

**Lesson Plan: Racism**

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**Generalizations:** Racism exists universally.

A single event can have far-reaching consequences.

Cultural change is slow.

**Questions:** Based on your study of *Night*, how was racism exhibited in the Holocaust?

What similar characteristics does the Emmett Till case exhibit?

What impact has the Till Case had on American culture/legal stance?

**Objectives:** Students will:

- Analyze *Night* by Elie Weisel and the pbs video fo Emmett Till case for similarities of attitude
- Connect Till case to story of Rosa Park and later events of civil rights movement through research
- Analyze local/state community for changes in black/white relationships post WW II

**Materials/Resources:** class set of *Night*

Pbs video

Classroom computer access (rolling lab or other setup)

Roanoke Island History Museum exhibit on Freedman's Colony, Black Watermen

(Substitute local resources.)

**Activities:** Students will define **racism** through brainstorming and dictionary definition.

Students will have read and discussed *Night* and will identify examples of behavior which demonstrates racist attitudes.

Students will view the PBS video and discuss examples of racism, recognizing the time frame (post WW II), and comparing the attitudes of Southern Whites with those of the Nazis.

Students will research the Emmett Till case with the specific goals of identifying underlying attitudes that permitted the events and the effects of these events as the beginning of the Civil Rights Movement.

Students will, through paired research, identify events that followed and their effects on legislation in the US.

Students will visit the Roanoke Island History Museum to examine exhibits that show the 'separate but ...' history of blacks and whites in Dare County.

Students will interview both black and white natives of Dare County to discuss perceptions of local attitudes and to determine effects of legislation during the Civil Rights Movement.

**Assessment:** Students will produce short research paper (3-4 pages) with limited sources (4 minimum, one NOT internet) that discusses the issue of **racism post WW II in the US**. Papers may address national, state or local attitudes, but must offer summaries and support – not opinions or suggestions. \*\*These may be done individually, in pairs, or in larger groups.

Students will write individual reflection papers on current individual and group attitudes in our county, examining ways to challenge, curb, and curtail both attitudes and activities that exhibit racism.