

Teaching New Scholarship Primary Source Documents & Teaching the American West

“Expanding Western Horizons”

Lesson Plan Title: Analyzing the History and Impact of Racial Identification

Duration, Class, Grade Level, Number of Students:

This lesson will actually be a team taught lesson between two teachers, one in Ohio and one in Hawaii.

- Ohio-grade 6, 30 students, mainstream and second language learners
- Hawaii-grades 7 and 8, AVID Elective students (selected demographics include ESL, Low Income, first generation to go to college), 50 students

Duration: 12 class periods, 45 minutes each

Location: Hawaii: Kailua Intermediate School (7-8th grade)

Key Vocabulary:

- Race
- Diversity
- Identity
- Primary sources
- Census data
- Racial formation
- Inquiry
- Civil Rights

Instructional Material:

- Standards/learning targets
- Technology (computers, tablets, iPads)
- Primary sources: census data, cartoons, murals
- Photo-analysis tools from LOC
- Recording document
- Wifi
- Chart paper/markers for note-taking
- Literature components: Ruby Bridges, House on Mango Street
- Civil Rights legislation

Enduring Understanding (Big Idea):

Race is a socially constructed idea that can change over time and place, but it is also major factor in determining one's identity and access to resources and individual rights. In conjunction with the theme, “expanding western horizons”, analyzing the evolution of US Census data and the inclusion and exclusion

of racial categories over time, shows how the United States as a country has expanded to include many different racial groups.

Essential Question:

How does race impact one's identity?

Additional Guiding Questions to explore:

- How does government's authority affect citizens' rights?
- How do people affect the area in which they live?
- How does cultural interaction affect the development of people?

Learning Objectives:

- I can define what race means.
- I can discuss if race is real.
- I can share different ways that race is understood in various contexts.
- I can use local census data to determine how racial categories have changed over time.
- I can use primary sources to broaden my understanding of the topic.
- I can use timelines to determine events in history.
- I can discuss how where I live affects how I live.

Standards: or Common Core Standards that the lesson meets.

National Standards for Social Studies:

Subject Matter Standards: We will be addressing 5 of the 10 Thematic Standards

1. Culture and Cultural Diversity
2. Time, Continuity and Change
3. People, Places, and the Environment
4. Individual Development and Identity
5. Individual, Groups, and Institution

Common Core Standards:

1. CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
2. CCSS.ELA-LITERACY.RH.6-8.2: 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.
3. CCSS.ELA-LITERACY.RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies
4. CCSS.ELA-LITERACY.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. CCSS.ELA-LITERACY.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Background:

This lesson is meant to help students critically analyze the idea of race as a socially constructed idea. The Race: A Teacher's Guide for Middle School provides not only great ideas for lessons, but also the background information necessary to present this lesson. Pages 31-33 provide cover information "Exploring Cultural Variation" and the subsequent lessons also have informational text to help the students understand the concepts.

<http://www.understandingrace.org/resources/pdf/racemiddleschoolteachersguide.pdf>

Both students and teachers should begin this lesson by looking at themselves and their own idea of race and what they believe their racial identity to be. Throughout the lesson, utilizing the various lesson plans, teachers can choose. No prior knowledge is required. As the various lessons unfold, new information about race as a socially and politically created concept will be presented. Also, the history, purpose and impact of the United States Census will help students to evaluate the expansion of the United States to include many different kinds of people.

Suggested Procedure:**Part 1: Race Identification and Sorting**

- 1) Using the PBS [Race- The Power of an Illusion](#) site, go through each section. Teacher can facilitate discussions of each section, have students take notes and identify key vocabulary terms.
 - a) What is Race?
 - b) Sorting People
 - c) Race Timeline
 - d) Human Diversity
 - e) Me, My Race and I
 - f) Where Race Lives
- 2) Distribute the personal [Family Ethnicities Tree](#). Students will identify the races/ethnicities of their family members, to the best of their ability.
- 3) During a Google Hangout between the Ohio class and Hawaii class, students will participate in their own version of racial sorting. Students will attempt to identify the racial backgrounds of one another, from across the United States. Students will reveal their true racial identity. Teachers will facilitate a discussion of racial issues that the students have in common and that differ between the two groups.

Part 2: Race

- 4) Show the video, "[Understanding Race](#)". Students will take notes on the film. After the film
- 5) Show the documentary: [White People](#) | Official Full Documentary | MTV
 - a) Use the [Discussion Guide](#) to facilitate activities and discussions.

Part 3: Census

- 6) Introduce the topic of "census". This lesson plan provides a foundation for the census. Teachers can choose one CENSUS-the Constitutional Count - New Hampshire Bar Association "A Lawyer & Judge in Every School" - [Elementary Lesson Plan](#)

- 7) [Lesson Plan 5: Census Activity](#) (p. 45-47) from The Race: A Teacher's Guide for Middle School
- 8) [Making Sense of the Census](#): Ideas for Classes Across the Curriculum from the Learning Network, Teaching and Learning with the New York Times

Evaluations (Assessment):

1. Pre/Post answers to the Guiding Questions
 - a. Students will document their answers on paper and use the pre/post answers in a class discussion
 - b. [Rubric](#)
2. Infographic on Historical Timeline on Census (PBS)
 - a. Using the [Race Timeline](#), students will choose one sub-topic to focus their infographic on. They will choose from 1) Race, Science and Social Policy, 2) Evolution of an Idea, 3) Changing Definitions, 4) Different Rules for Whites, or 5) In Search of Equality.
 - b. Based on the information provided, students will evaluate the most important ideas and create an infographic which discusses the evolution of their topic over time.
 - c. [Rubric](#)
3. Who am I? What am I?
 - a. Students will identify their racial identity and do research on each culture. Pulling from the census data and activities along with their cultural research, they will create a "doll" that has attributes of each culture blended into one person.
 - b. They will analyze what it means for them, based on their racial identity, to live in the United States. They will select 5 different decades, analyze the historical information and discuss the impact of the census categories on their "doll".
 - c. Finally, students will have to choose one race to identify with and do a final reflection on 1) why they chose this race and 2) what advantages and disadvantages they will have because of this choice.
 - d. [Rubric](#)

Extensions:

The lesson as it is presented, offers many extension possibilities. Teachers can choose to do just one part of this lesson, or all three parts. Attached to each lesson are excellent plans created by various organizations. Each plan also offers it's own set of extension activities

One particular extension I would like to develop is the impact of racial identity on the plantation workers in Hawaii. This would be very interesting and applicable to the Hawaii students.

Resources: A list of print, electronic, and artifacts that will aid in the preparation and development of this lesson.

Race

- RACE: A Teacher's Guide for Middle School (American Anthropological Association)
 - <http://www.understandingrace.org/resources/pdf/racemiddleschoolteachersguide.pdf>

- Race - The Power of an Illusion (PBS)
 - http://www.pbs.org/race/000_General/000_00-Home.htm
- White People (MTV)
 - Discussion Guide:
 - http://www.lookdifferent.org/content/toolkits/000/000/001/MTV_White_People_Discussion_Guide.pdf?1437592409
 - White People | Official Full Documentary | MTV
 - <https://youtu.be/zjj1PmJcRM>

Census

- What Census Calls Us: A Historical Timeline (Pew Research Center)
 - <http://www.pewsocialtrends.org/interactives/multiracial-timeline/>
- Image Gallery (US Census Bureau)
 - http://www.census.gov/history/www/sights_sounds/photos/1790_photos.php
- Fast Facts (US Census Bureau)
 - http://www.census.gov/history/www/through_the_decades/fast_facts/
- Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity (The White House)
 - https://www.whitehouse.gov/omb/fedreg_1997standards
- Measuring Race and Ethnicity Across the Decades: 1790–2010 (United States Census Bureau)
 - http://www.census.gov/population/race/data/MREAD_1790_2010.html

Images

- MINDBLOWING PHOTOGRAPHS OF THE LAST SURVIVING TRIBES ON EARTH
 - http://livelearnevolve.com/mindblowing-photographs-last-surviving-tribes-earth/?utm_campaign=shareaholic&utm_medium=facebook&utm_source=socialnetwork
- Spaniard and Indian Produce a Mestizo, attributed to Juan Rodriguez (KHAN Academy)
 - <https://www.khanacademy.org/humanities/art-americas/new-spain/viceroyalty-new-spain/a/spaniard-and-indian-produce-a-mestizo-attributed-to-juan-rodriguez>
- Image of Casta paintings
 - https://upload.wikimedia.org/wikipedia/commons/thumb/e/e8/Casta_painting_all.jpg/220px-Casta_painting_all.jpg

- Casta Paintings
 - [http://realhistoryww.com/world_history/ancient/Meso America Casta Paintings.htm](http://realhistoryww.com/world_history/ancient/Meso_America_Casta_Paintings.htm)

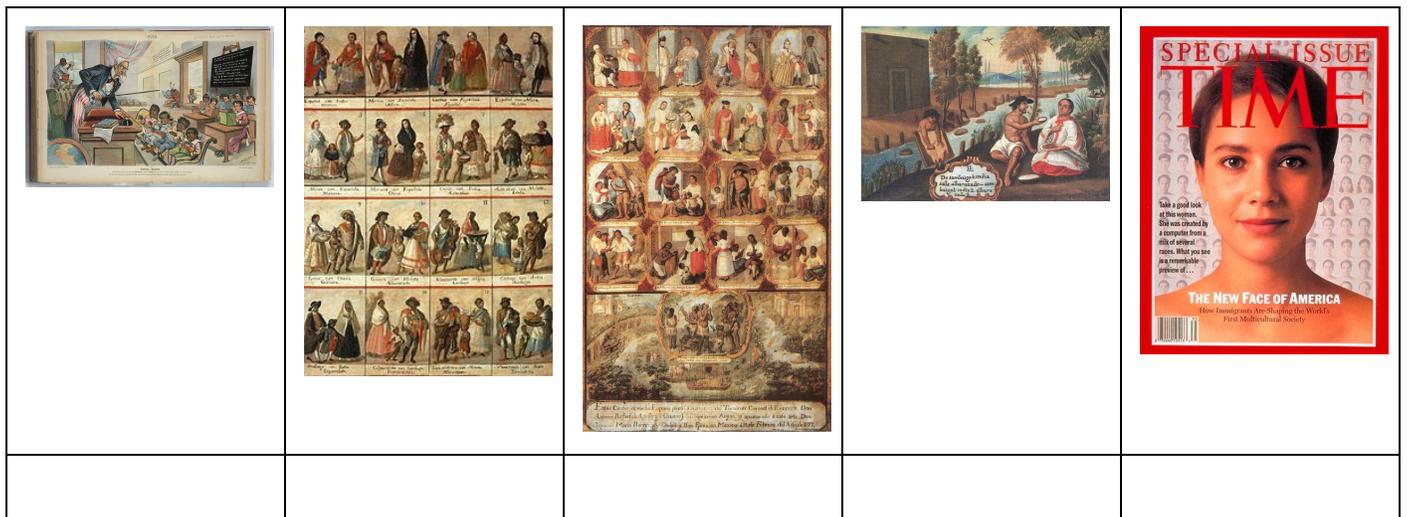
- “School Begins” - primary source image
 - <http://cdn.loc.gov/service/pnp/ppmsca/28600/28668v.jpg>
 - Details: <http://www.loc.gov/pictures/item/2012647459/>

- Cartoons and Conquest
 - <http://www.yourhistorysite.com/PDFs%202009/Imperialism/Political%20Cartoons%20Imperialism.pdf>

- Puck magazine (history)
 - [https://en.wikipedia.org/wiki/Puck_\(magazine\)](https://en.wikipedia.org/wiki/Puck_(magazine))

- Puck: Illustriertes Humoristisches Wochenblatt. New York: Keppler & Schwarzmann, 18761898.
 - <https://catalog.hathitrust.org/Record/000495155>

Gallery of Images: (click on image for link)



Video Playlist:

https://www.youtube.com/playlist?list=PL_9DgffUMm6A2RJSd1zd8lz1o3H3L9h6d