Michelle Pfeiffer – **African American Summary**

**Lesson Plan: Invite Someone to ‘Tea’ – 5th grade**

**Objectives:** Students will…

1. consider what it means to hold a bias through videos and class discussion/reflection.
2. collect new understandings about African American people through historical research.
3. contribute to a class black / white time-line of American History.
4. deconstruct today’s black and white struggle through small group discussion.
5. identify a personal bias from within, through journal reflection.
6. take an action to get to know someone different from him/herself.

**Vocabulary**:  African, African American, Somalian, stereotype, bias, change-maker

**Snappy Launch**: *Today we are going to watch a short video. I would like you to watch it with one question in your mind. The question is:****“Black or White?”***[*Kiri's Doll Test*](https://www.youtube.com/watch?v=ybDa0gSuAcg)*(1:39)*

**Procedure**:

1. Ask students to think about what they saw in the video with the children choosing which doll they would like to play with. Next, ask them to think about what they know about history. Finally: *What have you learned about this human struggle of black and white?* *Why do you think most of the children chose the white doll? Did that surprise you?*Discuss as a class.
2. Activate prior knowledge: *Has anyone ever heard the term ‘****bias’****? How about****stereotype****? Discuss thoughts/ideas/experiences.*
3. Explain that we are going to conduct a web quest on this black/white struggle in American History. As a class, we will be compiling a timeline of events. Each student will need to add 5 events to the timeline and be prepared to describe them.
4. As a class, conduct research in the computer lab, students take notes & collect images.
5. Return to classroom to assemble timeline. As students add an item, they should describe it in 1-2 sentences.
6. Next, small groups will meet to discuss today’s current race struggles. Is  black/white still an issue? Why or why not? What things could you do to help improve race relations?
7. Students will individually consider: what bias do I have? Through reflective journal writing:
	1. How do you feel about black/white?
	2. Have you ever felt someone may have stereotyped you?
	3. Have you ever caught yourself making a stereotype about someone else?
	4. Is there a group of people that you have a bias against?
	5. Why do you feel that way?
8. **Short discussion…thoughts so far? What are you discovering?**
9. **Synthesis**: *today you are digging deep. I have asked you to consider your own biases. In the next week, you need to find someone different from you that you can sit down with and have a conversation. We will call it inviting someone to ‘tea’. You probably won’t be drinking ‘tea,’ but you could offer them a soda or a cookie! The point is, you are to sit down and have a ‘real’ conversation with someone who is different from you. Ask some thoughtful questions about their life. Maybe find out if they have ever experienced stereotype or been the target of someone’s bias. Ask them how this felt. Dig deep. Take a risk and ask a question you might feel nervous about. If you are respectful and let them know you truly want to learn from them, they will be willing to talk with you. You will be doing some writing in your journal after your conversation, but please don’t feel you need to take notes while talking. I want this to be a heart-to-heart conversation between you and the other person. In your mind, I’d like you to think about how you might be able to become a change-maker: that is, someone who helps bring about change. Unless someone steps up and is willing to make change, we are going to continue to see the world in black and white. Let’s be brave leaders. Let’s make change.*
10. **Post-conversation Reflection**: Journal entry re:
	1. The person I sat down with…
	2. One thing that surprised me …
	3. Something new I took away from our conversation…
	4. I can be a change-maker by…
11. Collect journal entries
12. Bring group together for discussion / wrap: *Today we considered our own biases and how we might be able to make change. It is important to identify stereotypes and biases so that we can be change-makers.*Ask a few students to share bits and pieces of their meaningful conversations with 'other'.

**Assessment**:

25 points – Participation in class discussions & timeline activity.

50 points – conversation & journal reflection

25 points – innovative change-maker idea

**Resources:**

**Doll videos based on Dr.Clark’s experiment from the 1950’s:**[http://www.youtube.com/watch?v=YOHbtM9463c](https://www.youtube.com/watch?v=YOHbtM9463c)

Anderson Cooper 360:  [http://www.youtube.com/watch?v=DYCz1ppTjiM](https://www.youtube.com/watch?v=DYCz1ppTjiM)

and another doll test from CNN: [http://www.youtube.com/watch?v=Rfpo-gUDSuE](https://www.youtube.com/watch?v=Rfpo-gUDSuE)

An interesting updated test from 2009: [http://www.youtube.com/watch?v=i20d11fGz-0&list=PL43D9C89B6A0A3A61](https://www.youtube.com/watch?v=i20d11fGz-0&list=PL43D9C89B6A0A3A61)

[http://www.youtube.com/watch?v=WG7U1QsUd1g](https://www.youtube.com/watch?v=WG7U1QsUd1g)

[http://www.youtube.com/watch?v=d6Xmm57\_gls](https://www.youtube.com/watch?v=d6Xmm57_gls)

**News report on Kiri Davis:**[**http://www.youtube.com/watch?v=MqSFqnUFOns**](https://www.youtube.com/watch?v=MqSFqnUFOns)