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| These readings, along with many others we've had in the class, overwhelmed me a great deal. I knew africans were slaves. I knew slavery wasn't right. I have read a few books on slavery when I was a child, and knew they were treated horribly. However, I did not know to what extent, how bad it was. I was embarrassed about being a part of a nation that could name another human being property, but I had NO CLUE how it really came about, or how awful it really was. What shocked me the most about the Takaki readings, was when they were describing Africans as APES!!! They were comparing their dark complexion, they hands, their feet, and THEM to apes. I also was shocked and hurt to hear that, according to our Takaki reading, the servants often wore iron collars. They were treated worse than animals, beaten, bruised. Their identity was stolen. It was interesting to read how the Africans went from indentured servants to simply slaves, and how they went from having a contract shorter in length to having to serve a lifetime, all without a choice in the matter. They were ripped from their family, friends, and livelihood, and forced to do something for little to no pay, in the cruelest of conditions. The biases held toward african americans are awful. They are labeled as lazy, illiterate, welfare bound, poor, etc. No biases about this group of people are good. I never really thought much about the biases about african americans growing up. I lived a very "sheltered" life, where the only "black" people I came into contact with were adopted into white families. Because I did't really know any African American people, I didn't have any biases toward them....so I thought. I was friends with "black" people, but not ones who knew any different life than me. When I first started college in Thief River at Northland, I soon realized that I held way more biases than what I had thought, and I am completely ashamed by this. At northland, There were a lot of African Americans from southern United States. Looking back, I remember seeing them and thinking of them "all" as "gangsters." They all seemed to have their pants sagged down and walked with a jump, and I thought they were all the same. A lot of them also would yell out to white people the name "cracker." They would also call each other the "N" word. I remember thinking to myself "These are the people who bitch and moan about US being racist?!" How can they sit there and say that white people are so racist when they are calling me a cracker?! How can they get mad if a white person for calling them the "N" word, when they sit there and call themselves that all the time. This is only one of many examples of the different things that made my biases worse while I attended school at Northland. After participating in the discussions, reading about the africans, and reflecting on my own personal experiences, I realized how prevalent racism is right now. While I went to northland, I came into contact with so many different races, and within those races, the people were at so many different walks of life. I heard white people call black people names, black people call black people names, and black people call white people names. I realized that racism isn't a thing of the past, it isn't a thing that just needs to be "forgotten," it's not a thing somebody can just "move past" because it happened so long ago. The biases still exist. The racism still exists. The mistreatment still exists. **Lesson Plan:****6th grade****Subject: social studies****Objectives:**\* Students will be able to describe and identify what racism means \* students will be understand that racism isn't a "thing of the past" and that it happens everyday, everywhere, and to everybody\* students will discuss the different aspects of racism and how it affects us today and in our classrom\* students will understand the term slavery, and will know that it still affects us today\* students will write a short paper about racism and biases and how they will work to change their own biases. They will use correct grammar\* Students will work together in a group to brainstorm the different biases they hold and how they will change them**Snappy launch:**How would you feel if YOU had to work for no pay?! How would you like it if you were town from YOUR family and forced to move and work somewhere you had never visited before?! This is exactly what the African Americans had to do.**Procedure:**\*I will first read the students some different parts of the Giddy summary. I will read to them about how the African Americans are described as apes, how they wore collars, how they were beat, etc. After We are done reading, I will ask the students' thoughts on what we just read. I will ask the students what they know about racism. We will discuss racism, and how it can be about anything and towards anybody. \* students will break into groups. In the groups, they will discuss any biases they hold toward different people and different groups. They will discuss the different things they think about that particular group and the different things they have said in the past about that particular group. They will then reflect, within their group, how they would have felt if those words had been said to THEM. They will reflect IF they've been outwardly judged, and if it hurt them, or how they believe they would feel if it happened to them. \* After the students are done with their groups, we will come back and reflect/discuss their findings. I will put the main points on the board. We will discuss how much racism STILL happens, and if/how they realized how it would or does affect them **Vocabulary:****Racism****Bias****Prejudice****Assessmen**t: Students will write a short 2-3 page paper, with correct grammar, summarizing their findings. They will talk about racism, how it affects them, the biases they have had, and what they can do to avoid showing and having future biases.20 points: Students will show in their writing that they understand what racism is, and that it still is a problem today15 points: Students will express a bias or biases they have held to a specific group, and express what they can do in the future to avoid having that bias10 points: Students will use correct spelling and grammar5 points: paper will at least be 2 pages in length.  |
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