Erin Piel

**Lesson:** Does Race Change?

**Grade Level:**  6

**Objective:**

* *Students will explain what needs to be considered before labeling a person based on the color of their skin.*
* *Students will engage in a civil conversation that shows respect to their classmates’ and differing opinions.*
* *Students will use digital resources to create an argument and/or suggestion on the guidelines/criteria of correctly labeling people.*

**Vocabulary:**

* **Race**: a category of humankind that shares certain distinctive physical traits
* **Ethnicity**: associated with or belonging to a particular race or group of people who have a culture that is different from the main culture of a country
* **Politically** **Correct**: agreeing with the idea that people should be careful to not use language or behave in a way that could offend a particular group of people
* **Census**: an official count or survey of a population, typically recording various details of individuals

**Snappy Launch:**

Poll Everywhere

* As students enter the classroom, have them join the Poll Everywhere discussion. Students will answer the question “What ethnicity are you?” Do not give the students the definition of ethnicity yet. Their responses will lead into the definition.
* As students answer the question, the majority of the answers will be “white” because our community lacks diversity. Note any students that identify as something different than a color (these may include country of origin, religion, etc.).
* Ask the students, “What is ethnicity exactly?” (Track students that respond.)
* Provide the students with the definition of “ethnicity”.

**Lesson Activity:**

1. Ask students why most students identified their ethnicity as white? (keep track of discussion participation)

* Try to manipulate the conversation so it focuses on how students omitted their countries of origin.

2. Census Activity

* Inform students that every 10 years the United States government tracks various details about its population. Provide students with the definition of “census”.
* Partner students up and ask them to brainstorm what choices should be on the United States Census for “race”. (Be sure to walk around and supervise. Don’t try to redirect them, but be sure their categories are appropriate.)
* Partners will share their US Census categories with the class. Use this information to create a “Class Census Race categories”.
* Check class accuracy. In partners, students will research the race categories for the censuses going all the way back to the first recorded census 1790. Have students use the website “RaceBox” <http://racebox.org/>

3. Race Discussion

* Think Pair Share: students discuss with their partner how “politically correct” or accurate our class’ list is with the US Census. Also have them note how the censuses have changed over time.
* Discussion Questions:
	+ What do you think will change on future censuses? (track participation)
	+ What is the difference between “black” and “African American”? What name is more appropriate?
	+ Why is African American a common term, but not Swedish-American? (the objective of this question is to help students understand how “white” does not identify a country/continent of origin.
	+ What if you moved from Somalia in 2004, what is your race? (Is African-American appropriate?)
	+ What if you moved from France and you have dark complexion, what is your race?

4. Ticket Out the Door

* With about 5 minutes remaining of class, ask students to reflect on their learning by answering the question, “How would you choose a person’s race?” The answers to these questions will start the Snappy Launch for the following lesson.

**Assessment:**

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| --- | --- | --- | --- | --- |
| **Criteria** | **4** | **3** | **2** | **1** |
| **Participation** | Student participates in the discussion throughout the lesson (3+ times) and is respectful to classmates’ opinion | Students participates in the discussion, but does not participate throughout the entire lesson (2+ times); student is respectful to classmates | Student participates in the discussion throughout the lesson (1+ times), but is not respectful to classmates | Student rarely participates (if at all) in discussion and is not respectful to classmates |
| **Census Research** | -Student uses the digital resources effectively-Student stays focused >95% of the time and tracks changes in the census | -Student uses the digital resources effectively-Student stays focused >85% of the time and tracks some changes in the censuses | -Student uses the digital resources-Student stays focused >70% of the time and tracks some changes in the censuses | -Student does not effectively use the digital resource to track the changes in the censuses |
| **Ticket Out the Door** | Student’s TOD shows reflection and clearly explains their opinion with very few grammatical errors  | Student’s TOD shows reflection, but does not clearly explains their opinion; may have a few grammatical errors  | Student’s TOD is completed, but is not clear; has many grammatical errors  | Student’s TOD is incomplete  |