

Grade 11-12

Distance Learning Module 1: Week of: 3/30/2020 – 4/3/2020

Race, Literature, and Culture - *Modified from* [Unit 1 - Race: Social Concept and Implications](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge: How race has been defined, colorblind society arguments, racism vs. prejudice, Implicit vs. explicit racism, the danger of a single story

Vocabulary: one-drop rule, mulatto, miscegenation, racial passing, Ebonics, black face, assimilation, in-context vocabulary from various texts

Skills: Evaluate the merits and flaws of various arguments, consider the nuances of various definitions of race, analyze texts for their treatment of race (explicit and implicit)

Expectation: Students will complete the following tasks and assignments.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday, 3/30: Familiarize ourselves with each other and the course; begin to think about course concepts	1) Watch the introduction video 2) Read course expectations 3) Complete course concept activity	Course concept activity
Tuesday, 3/31: Evaluate different definitions that have been applied to race and ultimately identify race as a social construct	1) Watch Race - The Power of an Illusion and (self) reflect 2) Read race/skull article and reflect 3) Watch the screencast about terms associated with race 4) Consider what you learned today about how race is “defined.” Based on that, write a reflection about the role of race in your life. Don’t say it doesn’t impact you at all; it impacts everyone...in very different ways.	Reflection about race
Wednesday, 4/1: Define the phrase “single story” and evaluate the dangers of it	1) <i>Invisible Man</i> - You will read this book over the next six weeks. You will have a chunk of it due one day a week. (Page numbers/due dates can always be found in the right hand column of this document.)	Transfer Task: Single Story *Read <i>Invisible Man</i> prologue-chapter 4 (p. 3-108) by Thursday, 4/9.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
	2) Watch Adichie TED Talk on the danger of a single story and reflect on her argument 3) Read chapter 6 of <i>Narrative of the Life of Frederick Douglass</i> and analyze the single story. 4) Transfer task: Look for a contemporary artifact (video clip, story, poster, etc.) that depicts a single story. Submit a link to what you find as well as an explanation of what single story is portrayed, how it is portrayed, and why this is so dangerous.	
Thursday, 4/2: Define and differentiate the differences between explicit and implicit bias; define and differentiate between racism and prejudice	1) Watch the video about racism (vs. prejudice) and explicit vs. implicit bias 2) Watch/listen to “Everyone’s a Little Bit Racist” from <i>Avenue Q</i> as well as Louis C.K.’s SNL opening monologue (until 3:10 only). After watching/listening to these, reflect on the role of implicit and explicit racism in them. (Please keep in mind that <i>Avenue Q</i> is a satire.) 3) Transfer task: Look for two contemporary artifacts (video clip, story, poster, etc.), one that is explicitly biased and the other that is implicitly biased. Submit a link to what you find as well as an analysis of the biases in them.	Transfer Task: Explicit vs. Implicit Bias *Read <i>Invisible Man</i> prologue-chapter 4 (p. 3-108) by Thursday, 4/9.
Friday, 4/3: Analyze the relationships between class concepts as well as how they impact the meaning of “colorblindness.”	Discussion board post: What have you heard about the term “colorblindness”? How do the concepts of the (danger of) the single story and explicit/implicit bias complicate the colorblind approach to race relations? How does the idea of race being a social construct further complicate matters? (Make sure you are thinking about how all of the concepts thus far are interrelated.)	Post a response of at least 100 words. You must also reply to at least two of your peers. *Read <i>Invisible Man</i> prologue-chapter 4 (p. 3-108) by Thursday, 4/9.

Week criteria for success (attach student checklists or rubrics): There are no formal assessments this week; however, students will be given feedback on all of the work that they submit.

Supportive resources and tutorials for the week (plans for re-teaching): Students will be given feedback on all of the work that they submit. Additional documents and video tutorials will be created as needed (based on student work). In addition, email, Google Hangouts, Google Meet, and Zoom will be utilized for one-on-one and small-group support.