**Lesson # 1 Date of Lesson: 04/30/2019**

**Grade/Course: 10th, 11th, 12th Lesson duration: 40 minutes**

**Unit: Human Rights Topic of Lesson: Colorism**

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| **Central Focus:** For hundreds of years people of color have faced discrimination because of the color of their skin. As time progressed the discrimination remained but began to change. As we take look into the world of Colorism, we see how skin tone plays a role in the privileges of same race people. Understanding that the perpetuation of Colorism can done inter and intraracially. |

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| **Essential Question(s):** What is colorism? Is colorism racially motivated? What is the difference between interracially vs. intraracially motivated colorism? How is colorism different from racism? |

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| **State/Disciplinary Standards:** <https://www.state.nj.us/education/cccs/2014/ss/> |

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| **Daily Performance Objectives:** Students will be able to define colorism and identify how it is different from racism. Students will be able to identify the role of colorism in employment, media, and the criminal justice system. Students will be able to identify the role of colorism on the standard of beauty. |

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| **Prior Knowledge Resources:** *List links to previous lessons, student ideas or misconceptions you anticipate, and describe any resources (including cognitive, cultural, experiential, etc.) that students may possibly bring to this lesson.* |

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| **Academic Language:** *List the vocabulary, language function, syntax and/or discourse that is essential for mastery of this content.* |

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| **Materials and Preparation:**   * Handouts |

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| **Assessment/Evaluation—note: all lessons *must* include checks for understanding**   * *Formative (entails timely feedback to students)*      * *Summative (endpoint, for a grade or other summary judgment)* |

**Lesson Progression** (add rows as necessary): *Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs. Please note all assessments that were described in the previous section.*

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| **Duration:** | **The teacher will…** | **The student(s) will…** |
| **5 minutes** | **Go over classroom contract** | **Listen attentively** |
| **4 minutes** | **Play video from ‘Black-ish’ about ‘The Role of Colorism’** | **Watch, make comments and or ask questions when necessary** |
| **6 minutes** | **Go over Anticipation Guides** | **Identify 3 examples of Colorism i.e. (media, personal life, employment, and education)** |
| **5 minutes** | **Go over Racism vs. Colorism. How they differ and how they are the same.** | **Listen, make comments and or ask questions when necessary** |
| **5 minutes** | **Play video from ‘Black-ish’ about ‘The Effects of Colorism’** | **Watch, make comments and or ask questions when necessary** |
| **6 minutes** | **Go over briefly the history of Colorism** | **Listen, make comments and or ask questions when necessary** |
| **6 minutes** | **Play video of ‘Doll Test’** | **Participate in S-I-T Activity. Share responses with instructor and class.** |
| **5 minutes** | **Go over colorism in the media and employment** | **Listen, make comments and or ask questions when necessary** |
| **10 minutes** | **Go over colorism in Popular Media, engage students with pop culture references** | **Listen, make comments and or ask questions when necessary** |
| **5 minutes** | **Go over Research Study Statistics** | **Listen, make comments and or ask questions when necessary** |
| **6 minutes** | **Pass out handouts of images. Facilitate discussion.** | **Write down the first three things that come to mind when viewing these images.** |
| **5 minutes** | **Teach brief history of the Intraracial perpetuation of Colorism** | **Listen, make comments and or ask questions when necessary** |
| **5 minutes** | **Go over colorism in the education and criminal justice sector** | **Listen, make comments and or ask questions when necessary** |
| **6 minutes** | **Facilitate discussion. Hand out Nursey Rhyme.** | **Participate in a Think-Pair-Share activity. Reflect on handout. Pair up with partner discuss responses. Share responses with the class.** |
| **5 minutes** | **Facilitate discussion about a Call to Action** | **Suggest steps we can take to combat colorism** |
| **5 minutes** | **Thank students for their time and active participation. Instructor will hand out a paper with information for students to learn more about colorism.** | **Write down 3 things they have learned, 2 things they still have questions about, and 1 thing they enjoyed about the lesson. And submit exit ticket to the instructor before leaving.** |
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| **Homework: N/A** |

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| **Notes / Reflection: N/A** |