying in colorism, those that are of a lighter skin tone, tend to be visible. Although sharing features and culture of African-Americans, lighter skinned people share some of the benefits of white privilege, often termed light skin privilege, because of their ties to European standards.

Relationship between White Privilege and the Search for Identity

Identity is something that each individual in the world creates for themselves or even feels like they are placed in, due to society creating it for them. Our search for identity is crucial in the connections we form in our life, in relation to who we are. This is the major theme of the unit, identity. Who do you identify with? What makes you, you? Do you identify with a certain group of people? After students read excerpts from "Why Are All the Black Kids Sitting Together in the Cafeteria?" by Tatum (2017), they are able to gain a deeper understanding as to what leads people to their so-called identities.

White people tend to see themselves as almost ‘race-less’. They don’t find the need to identify with a race, they see themselves as just human. For them, the search for identity is basically non-existent, in the race realm. White people don’t have to work as hard to find where they fit in, what beauty standards to follow, or how the lightness or darkness of their skin tone can effect their daily lives. They don’t have to think about their skin color everyday. This is all due to white privilege. This privilege that white people have, enables their search for identity to be simply compared to their minority counterparts. People of color often have to battle with forced societal European standards of beauty versus how they actually look. These people even have to battle those of their own race, just because of the hue of their skin, to achieve successes and be provided various opportunities.

Preconceived Notions

Through the lenses of many white people, white privilege is a term that has a lot of controversy. Either it is seen as something that isn’t real and doesn’t affect minorities, by many white people that are well off, or it is seen as something that struggling white people couldn’t possibly possess. As a challenge to this preconceived notion, white privilege is something that all white people benefit from, at some point in their lives, regardless of socioeconomic status. It is important for students of races and socioeconomic backgrounds to understand before diving into many of the activities presented. I find it important to share Crosley-Corcoran’s (2017) article, “Explaining White Privilege to A Broke White Person” to begin activating students’ understanding of the topic.

Instructional Implementation

Teaching Strategies

Tea Party

The purpose of the Tea Party is to offer students a chance to consider parts of the text before they ever actually read it. This will be a form of a pre-reading strategy, using statements from McIntosh’s article on white privilege to guide discussion. An index card will be distributed to each student. Each card will have one phrase/statement on it. After giving each student a card, I will ask everyone to get up and move from student to student. Ultimately, students will be actively engaged with the meaning-making process before engaging with the text itself.

Their goals are to: 1) share their card with as many classmates as possible; 2) listen to others as they read their cards; 3) discuss how these cards might be related; 4) speculate on what these cards, collectively, might be about.

Common Language/Vocabulary

Students will be given vocabulary that will be seen numerous times throughout the curriculum unit, that will be pertinent to their understanding of the text and aid them in communication and discussion.

I'm Feeling Sticky

Sticky notes about feelings turns into journal.

Student Led Socratic Seminar

The purpose of Student Led Socratic Seminar is to get students to interact with the text and their peers with the teacher as a facilitator, rather than leader of discussion.

Students will be engaging with the unit text at this point and will be advised to come up with three open-ended questions related to the first half of the text, for homework. Once in class, students will be placed in a circle. One student is chosen, or volunteers, to begin.

The leading student will ask one of the questions he/she has chosen to write and each student in the circle will answer. Once everyone has answered, the next person in the circle goes. However, with this student's question and those students to follow, their peers choose and volunteer to answer. Once it is the last person in the circle's turn, again, each student will respond to their question. The teacher's role is to listen and evaluate the student responses, while ensuring healthy conversation is occurring.

Teach Your Peers

The purpose of this activity is to allow groups of students to be the teachers, rather than the students, of various themes assigned.

In small groups, students will be assigned a theme related to the unit text. Their job is to create a group lesson plan, create their student resources (quizzes, assignments, power points, games, etc.), and actually teach their peers in a 40-minute time block.

Students will be responsible for rating their peers (in the group they worked with) and following the provided rubric, prior to presenting.

Multimedia Narrative

This ending project is to create a Multimedia Narrative, displaying what each student explains to be their identity. This project will put together all of the pieces of the unit. Students will spend a day viewing the projects of their peers and discussing any connections to themselves and what has been discussed.

Silent Walk

The purpose of this activity is to get students thinking, on their own, about controversial topics prior to group discussion. Around the room will be seven different quotes or lines from a text, that spark thinking. Usually I print the quote and place it in the middle of a large sticky sheet. Each student is equipped with seven sticky notes and a writing utensil. They are to spend two minutes at each quote, before I tell them to rotate, digesting and writing their thoughts about the quote. After, we come back together and I read a quote aloud that they visited and we share our ideas and thoughts as a class, until we have discussed all seven.

Author Around the Room

Similar to Silent Walk, the purpose of this activity is to get students thinking (and up moving) about the author of the text we will be focusing on. Students get with a partner or small group of three. At each station, students will learn something different about the author, like his/her upbringing, literary works, influences, etc. It is similar to a web quest, but mobile.

Classroom Lessons/Activities and Assessment

Day 1: CCSS.ELA-LITERACY.RL.11-12.1

Activity 1: Activator- Each day students will be asked to write one paragraph, or verbally respond and discuss, to kick off their day and stretch their writing and thinking muscles. The prompts will change daily, varying from responding to a video clip, responding to a prompt, reading an article and discussing, and/or writing a poem, etc. However, the overall topic will be the same over the course of the unit. *Together, let's read the poem "The Rose that Grew from Concrete", written by Tupac Shakur. After, turn to a partner and discuss the following questions. When the timer ends, we will discuss as a whole class.*

- *In the context of the poem, how does an individual rise above hardship?*
- *Have you ever felt like a "rose that grew from concrete," as described by Tupac Shakur? If so, what was the difficult situation that you faced, and how did you rise above it?*
- *If not, who is someone else you might describe as a "rose that grew from concrete"? What makes them similar to this rose?*
- Anticipation Guide- *White Privilege: Unpacking the Invisible Knapsack*
- Tea Party Activity
- Invisible Man: Read introduction together as a class, annotate and analyze using continuous chart
 - Setting
 - Characterization
 - Plot and structure
 - Narrator and point of view
 - Conflict
 - Theme
 - Style

Day 2: CCSS.ELA-LITERACY.RI.11-12.7

Activity 1: Activator- Author Around the Room- Students will partner up and complete Author Around the Room activity that enables them to learn about the author of the novel while spending two minutes at each station before rotating.

- Invisible Man: Read Prologue in Groups
 - Using sticky notes, students will annotate the assigned chapters
- Group Writing Assignment- Team Leader A to construct
 - At designated stopping points in the text, a team of four students will group up and read assigned chapters together. They will then, together, complete a team discussion activity, first individually then the team leader will compile one final document for submission. Teams will meet in person or electronically, outside of class, to complete the assignment.

- The assignment will be a minimum of two pages, not going over four.

Day 3: CCSS.ELA-LITERACY.RI.11-12.4

Activity 1: Activator- Common Language/Vocabulary Choice Board- Students will be given a set of vocabulary that they will commonly see throughout the texts and conversations of the unit, allowing for better understanding. With the words, they will have a choice to complete any one of the six choices they are presented with, showing their complete comprehension of usage.

- Watch clip from the Netflix miniseries *When They See Us* (2019) by Ava Duvernay
- Quick Write Journal
 - Students will respond in three minutes to the given prompt and share with the class.
 - What moment from the clip surprised you? Why? Explain. If you were not surprised, explain your reaction to what you saw.
- Read: Excerpt from Between the World and Me
 - (Page 9) Coates names numerous people of color who have been killed or assaulted recently by “men in uniform,” including Eric Garner, Renisha McBride, John Crawford, Tamir Rice and Marlene Pinnock. He recounts his son’s grief when learning that Michael Brown’s killers would go free (page 11). Instead of offering comfort, Coates counsels his son as follows: “And you know now, if you did not before, that the police departments of your country have been endowed with the authority to destroy your body.... The destroyers will rarely be held accountable. Mostly they will receive pensions.”
 - Have you ever felt physically threatened by a police officer?
 - Do you generally think of police officers as someone to call for help, or someone to fear?
 - Why do you think that our police force and criminal justice system are disproportionately consuming the lives and bodies of people of color?
 - Does this seem like an urgent problem to you, or somewhat disconnected from your daily life?
 - Do you agree with Coates that the “destroyers are merely men enforcing the whims of our country, correctly interpreting its heritage and legacy”?
- Invisible Man: Read and annotate Chapters 1-2 (Homework if not complete in class)
 - Using sticky notes, students will annotate the assigned chapters

Day 4: CCSS.ELA-LITERACY.RI.11-12.7

Activity 1: Activator- Partner Activity- Read: *Letter to a Young (White, Male) Poet* with a partner of your choice. As you read, annotate in a way that fits your learning style. Once complete, create three open ended discussion questions that would spark conversation amongst your peers.

- Student led discussion
 - The teacher can only act as a facilitator in this student led discussion. A class leader and closer may be chosen to begin and end the conversation that is had.
- Invisible Man: Read Chapters 3-4 as a class
 - Using sticky notes, students will annotate the assigned chapters

Day 5: CCSS.ELA-LITERACY.RL.11-12.2

Activity 1: Activator- Quote Discussion: “Where justice is denied, where poverty is enforced, where ignorance prevails, and where any one class is made to feel that society is in an organized conspiracy to oppress, rob, and degrade them, neither persons nor property will be safe.”

- Frederick Douglass
(*Speech on the twenty-fourth anniversary of emancipation in Washington. D.C.*)
- Read “*An Open Letter to White Men in America*”
- Letter writing activity
 - Students will choose a topic from the provided list (or suggest their own topic) and write a letter to someone that directly correlates to or represents the topic.
- Invisible Man: Read Chapters 5-6 in small reading groups
 - Using sticky notes, students will annotate the assigned chapters
- Group Writing Assignment- Team Leader B to construct

Day 6: CCSS.ELA-LITERACY.RL.11-12.2

Activity 1: Activator- Excerpt from The Souls of Black Folk- Chapter 1: Of Our Spiritual Strivings (excerpt in Teacher Resources)

- Discussion Question: What values and rights does Du Bois believe are most important for the black community?
- Invisible Man: Read Chapters 7-8 with a partner
 - Using sticky notes, students will annotate the assigned chapters

Day 7: CCSS.ELA-LITERACY.RL.11-12.7

Activity 1: Activator- Excerpt from The Souls of Black Folk- Chapter 2: Of the Dawn of Freedom (excerpt in Teacher Resources)

- In a group of three, create five discussion questions centered around the provided excerpt, with answers on the back
- Read: *White Fragility*
- Quote Journal
 - Students will select five to ten quotes from the text that stood out to them and respond to each in three to five sentences and respond.
- Invisible Man: Read Chapters 9-10 individually
 - Using sticky notes, students will annotate the assigned chapters

Day 8: CCSS.ELA-LITERACY.RL.11-12.2

Activity 1: Activator- Excerpt from Americanah (excerpt in Teacher Resources)

- Chapter 36: Friendly Tips for the American Non-Black: How to React to An American Black Talking About Blackness
- Visual Text: Students will create a visual text of a concept found in the Chapter 36 excerpt
 - A text in which the image is used to show meaning, words can be included.

- Gallery Walk
 - This activity is similar to other silent walks done in this unit. It allows students to be actively engaged as they walk throughout the classroom. Rather than working individually and silently, they work together in small groups to share ideas and respond to meaningful questions, documents, images, problem-solving situations or texts.
- Read *White Privilege and Male Privilege*
- Reader Response Journal (Analysis, Reader Reaction, Vocabulary)- located in Student Resources
- Invisible Man: Read Chapters 11-12 in small reading groups
 - Using sticky notes, students will annotate the assigned chapters
- Group Writing Assignment- Team Leader C to construct

Day 9: CCSS.ELA-LITERACY.RI.11-12.7

Activity 1: Activator- Poem Discussion- "I Am" by John Clare

- Students will annotate and analyze the poem with a partner, after reading
- Read: *10 Defense Reactions to White Privilege That Makes No Damn Sense, But Area Super Common*
- Reader Response Journal (Analysis, Reader Reaction, Vocabulary)
- Invisible Man: Read Chapters 13-14 with a partner
 - Using sticky notes, students will annotate the assigned chapters

Day 10: CCSS.ELA-LITERACY.RL.11-12.2

Activity 1: Activator- Quote Discussion

- "There is a difference between agreement and understanding: When discussing complex social and institutional dynamics such as racism, consider whether "I don't agree" may actually mean "I don't understand." — Robin DiAngelo
- Invisible Man: Read Chapters 15-16 as a class
 - Using sticky notes, students will annotate the assigned chapters

Day 11: CCSS.ELA-LITERACY.RL.11-12.3

Activity 1: Activator- Read an excerpt from The New Jim Crow: Mass Incarceration in the Age of Colorblindness

- Quick Write Journal
- Watch clip from *When They See Us* (2019) by Ava Duvernay
- Venn Diagram- Comparing the article we read for the activator, to the clip shown
- Invisible Man: Read Chapters 17-18 individually
 - Using sticky notes, students will annotate the assigned chapters

Day 12: CCSS.ELA-LITERACY.RL.11-12.3

Activity 1: Activator- Excerpt from "Why Are All the Black Kids Sitting Together in the Cafeteria?": A Psychologist Explains the Development of Racial Identity

- ...In a situation of unequal power, a subordinate group has to focus on survival. It becomes very important for the subordinates to become highly attuned to the dominants as a way of protecting themselves from them...
- What is your reaction to the excerpt? Why do you feel this way?
- Invisible Man: Read Chapters 19-20 in small reading groups
 - Using sticky notes, students will annotate the assigned chapters
- Group Writing Assignment- Team Leader D to construct
- Homework: Prepare three open ended questions that are thought provoking questions from what you've read thus far in the novel.

Day 13: CCSS.ELA-LITERACY.SL.11-12.1

Activity 1: Activator- Excerpts from The Souls of Black Folk (excerpts in Teacher Resources)

- Chapter 6: Of the Training of Black Men
- Chapter 9: Of the Sons of the Master and the Man
- Chapter 13: Of the Coming of John
- Jigsaw: The class will be divided up into groups of three. The group will be assigned a certain excerpt/chapter. The group will read and understand the excerpt, jotting down major takeaways to share. Once complete, a new group will be formed from one member of each original group. That group member is now responsible for teaching his or her new group members about their original excerpt.
- Student Led Socratic Seminar
 - Students will form a circle; the teacher will be the facilitator on the outside of the circle. There will be a student to start off the discussion and a student that will end the discussion. The night before, students had to prepare three open ended questions to pose to the class. The person that starts will ask the group one question. Everyone in the circle will answer the question. Everyone after that person will ask their one question and responding is optional. The last person will ask their question and everyone must answer.

Day 14: CCSS.ELA-LITERACY.RI.11-12.7

Activity 1: Activator- Poem Discussion- “Invictus” by W.E. Henley (in Student Resources)

- Students will annotate and analyze the poem with a partner, after reading
- Read: *White Priority*
- Reader Response Journal (Analysis, Reader Reaction, Vocabulary)
- Invisible Man: Read Chapters 22-23 (Homework)
 - Using sticky notes, students will annotate the assigned chapters

Day 15: CCSS.ELA-LITERACY.RL.11-12.3

Activity 1: Activator- Quote Discussion

- “It is white people’s responsibility to be less fragile; people of color don’t need to twist themselves into knots trying to navigate us as painlessly as possible.”— Robin DiAngelo

- Watch clip from the film *Dear White People* by Justin Simien (2014)
 - Satire discussion on the following topics:
 - Injustice
 - Pressure on People of Color to Define themselves
- Satire Activity (in Student Resources)
- Invisible Man: Read Chapters 24-25 individually
 - Using sticky notes, students will annotate the assigned chapters

Day 16: CCSS.ELA-LITERACY.RI.11-12.7

Activity 1: Activator- Read “Explaining White Privilege to a Broke White Person”

- Reader Response Journal (Analysis, Reader Reaction, Vocabulary)
- Invisible Man: Read Epilogue as a class
 - Using sticky notes, students will annotate the assigned chapters
 - Complete chart and submit
- Introduce Teach Your Peers Assignment (in Teaching Strategies)
 - Break the class up into cooperative groups based on the following themes from the novel:
 - Dreams
 - Sight/Blindness
 - Symbolic Objects (briefcase, the Battle Royal, narrator’s ability to make speeches, optic white is the best white, hot buttered yams, ball and chain, sambo dolls, seven letters, and invisibility)
 - Oratory Speeches
 - Musical Pieces

Day 17: CCSS.ELA-LITERACY.W.11-12.1

Activity 1: Activator- Excerpt from Between the World and Me

- Pre-activator: Silent Walk
 - Around the room there will be posted various lines from Between the World and Me. Students will walk around silently, with sticky notes, leaving their thoughts on each posted line. They will do this for fourteen minutes, two minutes at each of the seven quotes. I tell them that they have one minute to read and process the quote and one minute to write their thoughts.
- (Page 14) Fear is a strong theme throughout the book, beginning with the fear of the “extravagant boys of my neighborhood...their big puffy coats...which was their armor against the world.” Coates talks about the fear that drove his parents to beat him, and now the fear that he has for the life of his own son.
 - What is this fear that Coates describes as central to his black family, friends, and community?
 - Is this fear a part of your daily life?
 - What are you most afraid of?
- Teach Your Peers Work Day

Day 18: CCSS.ELA-LITERACY.W.11-12.1

Activity 1: Activator- Excerpt from Caucasia

- ... I wondered if whiteness were contagious. If it were, then surely I had caught it. I imagined this “condition” affected the way I walked, talked, dressed, danced, and at its most advanced stage, the way I looked at the world and at other people...
- What is your reaction to what Danzy Senna says? Why do you feel this way?
- Teach Your Peers Work Day

Day 19: CCSS.ELA-LITERACY.W.11-12.1

Activity 1: Activator- Poem Discussion- “Song of Myself” by Walt Whitman” (in Student Resources)

- Students will annotate and analyze the poem with a partner, after reading
- Teach Your Peers Work Day

Day 20: CCSS.ELA-LITERACY.W.11-12.3

Activity 1: Activator- Quote Discussion

- “Not having a group consciousness, whites often respond defensively when grouped with other whites, resenting what they see as unfair generalizations. Individualism prevents us from seeing ourselves as responsible for or accountable to other whites as members of a shared racial group that collectively benefits from racial inequality.” — Robin DiAngelo
- Introduce Multimedia Narrative Assignment (in Student Resources)
- Teach Your Peers Work Day

Day 21: CCSS.ELA-LITERACY.SL.11-12.2

Activity 1: Activator- Critical Friends Explanation

- Critical Friends is a peer grading process that enables students to evaluate peers based on an understood rubric. They are able to give them suggestions on areas of improvement, as well as give them the space to boast about things their peers did well on.
- Teach Your Peers Presentations: Each presentation will be 30-45 minutes. No group will go under or over the allotted time, or will get points deducted.

Day 22: CCSS.ELA-LITERACY.SL.11-12.2

Activity 1: Activator- Poem Discussion- “Still I Rise” by Maya Angelou

- Students will annotate and analyze the poem with a partner, after reading
- Teach Your Peers Presentations

Day 23: CCSS.ELA-LITERACY.SL.11-12.2

Activity 1: Activator- Read excerpt from Come Hell or High Water: Hurricane Katrina And The Color Of Disaster

- Chapter 2: “Dr. Dyson discusses the presidency's political philosophy of poverty and how the dynamics of politics and race played out in the Bush administration's benign neglect and slow response to the affected areas. Dyson also pays tribute to the role of Hip Hop and rap in educating the public to the issues of urban black America. He cites Kanye West's televised remarks about George Bush's attitude towards black people as an example of how the struggles faced by this group are often ignored and perpetuated.”
- Quick Write Journal
- Teach Your Peers Presentations

Day 24: CCSS.ELA-LITERACY.W.11-12.3

Activity 1: Activator- Poem Discussion- “Ariel” by Sylvia Plath

- Students will annotate and analyze the poem with a partner, after reading
- Multimedia Narrative Work Day
- Homework: Bring your favorite pair of headphones tomorrow!

Day 25: CCSS.ELA-LITERACY.SL.11-12.2

Activity 1: Activator- Quote Discussion

- “Because whites are not socialized to see ourselves collectively, we don't see our group's history as relevant. Therefore, we expect people of color to trust us as soon as they meet us. We don't see ourselves as having to earn that trust.” — Robin DiAngelo
- Multimedia Narrative due
- Viewing Party: Themed after a silent disco party! Computers will be set up around the room and students will walk around with their own pair of headphones. As students visit each computer they will plug up their headphones and watch the multimedia project from each of their peers.
- Reflection: Write a response discussing how you can relate to your peers with the discovery and understanding of their individual personal identities. If there was one person in particular that stood out to you, discuss what made their ideas stick and why.

Appendix 1: Implementing Teaching Standards

CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.

- Students will need to be able to use various texts/textual evidence to support their ideas.

CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.

- Students will need to be able to read a text and correctly identify the theme over the development.

CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

- Students will need to be able to read a text and cite lines from the text that reveals the author's style of writing.

CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

- Students will need to be able to determine the meaning of words and phrases as they are used in the text.

CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

- Students will need to be able to integrate and evaluate multiple sources of information.

CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Students will be able to write arguments to support claims in an analysis of a given text or topic.

CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Students will be able to write narratives to develop real or imagined experiences or events.

CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on

grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Students will be able to initiate and participate effectively in a range of collaborative discussions.

CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- Students will be able to integrate multiple sources of information presented in diverse formats and media.

Teacher Resources

Syllabus Statement

In my syllabus, given to all AP students at the beginning of the semester, I include a statement that enables me to teach controversial subjects without the worry of backlash when the unit or subject arises. I place this statement at the beginning of my unit descriptions, after the list of books, poems, short stories, and articles students will be reading throughout the semester. Both students and their parent/guardian are required to sign below the statement and return to me during the first week of school. This is a separate signature from the syllabus acknowledgement. I keep this on file until the end of the semester.

“In our structured and unstructured discussions and dialogues, we will have many opportunities to explore some challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an important second aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise inside issues of social justice as we deepen our understanding of multiple perspectives – whatever our backgrounds, experiences, or positions.”

From: U-M Faculty Member Alisse Portnoy, English

- <http://bit.ly/31gI7AL>

Texts

I will start the unit off by using a poem that will begin to get my students’ minds turning about a person’s worth and overcoming hardships. Some students may relate to the poem on a deeper level than others, but most, if not all will be able to relate. From this, we will be able to have a class discussion on the background of the author and what hardships he had to overcome to be successful, especially racially. Although short, the poem will be thoroughly dissected for deeper understanding and connections. The poem may be familiar to some and will spark conversation and gain interest amongst students of all racial backgrounds.

Poem: The Rose that Grew from Concrete

This is the poem that I will use to start off the unit. The author, Tupac Shakur, focuses on the idea of overcoming one’s hardships in order to reach a higher potential and meet goals set. He uses symbolism, metaphors, alliteration, and personification to reach the reader and get his point across. This will also be used as a tool to further analyze poetic devices and the meaning behind the poem itself.

- <http://bit.ly/RosefromConcreteTS>

Books/Excerpts

Invisible Man by Ralph Ellison

This novel is essentially the focus text of the unit. Students will dive into this text on a daily basis and tie all supplementary text ideas into the events as they unfold in this novel.

Invisible Man is a novel by Ralph Ellison that addresses social and intellectual issues that many African-Americans faced during the early twentieth century. It heavily focuses on black identity, in the form of individuality and personal identity. Students will read this book in entirety for the duration of this unit, on a planned reading schedule.

- <http://bit.ly/InvisibleMan451>

The Souls of Black Folk by W.E.B. DuBois

This text will serve as an important supplementary piece in the unit, as students will have the opportunity to dissect a selection of essays from it. Students will analyze the term “double consciousness”, which is seen as a veil, which describes African-Americans in the U.S. conflicting with identities, the black identity and the American identity, that cannot co-exist or merge to one. Students will use this text to discuss the black identity, as seen in our primary text.

- <http://bit.ly/SoulsofBlackFolkPDF>
- Excerpts used in lessons: <http://bit.ly/35vERox>

The New Jim Crow: Mass Incarceration in the Age of Colorblindness

An excerpt from this text will be used to enhance student thinking, as an activator for the day. The text discusses how although the U.S. is celebrating a “triumph over race” with the election of what is seen as the first black president, a large number of black men are behind bars for life. The book works to open the eyes to the reader in showing that although Jim Crow laws are gone, the African American community is still seen and locked in a subordinate position. This text will also be used to discuss the term “color blindness”, as used in a society that can only truly see color.

- <http://bit.ly/MassIncarcerationJimCrow>

Come Hell Or High Water: Hurricane Katrina And The Color Of Disaster

This text will be used as a supplementary piece to discuss the devastation of Hurricane Katrina and how the Federal government left hundreds of thousands behind to suffer (destruction, disease and death). The lesson learned was that the majority of these people were black. The author of this text dives deeply into the historical context missing from public conversation and explores the “legacy of black suffering in America” and how this has scarred today’s crisis.

- <http://bit.ly/2MgCiiv>
- Excerpt from lesson: <http://bit.ly/33yr4M4>

Americanah

This text is an important resource, as it explores the immigrant quest to self-invention. Many students I've had tend to have misinformed conversation about immigration and excerpts from this text will be used to broaden their understanding on what it is like to have to become American or a hyphenated version.

- <http://bit.ly/2MzE0u0>
- Excerpt used in lesson: <http://bit.ly/2ONyMO1>

"Why Are All the Black Kids Sitting Together in the Cafeteria?": A Psychologist Explains the Development of Racial Identity

This text will be used as supplementary material, pulling excerpts for students to dissect and analyze. As students read the primary focus text for the unit, they will need further examples and explanations of identity. Excerpts from this text will be used, discussing our racial identities and how essential they are in communicating across races and ethnicities. This text will be used to enable students to have a better understanding of the dynamics of race in the U.S. We use a specific excerpt that is found in the resource used below.

- <http://bit.ly/2MdF4F9>

Caucasia

This text is another supplementary text that excerpts will be taken from to use as an activator for students exploration. The text dives into the story of sisters that have both a white and a black parent, in turn, one sister could pass as white and the other dark enough to fit in with the other black kids in school. In this story, the darker sister discusses finally seeing her own blackness in a time where that identity was difficult to accept and learning to navigate a "white world".

- <http://bit.ly/2oGrUYg>

Between the World and Me, Spiegel & Grau by Ta-Nehisi Coates

This text explores the history and struggle of black people living in fear as well as a journey through the history of race. Coates also discusses moments of discovery of new truths in the history of race and addresses many myths. Students will dissect Coates's "new framework for understanding race" as he discusses in his text. We will be using seven different quotes/lines from the text that are highlighted and printable in the resource used.

- <http://bit.ly/33x52sZ>

Articles

White Fragility

This article explores the "counterproductive" reactions that white people have when any assumptions they may possess about race are challenged, as a result maintaining society's racial inequality. The text dives into characteristics and emotions that build white fragility,

such as anger, guilt, fear, and silence. DiAngelo shows the reader that racism is a practice, rather than something that only “bad people” possess. Students will use this text to better wrap their minds around the concept of white fragility.

- <http://bit.ly/2IL4qYT>

White Priority by Shannon Sullivan

This text would be used as a supplementary text to spark students’ interests and understanding of the term white priority as it relates to fragility and privilege. This text addresses the “superiority that all white people feel over every other race”. Excerpts from this text will be used to identify and exemplify some of the “advantages of whiteness”. This text will be used to help students further analyze minority identity in today’s society and the different factors that affect that.

- <http://bit.ly/35ttDkl>

White Privilege: Unpacking the invisible Knapsack by Peggy McIntosh

This article will be one of the first articles used in the unit, as an anticipation guide. This text breaks down what white privilege is and what it can look like in today’s society. From a lack of stationary to one member of a race being expected to answer for and represent their entire race, this article shows the reader the “invisible package of unearned assets” that white people carry daily, while remaining “oblivious”.

- <http://bit.ly/2OMgAEx>

White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies (1988) By Peggy McIntosh

This text is another one that will supplement the main text in identifying identity and privilege. Feeding off of McIntosh’s other article, she now addresses privilege in reference to whites and males. In this article, McIntosh discusses that whites and males, specifically, receive certain privileges and don’t even notice them, leaving various races and women at a disadvantage.

- <http://bit.ly/2MiTqnP>

“An Open Letter to White Men in America” by John Dorhauer

Similar to McIntosh’s article, this text addresses the privileges that white men in American possess, and didn’t earn, but take advantage of on a daily basis. Dorhauer address how white men most often remain silent in times of racial injustices, rather than teaming up with minorities to overcome such societal devastation. Students will utilize this text to further analyze white privilege in the U.S. and its effects on society.

- <http://bit.ly/2BcUEum>

“Explaining White Privilege to a Broke White Person” by Gina Crosley-Corcoran

This article discusses the reactions that broke white people may have or have had to being told they were privileged. The text shows that the word privilege is often taken in a certain context, mostly surrounding money, instead of an invisible set of advantages that white people possess over other races. The author discusses the difficulty in the process of explaining this term to broke, white people and the various moments of self-realization. Students will use this text to further analyze white privilege in relation to the primary text.

- <http://bit.ly/2VEFxDq>

“10 Defensive Reactions to White Privilege That Make No Damn Sense – But Are Super Common” by Maisha Z. Johnson

This article ties in well with the discussion on white fragility, as it gives numerous examples of how white people act in instances of white privilege, but truly make no sense. Students will use this article after discussing white fragility, for discussion.

- <http://bit.ly/31at5wg>

Videos/Clips

The Hate U Give

This film focuses on the tragedy surrounding the murder of an African-American teen, by the hands of a Caucasian police officer, and the uproar of his community. Clips from this film will be used to show a teens perspective on prejudice, racism, and white privilege.

- <http://bit.ly/2MgEtCH>
- <http://bit.ly/2oy4BzY>
- <http://bit.ly/2phqIuu>

When They See Us (2019)

This film is based on a true story. Five minority teenagers from Harlem become imprisoned when they are falsely accused of raping a white woman in Central Park. The film follows each of them from their teenage years to adulthood and them coping with re-entering in an unfamiliar society. Clips from this film will be used to further examine the portrayal of minorities in the eyes of the justice system, which was dominated by Caucasian people during that time.

- <http://bit.ly/31gBwX1>
- <http://bit.ly/35zTyXy>
- <http://bit.ly/31bu3bL>
- <http://bit.ly/31bu6nX>
- <http://bit.ly/2nJES72>
- <http://bit.ly/35vtoFv>

Dear White People (2014)

Dear White People is a comedy-drama film that focuses on escalating racial tensions at a fictitious, prestigious Ivy League college. The film and series are both told from the perspectives of several black students at the school. Clips from the show will be used as points of discussion, from the point of view of an African-American, with a satirical foundation. Topics range from not wanting to be seen as “too black” to being racially profiled by an armed campus security guard.

- <http://bit.ly/32hLCbd>
- <http://bit.ly/2B9uNDy>
- <http://bit.ly/2nHaCts>
- <http://bit.ly/2B8gkrA>

Other

Letter to a Young (White, male) Poet

This text is an advice column that was shown to be an issue of identity crisis. The author discusses being a white male that is a poet and aware of his privilege over the inequalities facing women, people of color, and people of the LGBTQ community. He then discusses that although he is aware of this privilege, he still is who he is and is struggling with that. He also is struggling with the idea that there isn't a need for “poems from a white, male perspective”. This post will be used as a discussion piece for students, showing a prime example of white privilege, showing how white people feel in situations that minorities deal with everyday.

- <http://bit.ly/2B9zddt>

Student Resources

Group Writing Assignment A

At designated stopping points in the text, a team of four students will group up and read assigned chapters together. They will then, together, complete a team discussion activity, first individually (one question per person) then the team leader will compile one final document for submission. Teams will meet in person or electronically, outside of class, to complete the assignment. The assignment will be a minimum of two pages, not going over four.

The Prologue

- What is the mood of the prologue? Explain and use textual evidence.
- Who is the woman that he sees while hallucinating after smoking the reefer? What is her significance?
- What does the Invisible Man mean when he says he is irresponsible, and how does he justify this? Use textual evidence.
- How does light and darkness function symbolically in the prologue?

Group Writing Assignment B

At designated stopping points in the text, a team of four students will group up and read assigned chapters together. They will then, together, complete a team discussion activity, first individually (one question per person) then the team leader will compile one final document for submission. Teams will meet in person or electronically, outside of class, to complete the assignment. The assignment will be a minimum of two pages, not going over four.

Chapters 5-6

- Why doesn't the Narrator resent his punishment from Bledsoe? Explain and use textual evidence.
- Why didn't the Narrator tell everyone about Bledsoe's broken promise? Explain and use textual evidence.
- Why did the Narrator take Norton to the slave quarters? Explain and use textual evidence.
- What is the rhetorical effect of the long italicized passage?

Group Writing Assignment C

At designated stopping points in the text, a team of four students will group up and read assigned chapters together. They will then, together, complete a team discussion activity, first individually (one question per person) then the team leader will compile one final document for submission. Teams will meet in person or electronically, outside of class, to complete the assignment. The assignment will be a minimum of two pages, not going over four.

Chapters 11-12

- What event caused the Invisible Man to wake up in the factory hospital? How is he different after he leaves the hospital? Explain the significance of this using textual evidence.
- What is the rhetorical purpose of the conversation that the narrator overhears?
- What literary devices contribute to the narrator's sense of disorientation?
- What purpose does Mary serve for the narrator?

Group Writing Assignment D

At designated stopping points in the text, a team of four students will group up and read assigned chapters together. They will then, together, complete a team discussion activity, first individually

(one question per person) then the team leader will compile one final document for submission. Teams will meet in person or electronically, outside of class, to complete the assignment. The assignment will be a minimum of two pages, not going over four.

Chapters 19-20

- What is the history behind the little black doll that the Invisible Man picked up after Clifton left it behind? How does that contribute to the story? Use textual evidence.
- How does the setting of the beginning of the chapter contradict the woman's tone?
- How are sound devices used to express the ambivalence the narrator feels about the woman?
- Explain the significance of this sentence: "My nerves were in a state of constant tension, my face took on a stiff, noncommittal expression, beginning to look like Brother Jack's and the other leaders"

Unit Vocabulary Choice Board

This one is a great one that gives students nine options with understanding the vocabulary provided. This can be changed to make it more rigorous, depending on the group of students.

- <http://bit.ly/2BbscJi>

Activator Poem: "Ariel" by Sylvia Plath

Sylvia Plath's "Ariel" enables the reader to envision a woman riding her horse in the countryside, at the break of dawn. The poem goes deep into detail about the personal transformation that occurs through her experience alone, in the countryside.

- <http://bit.ly/2MewiGO>

Activator Poem: "Still I Rise" by Maya Angelou

This poem is a classic that inspires people to lift their heads against every adversity that comes their way. The poem advises against stopping in light of greed and hatred, rather, rising to the occasion and fighting. While complex in message, the poem is simple and easy to understand. The beauty in the poem is that it can be interpreted by many people to fit their individual overcoming of hardships.

- <http://bit.ly/2Bg0ZFf>

Multimedia Narrative Assignment

This ending project is to create a Multimedia Narrative, displaying what each student explains to be their identity. This project will put together all of the pieces of the unit. Students will spend a day viewing the projects of their peers and discussing any connections to themselves and what has been discussed.

- <http://bit.ly/2pjbkh2>

Activator Poem: "Song of Myself" by Walt Whitman

This poem is one of Whitman's most famous works. This work shows how Whitman tries to prove that he "encompasses and is indistinguishable" from the universe.

- <http://bit.ly/2oxPeHN>

Satire Activity

- a. Write an analysis of the clips shown from *Dear White People* (1-2 pages), detailing its subject, satirical devices, and deeper meaning.
- b. Now it's time to write your own proposal! Describe a solution to one of society's pressing problems. Make sure it's satirical! Employ the strategies we've studied, and at the end of the piece, compose a reflection detailing why/how you employed which particular satirical strategies.

Activator Poem: "Invictus" by William Ernest Henley

This poem dives into the reality that the speaker is faced with, many insurmountable challenges. It shows that through it all, he was able to persevere and be successful in his endeavors. He chooses to face each challenge thrown at him with courage and shows no fear. In this, he is able to surmount any hardship.

- <http://bit.ly/2MnkAKb>

Venn Diagram

This is a simple tool that many educational subjects utilize to compare two things, discussing their differences and similarities.

- <http://bit.ly/2B9HSwE>

Activator Poem: "I Am" by John Clare

This poem is one that focuses on identity and being alone. The speaker begins by telling the reader that no one cares about him anymore and that all of his friends have abandoned him. He shares how he suffers alone and seems to go crazy. He decides that he'd rather go with God, showing he wants to die.

- <http://bit.ly/2nJRICg>

Reader Response Journal

Students will complete a three column chart which enables them to analyze the passage given (no first person), react to what was read (allowed to use first person), and lastly write any words that they were unsure of and define them, all in one place.

- <http://bit.ly/2IPURYE>

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