



Lesson 1

Identifying Discrimination

Overview

During this activity, students deepen their understanding of discrimination as they examine people's perceptions and responses to it. Students will also create a collage of images and write personal reflections to share with others their understanding of discrimination.

Lesson Standards

Wisconsin's Model Academic Standards for Social Studies

Standard C: Political Science and Citizenship

C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens

C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position

Common Core State Standards for English Language Arts

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

WHST.9-10.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons and evidence.

Lesson Targets

Students will identify a time when they experienced discrimination or when they discriminated against someone else, reflecting on how the situation made them and others feel, as well as how the discrimination impacted those around them.

Students will analyze the discrimination Vel Phillips experienced, and conclude how the experiences influenced Vel's life.

Students will create a collage using a minimum of ten images, and write a personal reflection for each image about how the picture represents discrimination. They will share this collage with their peers, who will add their own reflections.

Materials

- *Vel Phillips: Dream Big Dreams*, segments: *1924 Early Years* and *1942 Howard University* (03:41-08:27)
- *Identifying Discrimination* worksheet (provided, one needed for each student)

Lesson Procedure

To activate their prior knowledge, first ask students to define *discrimination*. Record their responses on the board. A sample student definition is: *Discrimination is the unjust treatment of others because of age, ethnicity, religion, sex, or other personality traits.*

Next have students watch the first two segments of *Vel Phillips: Dream Big Dreams* titled *1924 Early Years* and *1942 Howard University*. After viewing, ask students questions such as:

Teaching Guide



Identifying Discrimination - Lesson 1 cont.

- How was Vel discriminated against?
- How did Vel react when experiencing discrimination?
- What did Vel do to overcome discrimination?
- How do you think Vel felt when facing discrimination?

Be sure to ask students for evidence from the video to support their responses.

Show students the first two segments of the documentary again, instructing them to search for additional examples of discrimination Vel experienced. Students should notice that Vel also faced gender and racial discrimination. They may also recognize that the discrimination Vel faced as a child and teenager influenced who she became.

To help students connect to Vel's experiences, have students work with a partner and reflect on a time they experienced discrimination or when they discriminated against someone else. Students should use *Identifying Discrimination: Part 1* as a guide.

Once complete, students will research and share a minimum of ten images that represent or show discrimination. This can be completed using different methods including:

- 1** Have students gather images from magazines, newspapers, and other print resources. The students should cut out the images and adhere them on a poster board.
- 2** Have students find images online. The students should print the images and adhere them to a poster board.
- 3** Have the students find images online and save them in an album or document that can be shared virtually with their peers.

4 Have students find and save images using an online tool such as Pinterest, VisualizeUs, Juxtapost, etc. It is recommended that students use an assigned school email rather than a personal email if they are creating an account to use an online tool for this project.

With each image, instruct students to write a brief reflection describing how each image represents or shows discrimination. Students should number each image. These directions are found in *Identifying Discrimination: Part 2*. Afterwards, have students share their images and reflections with the class.

Students will next choose five images, one from five different students. They should record the other student's name, the image number, and an alternative reflection for the image in *Identifying Discrimination: Part 3*.

Lastly, have students independently complete the final reflection using *Identifying Discrimination: Part IV*.

Extension Activity

Display the students' images and reflections in the school or community. Provide sticky notes and post a sign requesting additional reflection. For example, the sign could read, "Choose an image. On a sticky note, reflect on how you think the image represents or shows discrimination. Place the sticky note on the image. Repeat for as many images as you choose!"

.....
name

Identifying Discrimination

Vocabulary - *Discrimination is the unjust treatment of others because of age, ethnicity, religion, gender, or other personality traits.*

Part 1: With a partner, reflect on your experiences involving discrimination. You should record your partner's responses.

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partner name

Describe a time when you went to a place and you felt did not belong because of how others made you feel.

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Why do you think you felt like you did not belong?

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Do you think you were a victim of discrimination? Why?

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Tell about a time when you were with a person that made you feel uncomfortable.

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Why do you think you felt uncomfortable?

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Do you think you were discriminating against the person you were with? Why?

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Do you think the person you were with was discriminating against you? Why?

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Is there a situation when discrimination is okay? Explain.

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Which group in your school do you think experiences the most discrimination? Explain.

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Which group in your community do you think experiences the most discrimination? Explain.

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Describe a time you witnessed someone being discriminated against.

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What did you do? Why?

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Describe a time you noticed someone alter their behavior or appearance because they feared discrimination and wanted to avoid it.

Part 2: Find ten images that either show or represent discrimination. Number each image, and write a short reflection describing how the image shows or represents discrimination.

Part 3 : Choose one image from five different peers. Record your peer's name and the image number. Write an alternative reflection telling why you feel the image shows or represents discrimination.

student name:

image number:

reflection:

student name:

image number:

reflection:

student name:

image number:

reflection:

student name:

image number:

reflection:

student name:

image number:

reflection:

Part 4 : Respond to each of the following questions.

Do you notice any patterns in your responses from Part 3? If so, why do you think your responses had this pattern?

How does the experience of discrimination differ between people?

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What discrimination did Vel Phillips face?

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How did Vel Phillips overcome discrimination?

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How would you overcome your experience of discrimination?

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