

Lesson Title: The Ongoing Fight Against Prejudice

Lesson Details:		
<u>Unit:</u> The Aftermath		<u>Duration:</u> One to two 45-50 minute class periods, not including extended learning activities
Lesson Notes for Teachers:		
<p>The fight against prejudice is ongoing because prejudice is part of the human condition. Anyone can be prejudiced. Anyone can be a victim of prejudice. It is even possible to be both at the same time. The Holocaust reminds us that even the most heinous crime begins on a small, personal scale. Mass murder and death camps would be highly unlikely without preconditions that include prejudice, stereotyping, and name-calling. Our most important responsibility is to teach students the extreme danger of these “small” violations of the dignity of others. Once we give ourselves permission to hurt another, even if it is only with words, the only thing that changes over time is the weapon we choose and the intensity with which we use it.</p>		
Design Questions/Lesson Focus/Marzano Elements:		
<ol style="list-style-type: none"> 1. Why is prejudice such an enduring part of the human condition? 2. What benefits do people receive from believing in prejudiced ideas or engaging in acts of discrimination? 3. What can be done to try to eliminate prejudice from society, particularly in a democratic system in which ideas and speech supporting prejudice are not forbidden? 		
<u>X</u> Introducing New Knowledge DQ2 Main Element: 13 Helping students reflect on learning	<u>X</u> Deepening or Practicing DQ3 Main Element: 18 Helping students examine their reasoning	<u>X</u> Generating Hypotheses DQ4 Main Element: 22 Engaging students in cognitively complex tasks involving hypothesis generation and testing
Focus Standards/Benchmarks: Please note – These lessons are designed to be flexible for use in a variety of Florida-approved middle and high school Social Studies and ELA courses. With minor adaptations, the activities described in the lesson may be used in a variety of settings. Only a few of the standards and benchmarks listed below will be used in any particular class. Teachers should choose the main skill and content standards/benchmarks that are most applicable for the courses they teach.		
<p>LAFS.K12.SL.1.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. LAFS.K12.SL.1.2-Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. LAFS.K12.SL.1.3-Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. LAFS.68.RH.1.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. SS.912.A.6.3-Analyze the impact of the Holocaust during World War II on Jews as well as other groups. SS.912.A.7.12-Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. SS.912.P.9.2-Describe the relationship between attitudes (implicit and explicit) and behavior. SS.912.P.9.6-Describe how group dynamics influence behavior. SS.912.P.9.8-Discuss the nature and effects of stereotyping, prejudice, and discrimination. SS.912.P.10.3-Discuss the relationship between culture and conceptions of self and identity. SS.912.S.4.13 Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community. SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims</p>		

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Daily Learning Goal and Scale (Student-friendly language)		
Students will analyze the attitudes and behaviors resulting from prejudice and strategies for reducing prejudice on personal and societal levels.		
<p><u>2.0 Simpler Content</u> Students will:</p> <ol style="list-style-type: none"> List attitudes and behaviors that constitute prejudice or that come from prejudice. Recognize reasons why prejudice can be attractive. Identify strategies for resisting prejudice within their own spheres of influence. 	<p><u>3.0 Target</u> Students will:</p> <ol style="list-style-type: none"> Analyze attitudes and behaviors that constitute prejudice or that come from prejudice. Evaluate the reasons why prejudice can be attractive. Formulate strategies for resisting prejudice within their own spheres of influence. 	<p><u>4.0 More Complex</u> Students will:</p> <p>Construct a model for a personal moral code that rejects ideas of prejudice and acts of discrimination and that protects others from the harmful effects of the same, including strategies to convince others to adopt this code.</p>
Formative Assessment Strategies/Monitoring for Desired Effect:		
<ul style="list-style-type: none"> Teacher observation and questioning of groups and individuals at each step of the instructional process and during transitions between activities. Teacher use of probing and redirecting questions based on the video presentation and text and photo sources. Student written and oral discussion responses to the “Eye of the Storm Discussion Questions”. Exit Slip: Complete the following statement: “When I witness prejudice and/or discrimination, I want to _____.” 		
Lesson Sequence:		
<p><u>Introduction/Hook:</u> (May be done with students individually or organized into small groups.)</p> <p>Write the following quote on the board:</p> <p>“The crematoriums of Auschwitz did not begin with bricks, they began with words.” ~ Rabbi Abraham Joshua Heschel</p> <p>Ask students to explain why they agree or disagree with the quote. Tell them you will ask again at the end of the lesson.</p> <p><u>Instruction Steps:</u></p> <ol style="list-style-type: none"> Introduce the video, “The Eye of the Storm” by telling students that it is based on an actual classroom activity. Show the video, or excerpts from the video. Please read the full commentary about “The Eye of the Storm” below before you use it in the classroom: <p>The full video is available in the Holocaust Center’s teaching trunk, but several excerpts from this presentation are available on YouTube. You may choose excerpts of varying lengths from the wide variety available. The following link (https://www.youtube.com/watch?v=yHpWzZh2xA4&t=4s) contains an excerpt which is 14:44 minutes long. This is approximately half the length of the original program, but contains enough of the content to allow students to respond the discussion questions. A shorter clip (https://www.youtube.com/watch?v=1CtrpLh6TKk) is available that includes an introduction and commentary by Phillip Zimbardo (Dr. Zimbardo is well-known as the psychologist who conducted the</p>		

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“Stanford Prison Experiment” at Stanford University in 1971. This clip was posted from the website of the “Heroic Imagination Project” (www.heroicimagination.org). This clip may be used to introduce the concepts in a more controlled manner. In both clips, as well as in the original presentation, there is some offensive language used. Please preview all sources before they are used in the classroom.

The full-length program included a second phase of the activity in which the roles for the students were reversed. The brown-eyed students occupied the superior status position during this phase. Most clips omit this footage, probably because it seems redundant, but it is important for students to know that it occurred. It helps students to avoid the conclusion that the discriminatory behaviors exhibited were found only in one group of students. It also helps to debunk the idea that prior victimization serves as an “inoculation” against prejudiced attitudes and acts of discrimination.

Some of the clips on YouTube also include footage from “A Class Divided”, which was a follow-up program featuring participation and commentary from the original student participants years later as adults.

Please read the following cautions carefully:

- DO NOT try to conduct the Blue Eyes/Brown Eyes experiment, or any other similar activity, in your classroom. Students may learn from studying this experiment without the need to experience it first-hand. In fact, problems would be likely to arise during a simulation that could be counter-productive and potentially dangerous.
 - Many people now consider educational experiments such as this one and the Stanford Prison experiment to be unethical. Others consider them to be worthwhile and beneficial, but even so, they are very difficult to control. It is not possible to anticipate all of the possible outcomes of such a classroom experience, so it is advisable to learn from them as history, rather than trying to reproduce them in classrooms today.
 - It is not possible to use simulations to help people “understand” the experience of being a victim of prejudice. If a simulation could be constructed to immerse people in a situation during which they would experience the full and lasting consequences of victimization, it would be criminal to do so.
 - The goal of learning about prejudice is not for students to “know what it feels like”, but rather to develop a compassionate understanding that leads toward empathy and is likely to produce positive interactions with others.
3. Pass out the question sheet and allow students time to complete the questions. Students may work independently or in groups.
 4. Discuss the students’ responses in class. Students sometimes have trouble with question 6. Please help students understand that stereotypes, by definition, do not allow for variations within groups. Therefore, no stereotype can be true. Statistical norms cannot be used to justify stereotypes. A statement such as “Men are taller than women” cannot be true as long as any woman at any time in history was taller than any man. Great care must be exercised to avoid using “general truths” to make assumptions about individuals. Stereotyping is an inaccurate shortcut to understanding. We can only know people as individuals. It is unfair to draw conclusions about people until we know them personally. Therefore, stereotypes are false and counterproductive.
 5. Ask students to reflect on the statement by Abraham Joshua Heschel that they read at the beginning of class and to explain how their understanding of the quote has changed as a result of the lesson.

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The teacher may stop the video at key points to summarize the events and to check for student understanding. The teacher may identify key terms in the video prior to use and introduce this vocabulary prior to the lesson. The teacher may provide the students with basic background information about the time period, location, and historical events mentioned in the video prior to viewing (the nature and availability of information in small, homogeneous rural communities prior to the internet era, urban conflict in the 1960s and 1970s, the Civil Rights Movement, the assassination of Dr. Martin Luther King, Jr.) The teacher may introduce the idea, scope, and methods of research on societal prejudice at the beginning of the lesson to prepare students to discuss the events that occur within the video.

Extended Learning:

1. There is a follow-up video to “Eye of the Storm”. It is called “A Class Divided”. It contains interviews with Jane Elliott and some of her students 15 years later. Clips from this program and from other workshops conducted by Jane Elliott are also available through YouTube.
2. Students can learn about the dangers of assigning identities and stereotyping through a simple activity like “Identity Map”. The directions for “Identity Map” are as follows:
 - Have students create a bubble map with their name in the middle. Tell them to write their own personal characteristics with brief descriptions in the circles at the end of each radiating spoke. These descriptions may be physical attributes, personality traits, likes or dislikes, etc. Have students do as many of these descriptions as they can. (Ironically, these self-created identity maps often lack descriptors such as race, religion, and national origin that have been commonly used as a basis for prejudice.)
 - Allow students to pair up with a friend. Each person should exchange their paper with their partner.
 - Tell students that they are going to have 3-5 minutes to “introduce” their partner to the rest of the class, using the information on the identity map. Ask them to prepare their introduction carefully in cooperation with their partner.
 - After students have had a chance to begin formulating their introductions, tell them that time is running out and that they will have to shorten their introductions to one sentence apiece. When they complain that it is impossible to do so, tell them that their complaints have wasted more time. Now they will have to limit their introductions to one word.
 - Debrief students at the end of the activity by explaining that prejudice and stereotyping rob people of the richness of their individual identities in the same way that your restrictions limited them in this assignment.
 - Also ask students to imagine how this activity would have gone if an enemy had been assigned to do their introduction, or even to create their identity map in the first place. Finish by asking students, “Who has the right to decide the meaning of another person’s identity?”

Resources and Materials:

1. The full video (or excerpts from the video) “The Eye of the Storm”
2. The book, Holocaust: Maps and Photographs by Martin Gilbert (pages 25 and 35)
3. The handout: “The Eye of the Storm: Discussion Questions”