

## Lesson Title: Witnessing and Responsibility

### Introduction

<b>Lesson Overview</b>	This lesson asks students to engage with current events portraying racial discrimination and then take the problems presented and come up with possible solutions.
<b>Content Standard(s) Addressed (Common Core)</b>	<b>CCSS.ELA-Literacy.RL.9-10.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. <b>CCSS.ELA-Literacy.SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <b>CCSS.ELA-Literacy.W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>Measureable Objective Based on Content Standard(s)</b>	-Students should be able to identify a number of issues related to racial discrimination -Students should be able to construct potential social activist responses to these issues.
<b>Essential Question(s)</b>	What is the responsibility of a witness?
<b>Prior Knowledge</b>	Basic statistics on racial discrimination, mass incarceration, and policing discrepancies
<b>Link to Diversity</b>	Cultural pluralism, civic literacy

### Assessment/Accommodation

<b>Formative Assessment</b>	Checking in with each group to ensure that everyone is involved and understands the material.
<b>Summative Assessment</b>	Each group's action proposal and final reflections.

### Lesson Plan

<b>Materials</b>	<i>Hush</i> , Jacqueline Woodson
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<b>Bell Ringer/Review Activity</b>	Journal response to <i>Hush</i>
<b>Detailed Activities and Procedures (with transitions and time allocations)</b>	<p><b>Journal response</b>, 15 minutes          -students reflect on the reading and the character development          -think-pair-share</p> <p><b>Advocacy</b>, 15 minutes          -Teacher shows students short, factual videos and book excerpts on mass incarceration and current racial discrimination</p> <p><b>Witness Scenarios</b>, 15 minutes          -Pass out witnessing worksheet (adapted from <i>Journal of Social Psychology</i>) and explain the assignment          -Assign students into 4-5 groups and allow them time to read through each scenario before assigning each group one scenario</p> <p><b>Group Synthesis of Solution Proposals</b>, 20 minutes          -Each student must brainstorm answers to the questions "What can I do to in a situation where discrimination is occurring? What is my responsibility as a witness?"          -Groups review one scenario and brainstorm possible actions          -Students share their responses and then pick out the most effective ideas to share with the class</p> <p><b>Group Sharing</b>, 15 minutes          -Each group shares the scenario they are responding to and then proposes their solution idea</p> <p><b>Final Reflection</b>, remaining time          -Students personally respond to the questions "Can we actually make a difference in our communities? Why or why not?" in their journals, using at least one example of what they have witnessed outside of the classroom environment. They can also use information from the advocacy portion of the class.</p>
<b>Closure</b>	Allow students to share their final reflections Emphasize that students do have the power to take action and become involved in their communities.
<b>Alternate Strategies for Re-teaching Material</b>	-Look at research and current events in newspapers on Ferguson protests
<b>References (within this lesson)</b>	Alexander, Michelle. <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> . New York, NY: New, 2012. Print. <a href="http://www.youtube.com/watch?v=NaPBcUUqbew">http://www.youtube.com/watch?v=NaPBcUUqbew</a> <i>Journal of Social Psychology</i> <a href="http://www3.nd.edu/~acorning/Ambiguously%20Racist%20Black-%20&amp;%20White-Executor%20Scenarios.pdf">http://www3.nd.edu/~acorning/Ambiguously%20Racist%20Black-%20&amp;%20White-Executor%20Scenarios.pdf</a>

**NOTE: Attach or insert any materials used in this lesson.**

Witnessing Worksheet (adapted from Journal of Social Psychology)\

1. Last Sunday I was sitting on a bench in the park. Near where I sat, a white father was playing with his young son. A black couple walking by with their dog, and the boy went over to pet the dog. The father pulled his son back toward him and told him to leave the dog alone.
2. One day, I was driving around town, running errands with my aunt, who is black. As we were stopped at a red light, we noticed a black pedestrian walking down the sidewalk on our same side of the street. The man was dressed in layers and appeared to be carrying a bundle of newspapers. Upon seeing the man, my aunt asked me to lock the car doors.
3. Saturday afternoon I was at a jewelry store in the mall. I noticed a couple come into the store and begin looking at some of the jewelry on display. The lady behind the counter then approached the couple and greeted them by asking, "Are you here to buy something today?"
4. Last weekend I was out at a popular nightclub. Sometimes they ask for IDs. There were two young women in line ahead of me. The bouncer, who was white, asked the white woman to pay the fee, and then let her in. He then asked the black woman to pay the fee, and then asked to see her ID.
5. A week ago I dined in a restaurant that was very busy. At another table, I saw a black couple sit for 30 minutes before getting served. Three couples were served before them, two of which had come into the restaurant after the black couple. Over the noise, I overheard their waiter, who was black, tell the hostess that another server was supposed to be covering that table.